

# Kansas Equity Plan Addendum

## August 2010

### 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.**

The Kansas State Department of Education (KSDE) has demonstrated considerable progress in refining the collection tools that provide KSDE with the information on assignments and distribution of teachers. As you can see from Table I and II, significant growth has been achieved in the number of highly qualified staff in all schools in Kansas.

- **Strategy:** KSDE will continue the collection of data reflecting the number of highly qualified teachers in core content classes in high and low poverty schools, including the number of resignations, transfers, reductions in force, and retirements.

**Progress:** KSDE, through the collaboration of the Teacher Education and Licensure and Title Programs and Services teams, has collected, disaggregated, and disseminated data on highly qualified teachers (HQT) in core content classes in high and low poverty schools, including the number of resignations, transfers, layoffs, and retirements. The data was analyzed for each district and state wide and then compared to state data from 2008-09. This data was shared with the Kansas State Board of Education on June 9, 2010. As you review Table I through IV, it is apparent that Kansas has made substantial growth in the status of HQT in both high and low poverty elementary schools. The largest growth has been demonstrated in world languages. It is also apparent that Kansas still exhibits a discrepancy in the area of mathematics in the high poverty secondary schools.

- **Strategy:** KSDE will produce an annual mobility report which reflects the “school to school” movement of staff. This will assist KSDE in the identification of teachers transferring from high poverty schools to low poverty schools and making connections with schools that are on improvement.

**Progress:** KSDE is redefining the exit report to include reasons for leaving: Further data will need to be collected to determine if teachers are leaving high poverty schools to move to low poverty schools.

- **Strategy:** Produce an annual report detailing not only the number of vacancies, but also the number of staff who have left schools which are on improvement.

**Progress:** The Licensed Personnel Report which is due in late February contains data on vacancies. Data that will be collected in February of 2011 will be compared to previous data to verify the reasons that staff is leaving and also to determine if a higher percentage of staff leave a building that is on improvement. Table VII presents the data that has been collected for the past two years concerning exit reasons. Kansas will continue to collect and analyze data to enable KSDE to support schools as staff leave.

- **Strategy:** Working with Teacher Quality Center to identify districts that have high equitable distribution and low equitable distribution of teachers across the state based on years of experience, school poverty level, and school improvement status.

**Progress:** The National Comprehensive Center for Teacher Quality has helped produce visual representations of the state's distribution of teachers based on years of experience, school poverty level, and school improvement status. In June, the Teacher Education and Licensure team presented data on teacher distribution in their annual report to the Kansas State Board of Education.

## **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.**

The Kansas State Department of Education is currently working with two different contractors to better define this work. The timeline for completion of this work is listed below.

- **Strategy:** Analyze hiring policies of districts that are on improvement or that have schools which are on improvement, including vacancy notification requirements.

**Progress:** KSDE has contracted with Cross and Joftus, LLC to work with the KSDE and Kansas districts that are on Year 2 of improvement. Cross and Joftus, also referred to as Kansas Learning Network or KLN, will study and recommend changes to the hiring policies of schools and districts on improvement.

- **Strategy:** Analyze cost effectiveness of current policies on financial incentives for teaching in high needs schools.

**Progress:** Through the Kansas Learning Network, schools and districts on improvement will report on the use of financial incentives and its success in hiring for the 2010-2011 school year.

- **Strategy:** Define teacher/leader effectiveness in Kansas.

**Progress:** Kansas State Department of Education has contracted with Education Testing Services (ETS) to facilitate stakeholder research to define what an effective teacher/leader is. The development of a research based definition will align with the evaluation system discussed in the next strategy.

- **Strategy:** Review evaluation systems for measuring teacher/leader effectiveness and improving their performance. Please note that “leader” is defined, for the purpose of this work, as principal and superintendents.

