TITLE IIA
ISSUES OF EQUITABLE DISTRIBUTION

Kansas state department of Education

leadership and support for student learning

A BLUEPRINT FOR REFORM

The Reauthorization of the Elementary and Secondary Education Act

United Stated Department of Education, March 2010

Our best teachers and leaders where they are needed most.

"Our proposal will provide funds to states and districts to develop and support effective teachers and leaders, with a focus on improving the effectiveness of teachers and leaders in high-needs schools. We will call on states and districts to track equitable access to effective teachers and principals, and where needed, take steps to improve access to effective educators for students in high-poverty, high-minority schools."

Greater equity.

"To give every student a fair chance to succeed, and give principals and teachers the resources to support student success, we will call on school districts and states to take steps to ensure equity, by such means as moving toward comparability in resources between high- and low-poverty schools."

SIX COMPONENTS OF STATE HIGHLY QUALIFIED TEACHER PLAN

1. Analysis of core subject classes currently not being taught by highly qualified teachers.

2. Information on Highly Qualified Teacher status in each Local Education Agency and the steps to assist teachers in attaining HQT status.

3. Information on technical assistance, programs and services to assist LEAs in completing their HQT plans.

4. How the State Education Agency will work with LEAs that fail to reach the 100% HQT goal by the end of the 2006-2007 school year.

5. Explain the HOUSSE process for teachers not new to the profession and how the SEA will limit the use of HOUSSE.

6. States written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

National Comprehensive Center for Teacher Quality, 2006

KANSAS STATE EQUITY PLAN

The goals of this plan are to 1. Start to unravel where inequities in teacher assignments exist, 2. Find statewide disparities including disparities within larger districts, 3. Highlight four strategies for addressing these disparities and inequalities to promote the long-term placement of effective teachers with the children who need them the most.

Kansas State Department of Education

Goal # 1
The development of a cohesive data and reporting system that provides measures for the qualifications, assignments, performance in the classroom, and distribution of teachers in the state.

Goal #2
Improve the system of human capital and revise it as a mechanism to ensure highly qualified, highly effective teacher/leaders in each classroom.

Goal #3
Increase specialized skills of knowledge to ensure teacher/leaders are more effective with the population of students typically served in high-poverty, low-performing schools and linked to compensation.

Goal #4
Improve working conditions.

Kansas State Department of Education Steps to Ensure Equity

- Kansas Educator Evaluation Protocol (KEEP)
  - Teacher/Leader Evaluation Instrument and Process
  - KSDE Supported Repository
  - Research-Based
  - Built by Kansas Educators for Kansas Teachers and Leaders

- Kansas Learning Network (KLN)
  - Supporting Schools and Districts on Improvement
  - District Needs Appraisal
  - Building-Level Implementation Coach

- New Teacher Center Mentoring Pilots
  - New Building Leaders are Provided Highly Qualified Mentors
  - 35 New Building Leaders and 35 Mentors across Kansas districts are participating

- System for Education Enterprise in Kansas (SEEK)
  - Data Rich Environment
  - Accessible to Districts and Buildings

What Factors are Involved in Equitable Distribution?

- Highly Qualified Teacher Status
  - Licensed by the State of Kansas
  - Endorsed in the level and subject currently teaching

- Poverty
  - Based on the number of free and reduced lunches.
  - Every district in Kansas has at least one school that qualifies as a Title I school regardless of its poverty rate.

- Teachers'/Leaders' Years of Experience
  - Total years in the profession
  - Total years in district

    Compiled from the Licensed Personnel Report submitted annually by all districts.