**Progress:** KSDE has contracted with Education Testing Services (ETS) to facilitate the development of a teacher, principal, and superintendent evaluation system. This system will be implemented across the state in the future to aid in determining teacher/leader effectiveness. KSDE, Kansas Learning Network, along with teachers and administrators will be involved in the process. The evaluation instrument will be developed and piloted in the 2011-2012 school year. Schools on improvement have agreed to pilot the instrument during the 2011-2012 school year. Refinements will be made to the evaluation system if needed and will be made available to all schools during the 2012-2013 school year.

### **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.**

The Kansas State Department of Education has worked for the last three years to provide mentors to new teachers to enable them to feel supported during the most critical part of the career. Currently more research based strategies are being employed for new candidates to work in schools that demonstrate a variety of populations.

- **Strategy:** Analyze field placements to ensure teacher candidates experience working with a variety of demographics.

**Progress:** KSDE Teacher Education and Licensure, along with Title Programs and Services, continues to collaborate with institutes of higher education to revise student teaching experiences to include varied demographic populations including districts on improvement, high-poverty districts, and high-minority districts.

- **Strategy:** Identify teacher leaders and train them as high priority coaches to mentor and co teach with their peers in low performing schools.

**Progress:** KSDE supports a new teacher mentoring project. First year teachers are paired with a more experienced teacher (minimum of three years of experience) who then can qualify for a \$1000 stipend. A similar grant is available for mentors of second year teachers with a stipend of \$500.

KSDE has piloted two research-based mentoring programs. These mentoring models were chosen because of demographic differences evidenced through collected data across the state. Rural districts use a pilot that supports new teachers with mentors who remain in a teaching position. This program allows a mentor to coach up to two new teachers annually. The second program incorporates a full release model. Mentor teachers work full time in the mentoring capacity and can serve up to ten new teachers. Both mentoring programs provide training academies, on-going support to mentors, and tools to mentees and mentors. All training and materials are currently provided by KSDE and mentors were selected through an application process.

KSDE, utilizing guidance from Greenlight, Inc., began a pilot mentoring program entitled “Pathwise” during the 2008-2009 school year for three western Kansas districts. This was pilot was completed in May of 2010. Due to the success of the program, another cohort of districts is being recruited for the 2010-2011 school year.

The second mentoring program being piloted is “New Teacher Center.” This is a three year pilot, ready to begin its second year in 2010-2011. Additional data will be available to share at a later date.

- **Strategy:** Redesign teacher professional development to ensure learning opportunities are job embedded, collaborative, data driven, and focused on student learning.

**Progress:** The Kansas Professional Learning Audit Task Force was formed in 2009 and was charged with redefining professional learning. This task force includes members

from KSDE, Kansas Association of School Boards, Kansas Staff Development Council, Kansas NEA, Kansas Legislature, higher education, education service centers, and individual school districts. Their focus is centered on learning and quality professional development.

- **Strategy:** Provide specific online professional development modules for educators in high needs schools.

**Progress:** The plan for the development of assessment literacy modules was approved at the August 10, 2010 State Board meeting. Further efforts are being conducted to assess current existing professional learning modules that will be housed in a web based application and accessible to all Kansas school districts.

- **Strategy:** Evaluate steps to connect teacher and student learning data to move beyond proxy measures for quality.

**Progress:** Through the use of a technology grant, the KSDE is working to establish connections between teacher and student learning data. This is a focus of the agency for the upcoming school year.

#### **Goal #4**

#### **Improve working conditions.**

- **Strategy:** Provide an in-depth, rigorous induction, and mentoring program for all new teachers in high poverty, high needs schools.

**Progress:** A recent change to teacher licensure in the State of Kansas includes a mandatory mentoring program for first year teachers. New teachers are issued an “Initial License” and required to complete a one-year mentoring program. Following completion of the mentoring program a “Professional License” may be issued.

- **Strategy:** Strengthen leadership preparation programs and leadership in low performing schools.

**Progress:** Members of the Teacher Leader Assessment Panel, including representatives from the Professional Standards Board, Teaching in Kansas Commission, Institutions of Higher Learning, Kansas National Education Association, teachers and administrators were asked to meet to discuss and provide input to KSDE concerning the development

of leadership programs for the state. Regulations were developed and became legally effective in 2008. KSDE has contracted with ETS to develop a pathway for teacher leader licensure with the state. Teacher Leader Standards have been developed and a pilot assessment was implemented in February 2010. Currently institutes of higher education are submitting teacher leader preparation programs for State Board approval.

- **Strategy:** Encourage local education agencies to explore and implement performance based compensation policies that reward effective teachers/leaders for improving student learning.

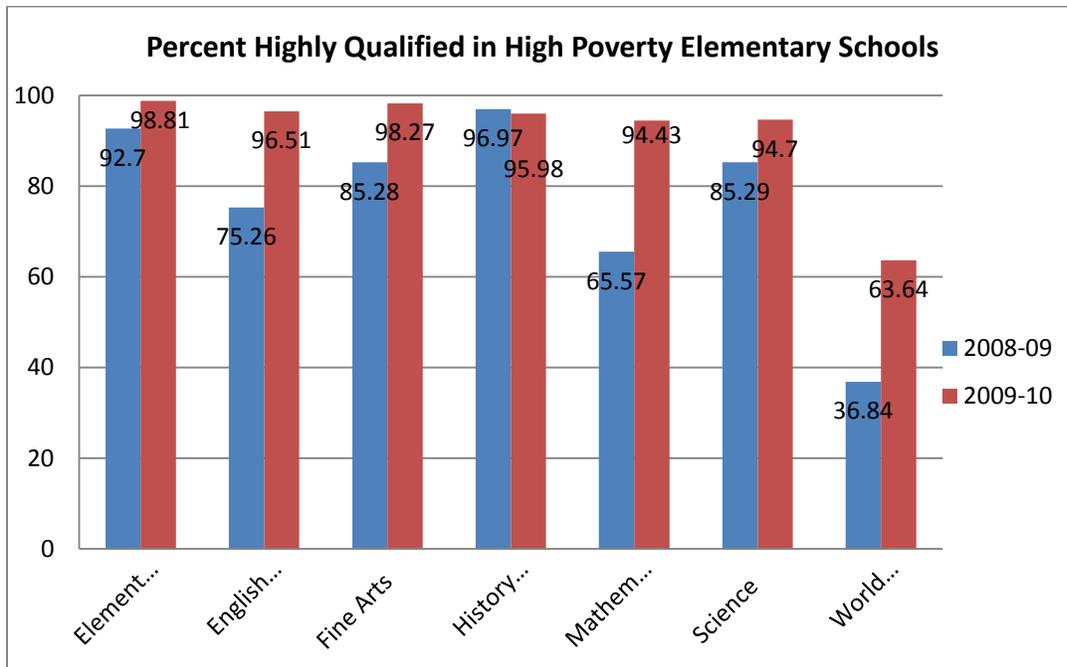
**Progress:** A committee which is currently working on the teacher, principal, and superintendent evaluations will address performance based compensation policies for improving student learning. Schools and districts on improvement will be encouraged to consider implementing performance based compensation policies as part of the evaluation pilot during the 2011-2012 school year. Additionally, Kansas is one of six states selected to participate in the National Governors' Compensation Academy. Leadership, along with stakeholders selected by professional organizations, has been researching numerous compensation models across the country with the grant agreed upon outcomes to design a Kansas model connecting student learning to leadership/teacher performance.

Kansas has also applied in a consortium of states to create a teacher/leader residency model in the context of the local education community in an effort to support/manage human capital. Learning Forward, formally National Staff Development Council, will serve as the not-for-profit organization and will partner with Educational Testing Services to serve the states.