- Attainment of an Advanced Degree
  - Masters level or above

- Improvement Status
  - District on improvement
  - School on improvement

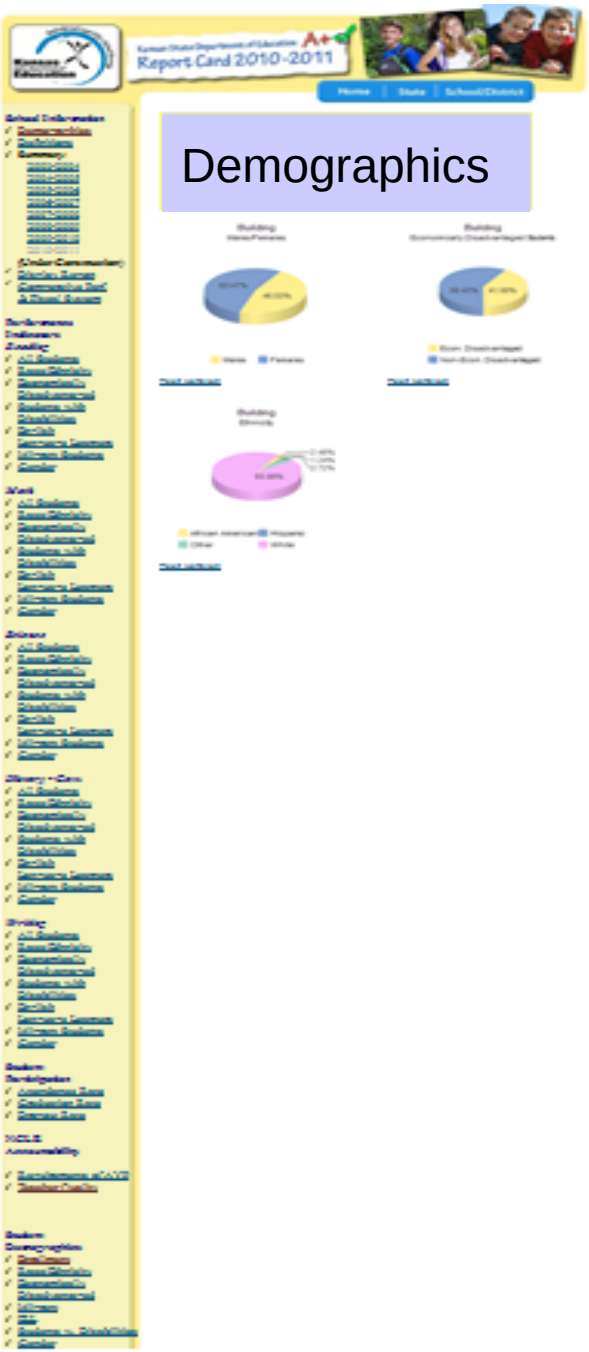
Highly Qualified Teacher In Kansas

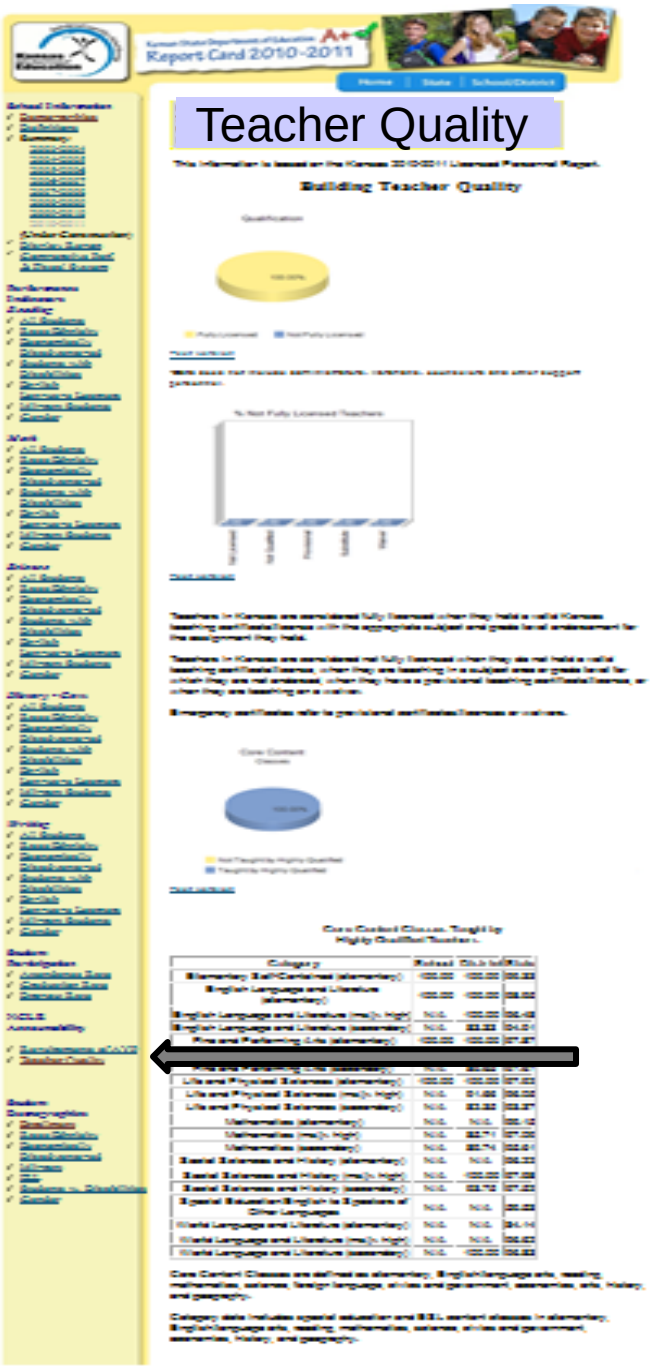
	% Fully Licensed	% with Emergency Licenses	% not Licensed	% Core Content Classes Not Taught by Highly Qualified
Elementary High-poverty schools	96 %	2 %	0 %	2 %
Elementary Low-poverty schools	97 %	1 %	0 %	1 %
Elementary All schools	96 %	2 %	0 %	2 %
Secondary High-poverty schools	94 %	3 %	0 %	6 %
Secondary Low-poverty schools	97 %	2 %	0 %	2 %
Secondary All schools	96 %	2 %	0 %	4 %
All schools	96 %	2 %	0 %	4 %

Category	Percent
Elementary Self-Contained	99.33
English Language and Literature (elem)	98.95
English Language and Literature (ms/jr. high)	96.48
English Language and Literature (secondary)	94.91
Fine and Performing Arts (elementary)	97.87
Fine and Performing Arts (ms/jr. high)	97.45
Fine and Performing Arts (secondary)	97.67
Life and Physical Sciences (elementary)	97.92
Life and Physical Sciences (ms/jr. high)	96.05
Life and Physical Sciences (secondary)	93.37
Mathematics (elementary)	99.15
Mathematics (ms/jr. high)	97.09
Mathematics (secondary)	95.61
Social Sciences and History (elementary)	96.22
Social Sciences and History (ms/jr. high)	97.98
Social Sciences and History (secondary)	97.52
Special Education/ESOL	59.53
World Language and Literature (elementary)	84.14
World Language and Literature (ms/jr. high)	96.62
World Language and Literature (secondary)	96.83

Understanding Poverty

- High-poverty elementary schools are defined as those schools in the top 58% in terms of the percentage of students enrolled in the school who qualify for the free or reduced price lunch programs.
- Low-poverty elementary schools are defined as those schools in the bottom 26% in terms of the percentage of students enrolled in the school who qualify for the free or reduced price lunch programs.
- High-poverty secondary schools are defined as those schools in the top 45% in terms of the percentage of students enrolled in the school who qualify for the free or reduced price lunch programs.
- Low-poverty secondary schools are defined as those schools in the bottom 22% in terms of the percentage of students enrolled in the school who qualify for the free or reduced price lunch programs.


Report Card 2010-2011
Demographics


Report Card 2010-2011
Teacher Quality
Building Teacher Quality

How do we bring these factors together so that equitable distribution can be studied?