# Highly Qualified Teachers in Kansas

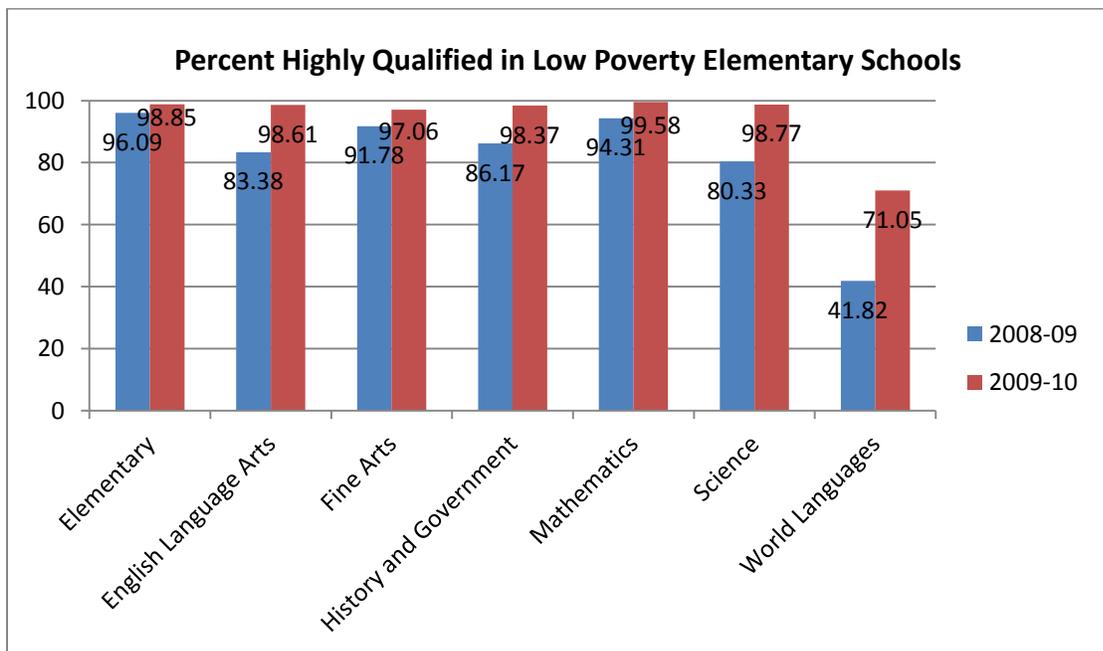
**Table I**  
**High Poverty Elementary**

	2008-09	2009-10
Elementary	92.7	98.81
English Language Arts	75.26	96.51
Fine Arts	85.28	98.27
History and Government	96.97	95.98
Mathematics	65.57	94.43
Science	85.29	94.7
World Languages	36.84	63.64



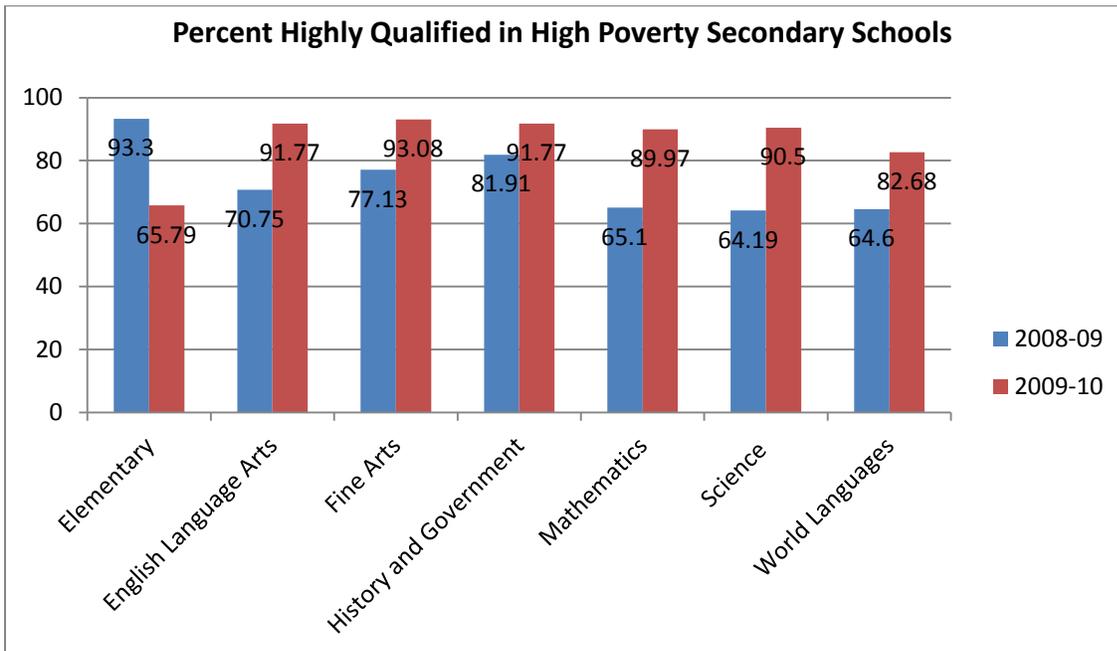
**Table II**  
**Low Poverty Elementary**

	2008-09	2009-10
Elementary	96.09	98.85
English Language Arts	83.38	98.61
Fine Arts	91.78	97.06
History and Government	86.17	98.37
Mathematics	94.31	99.58
Science	80.33	98.77
World Languages	41.82	71.05



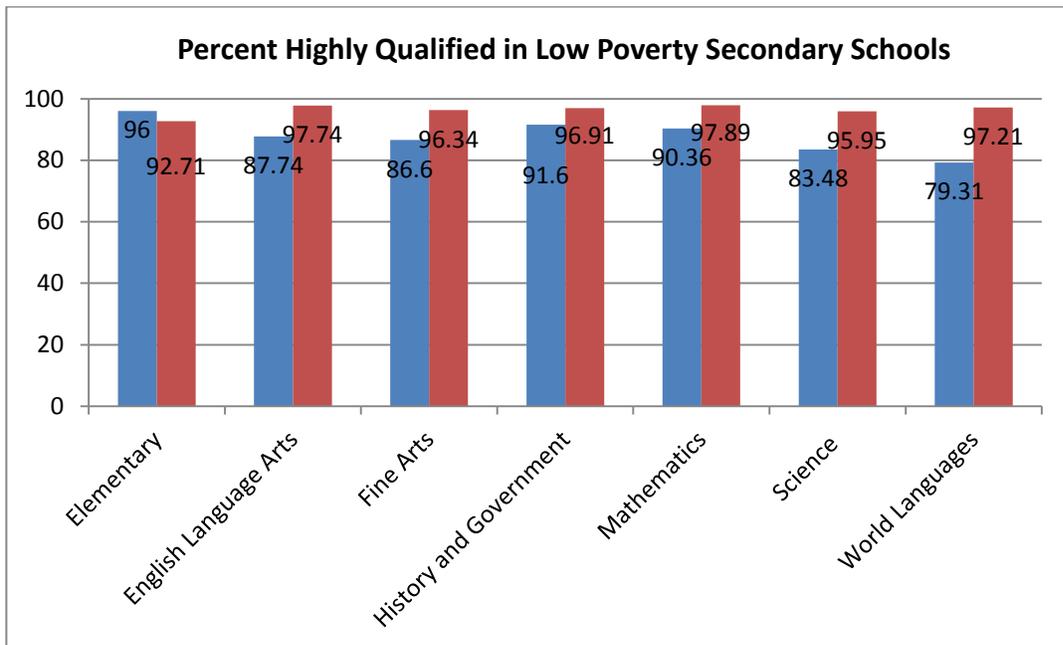
**Table III**  
**High Poverty Secondary**

	2008-09	2009-10
Elementary	93.3	65.79
English Language Arts	70.75	91.77
Fine Arts	77.13	93.08
History and Government	81.91	91.77
Mathematics	65.1	89.97
Science	64.19	90.5
World Languages	64.6	82.68