KSDE Authenticated Applications

https://online.ksde.org/authentication/login.aspx

Manage My Account
System for Education Enterprise in Kansas
Choose:
"District Details" or
"Building Details"

SEEK - System for Education Enterprise in Kansas

Home | Accountability | Academic Performance | Attendance | Data Quality | Educator

Accountability – Academic Performance – Attendance – Data Quality

Educator Tab

Accountability
- AYP Results
- AYP Targets
- Percent Standard and Above

Academic Performance
- Average Scale Score
- Percent of Population at Each Performance Category

Attendance
- Attendance Rate
- Grade Level Comparisons
- Population Subgroup Comparison

Data Quality
- ENRL Before and After Audit
- ENRL to EOYA
- Records Per Batch Resulting in Error
- Ratio of Records Submitted Per Student
- Stale Student IDs by Age
- Undo Records Per Records Total

Educator
- Average Years Experience
- Percent of Educators with Less than Three Years Experience
- Percent of Educators with Masters or Above

Parameters

What appears is dependent on access:

- **Organization Details**
  Will be able to choose a **Building** and **School Year**.
- **Building Details**
  Will be able to choose a **School Year**.

Click **Apply** to see results.

Parameters

Organization: <Select a Value>

Building:

School Year: <Select a Value>

Apply

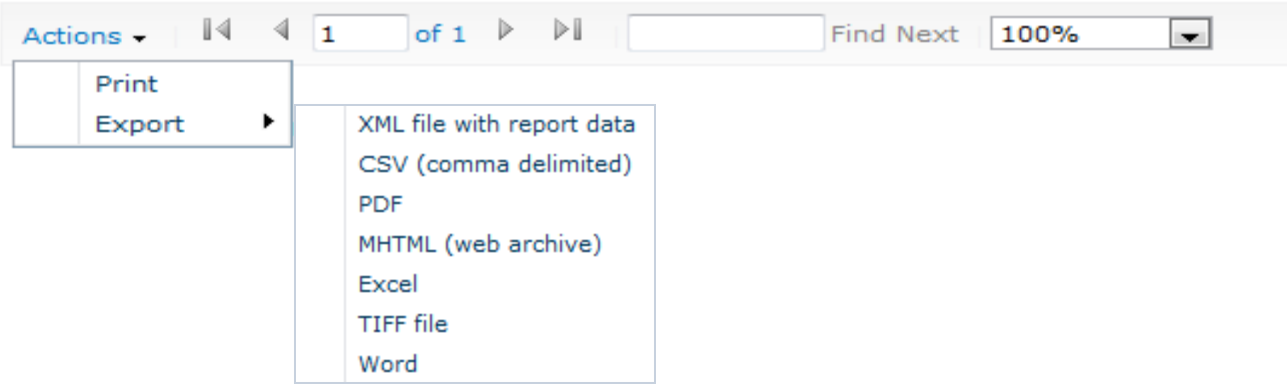
Educator Tab

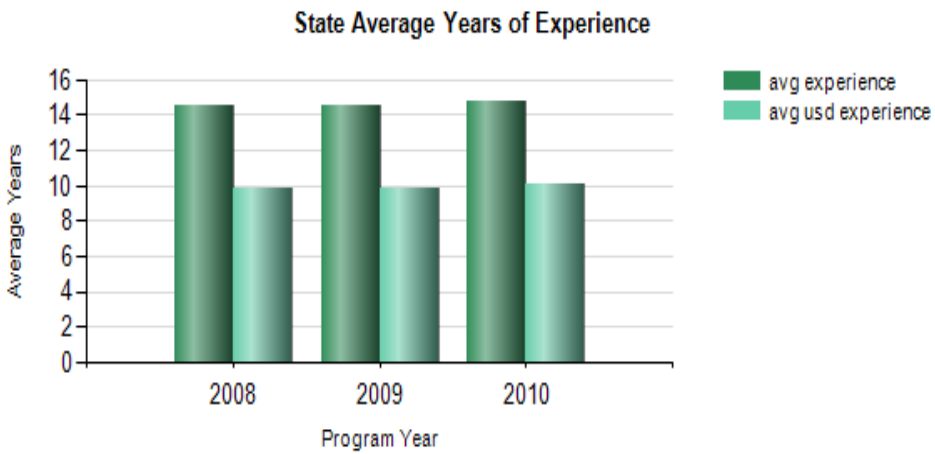
Average Years Experience

Percent of Educators with Less than Three Years Experience

Percent of Educators with Masters or Above

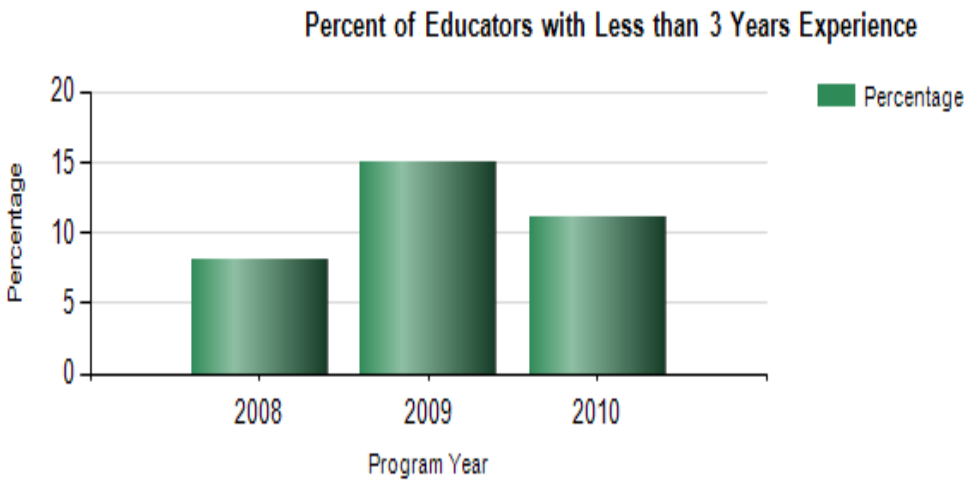
Average Years of Experience – *District Level Only*

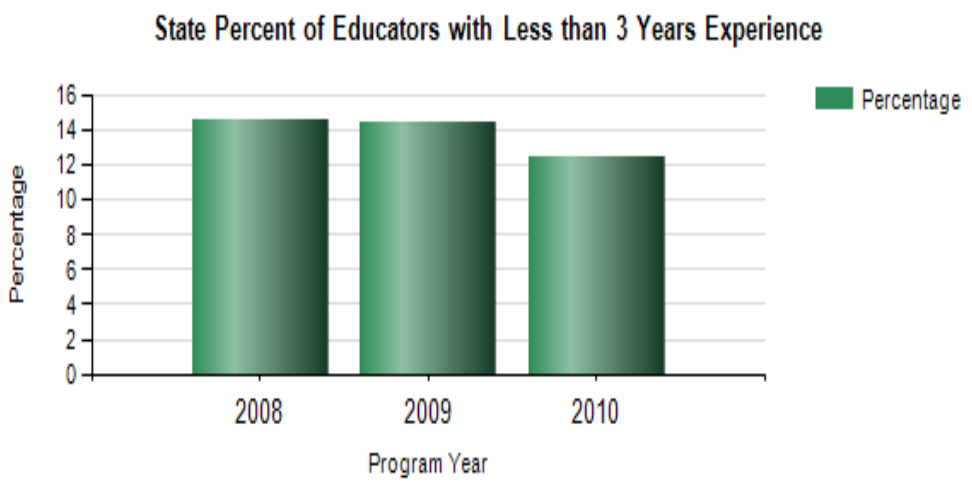




D0999 - Sample District			
org no	**program year**	**avg experience**	**avg usd experience**
D0999	2008	14.51	9.06
D0999	2009	14.8	9.32
D0999	2010	15.07	9.95
State Comparison			
org no	**program year**	**avg experience**	**avg usd experience**
State	2008	14.51	9.87
State	2009	14.49	9.8
State	2010	14.75	10.1