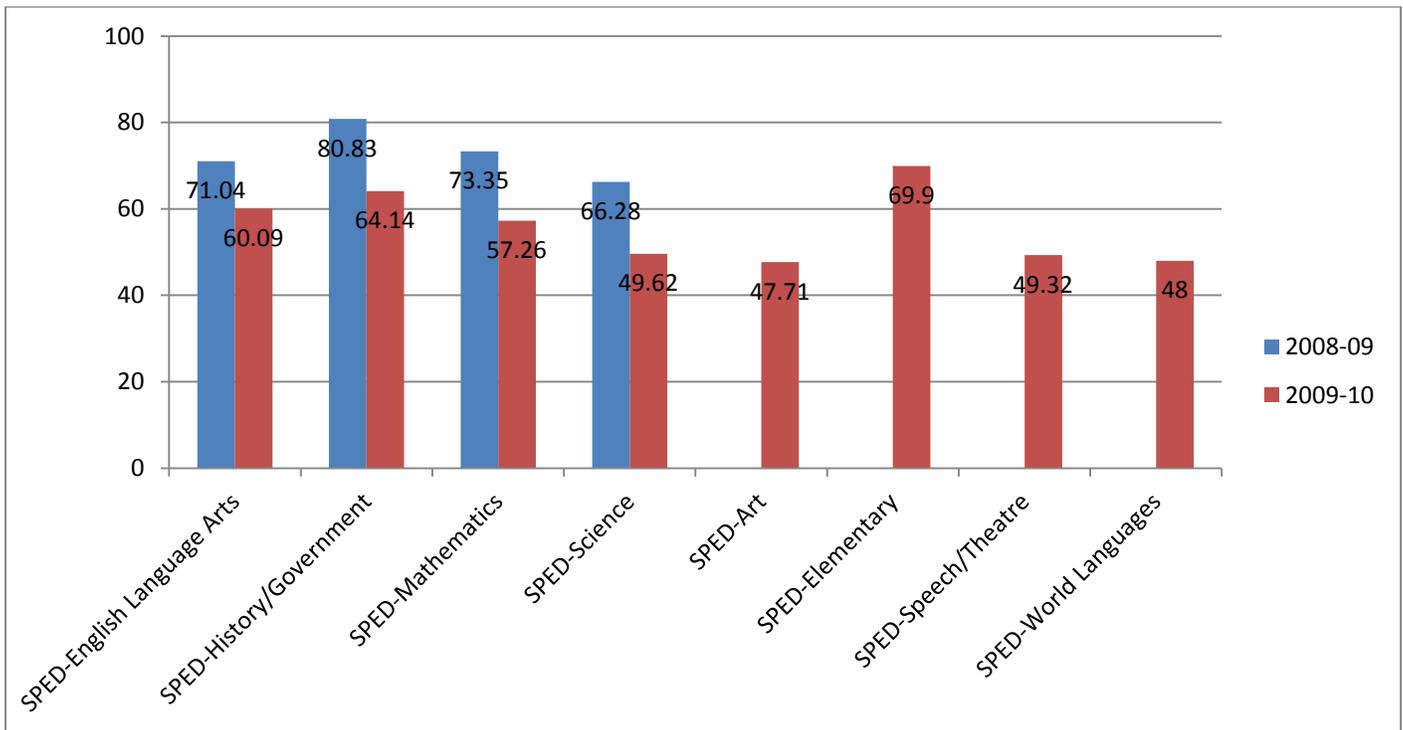
**Table IV**  
**Low Poverty Secondary**

	2008-09	2009-10
Elementary	96	92.71
English Language Arts	87.74	97.74
Fine Arts	86.6	96.34
History and Government	91.6	96.91
Mathematics	90.36	97.89
Science	83.48	95.95
World Languages	79.31	97.21