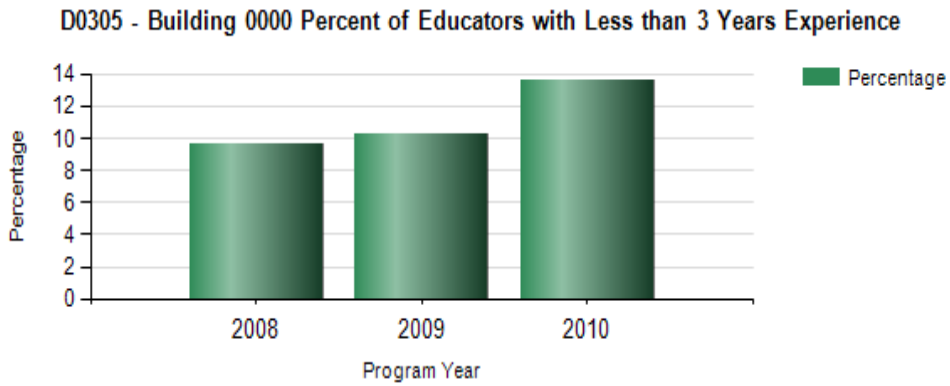
Percent of Educators with Less than 3 Years Experience
Building Level

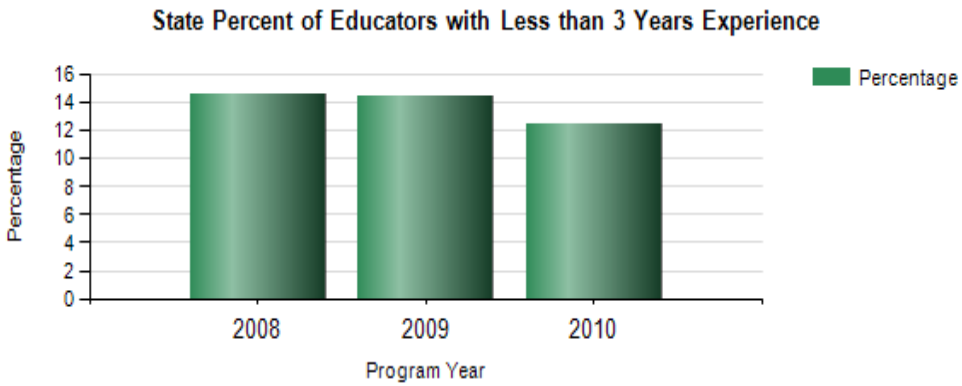




D0999 – Sample District			
School Year	**Org no**	**Bldg no**	**Percentage**
2008	D0999	1234	8.11 %
2009	D0999	1234	15.00 %
2010	D0999	1234	11.11 %
State Comparison			
School Year	**Org no**	**Bldg no**	**Percentage**
2008	State	0000	14.52 %
2009	State	0000	14.36 %
2010	State	0000	12.38 %

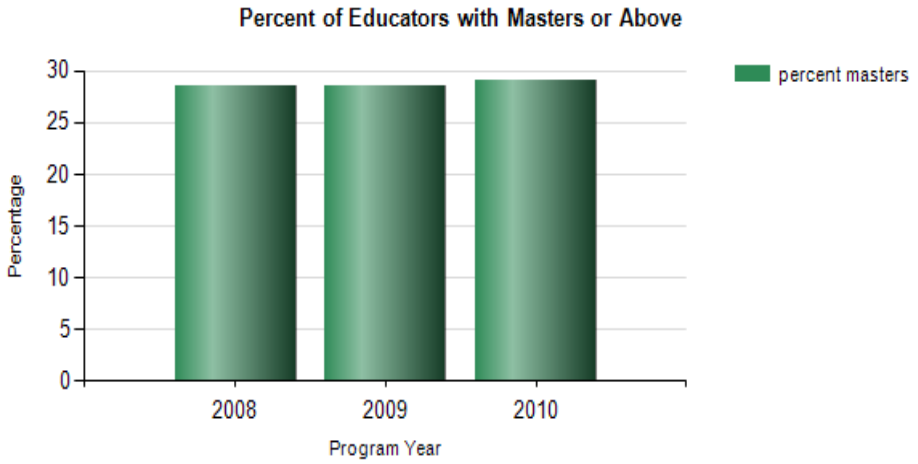
Percent of Educators with Less than 3 Years Experience
District Level

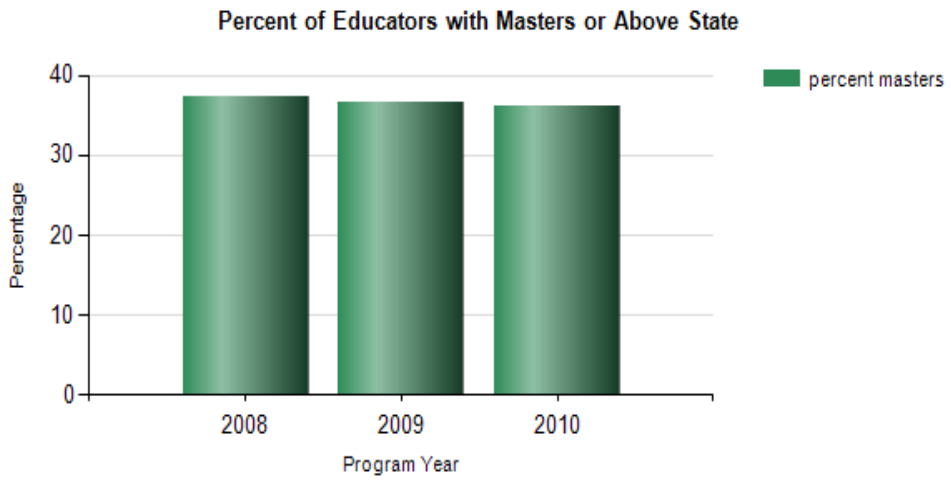




D0000 – Sample District			
School Year	**Org no**	**Bldg no**	**Percentage**
2008	D0999	0000	9.60 %
2009	D0999	0000	10.29 %
2010	D0999	0000	13.62 %
State Comparison			
School Year	**Org no**	**Bldg no**	**Percentage**
2008	State	0000	14.52 %
2009	State	0000	14.36 %
2010	State	0000	12.38 %

Percent of Educators with Masters or Above
Building Level





D0000 - Sample District				
org no	**bldg no**	**program year**	**percent masters**	
D0999	1234	2008	28.57 %	
D0999	1234	2009	28.57 %	
D0999	1234	2010	29.03 %	
State Comparison				
org no	**bldg no**	**program year**	**percent masters**	
State	N/A	2008	37.26 %	
State	N/A	2009	36.48 %	
State	N/A	2010	36.22 %	

Other SEEK features that can contribute to the equitable distribution conversation:

- Accountability
  - AYP Results
  - District AYP Targets
  - Percent Standard and Above

- Academic Performance
  - Average Scale Score
  - Percent of Population at each Performance Category

- Attendance
  - Attendance Rate
  - Grade Level Comparison
  - Population/Subgroup Comparison