**Table V**  
**Percent of Core Content Classes Taught by Highly Qualified Special Education Teachers**

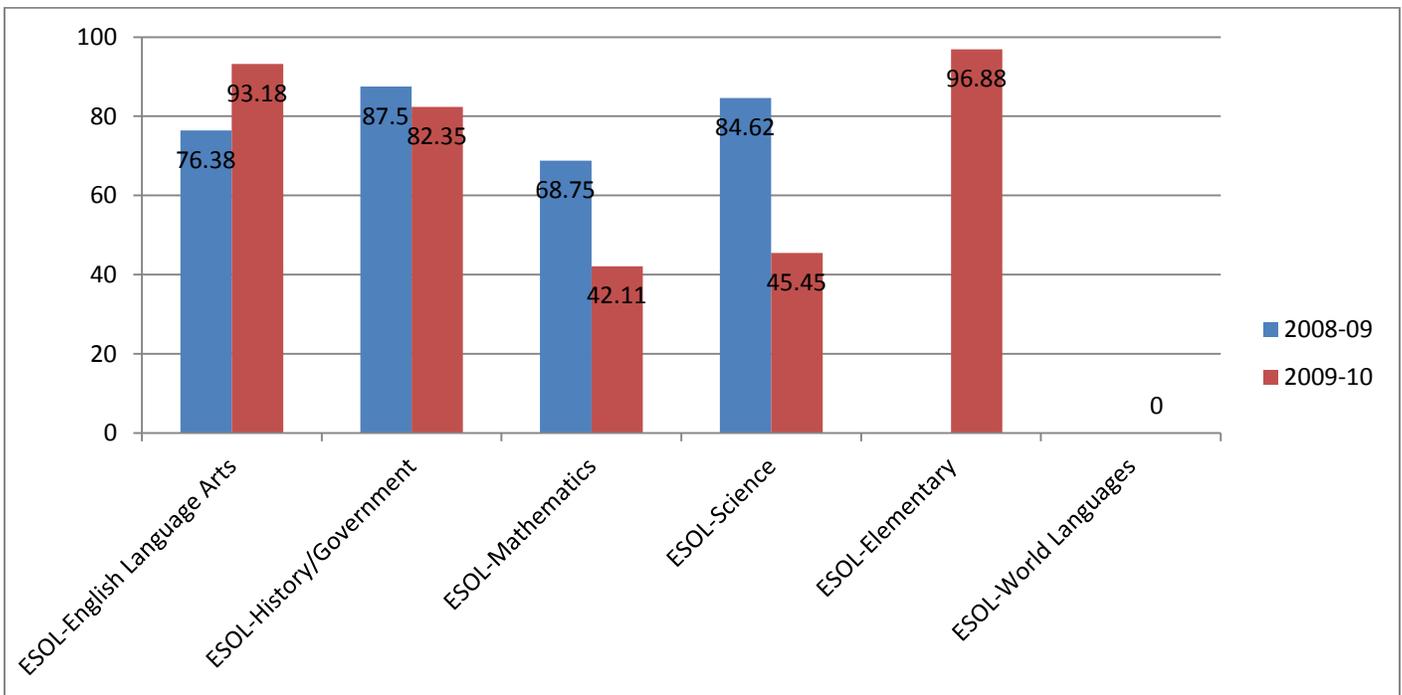
Core Content Class	2008-09	2009-10
SPED-English Language Arts	71.04	60.09
SPED-History/Government	80.83	64.14
SPED-Mathematics	73.35	57.26
SPED-Science	66.28	49.62
SPED-Art		47.71
SPED-Elementary		69.9
SPED-Speech/Theatre		49.32
SPED-World Languages		48



**Table VI**

**Percent of Core Content Classes Taught by Highly Qualified English to Speakers of Other Languages Teachers**

<b>Core Content Class</b>	<b>2008-09</b>	<b>2009-10</b>
ESOL-English Language Arts	76.38	93.18
ESOL-History/Government	87.5	82.35
ESOL-Mathematics	68.75	42.11
ESOL-Science	84.62	45.45
ESOL-Elementary		96.88
ESOL-World Languages		0



**Table VII**  
**Exit Reasons Reported by Teachers, Special Educators, Principals, and**  
**Superintendents**

	2008-09	2009-10
<b>Reason for Leaving</b>	<b>2008-09</b>	<b>2009-10</b>
Academic Study	46	55
Accepted Administrative Position	73	36
Deceased	44	30
Health	42	41
In-State USD (mobility)	1359	939
Leave of Absence	116	74
Left Profession	478	366
Military	29	48
Moved from Area	345	440
Out-of-State	354	318
Private School	56	35
Reduction in Force	48	271
Retirement	1209	1149
Termination	367	410
Unknown	588	468