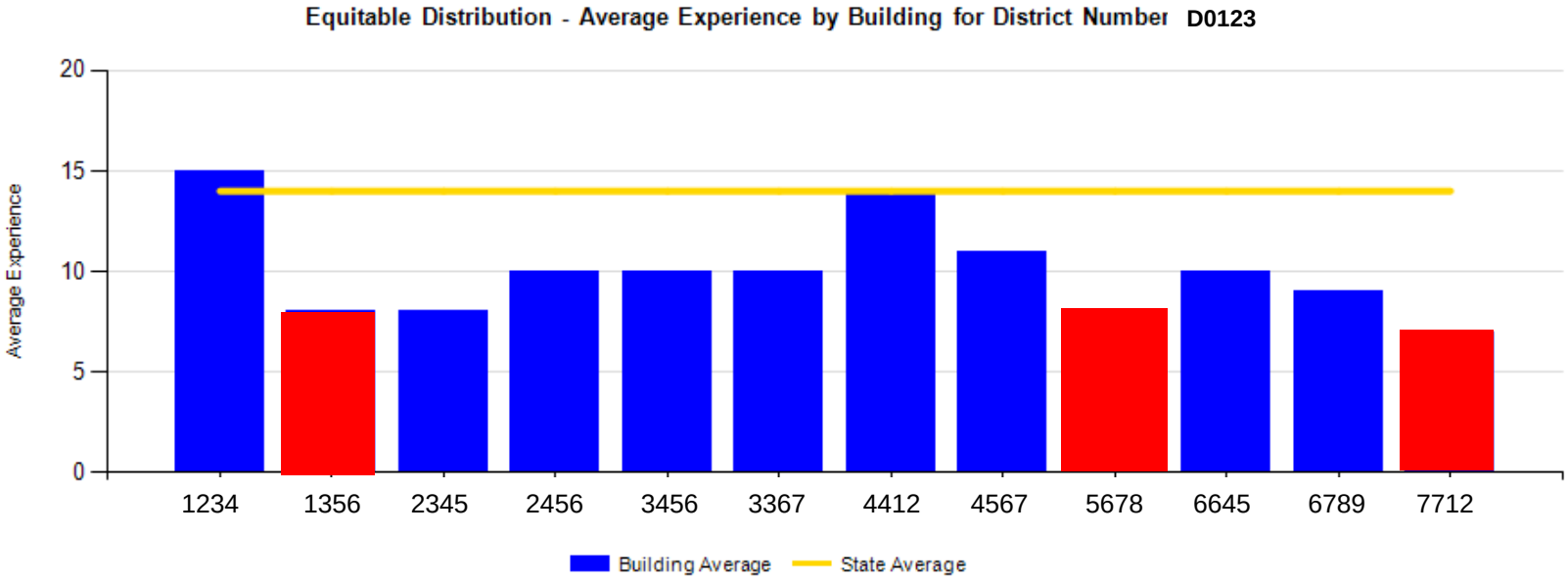
- Is there a correlation between schools with a high percentage of teachers with less than three years experience and AYP results?

- Is there a correlation between schools with a high percentage of teachers that hold a Masters degree or above and AYP results?

- Is there a correlation between schools with low attendance rates and teachers' average years of experience?

An example using SEEK to study equitable distribution:

Columns in red indicated buildings with high poverty



Building Number	Program Year	Average Years	Poverty Level
1234	2010	15	
1356	2010	8	
2345	2010	8	
2456	2010	10	
3456	2010	10	
3367	2010	10	
4412	2010	14	
4567	2010	11	
5678	2010	7	
6645	2010	10	
6789	2010	9	
7712	2010	7	

Considerations for a Variety of Districts

- **Small Districts** (only one school at each grade level or less):
  - How do our schools compare to the state average?
  - Does our Title I school(s) have teachers with less experience than the other schools in the district?
  - Does our Title I school(s) have teachers with less education than other schools in our district?
  - How do we recruit/hire teachers with greater experience and/or education to work with our most needy student populations?

- **Medium Districts** (multiple elementary schools and/or middle schools and only one high school):
  - How do our schools compare to the state average?
  - Does our Title I school(s) have teachers with less experience than the other schools in the district?
  - Does our Title I school(s) have teachers with less education than other schools in our district?
  - How do we recruit/hire teachers with greater experience and/or education to work with our most needy student populations?
  - Do grade-level alike schools with higher poverty have teachers with less experience?
  - Do grade-level alike schools with higher poverty have teachers with less education?
  - How do we encourage teachers with greater experience/education to transfer to positions where they will work with our most needy student populations?

- **Large Districts** (multiple schools at all levels):
  - Do grade-level alike schools with higher poverty have teachers with less experience?
  - Do schools with higher poverty have teachers with less education?
  - How do we encourage teachers with greater experience/education to transfer to positions where they will work with our most needy student populations?

Contact Information

Sandy Guidry
Title Programs and Services
sguidry@ksde.org
(785) 296-1101

Norma Cregan
Title Programs and Services
ncregan@ksde.org
(785) 296-4906