

ESEA Advisory Council Minutes: February 6, 2018

Members Present:

Bert Moore	Kristen Scott
Charles Rankin	Darla Nelson Metzger (Lesli Girard)
Chris Lemon	Linn Exline
Darrel Daugherty	Matt Ramsey
Jane Groff	Sharon Morris
Julie Doyen	Idalia Shuman
Sue Jenkins	Ann Mah
Stephanie Harsin	

Members Absent:

Adrian Foster	Tiffany Richard	Mark Farr
Alicia Jackson	Joan Robbins	
Billie Zaborktsky-Wallace	Karen Kroh	
Brian Skinner	Kelly Stanford	
Carla Heintz	Lori Rice	
Corbin Witt	Mike Quilling	
Denise Sultz	Nathan McAlister	
Dolores Korb	Neil Guthrie	
Don Griffin	Renae Hickert	
Doug Moeckel	Ron Ballard	
G.A. Buie	Steve Karlin	
Jeri Powers	Sue Givens	

KSDE Staff Present:

Colleen Riley
Jordan Christian
Pat Bone

Call to Order:

Colleen Riley called the meeting to order at 9:05 am.

Approval of Agenda:

Sue Jenkins moved to approve the agenda as presented and Corbin Witt seconded the motion. Motion passed.

Approval of Minutes:

Members reviewed the minutes from January 8, 2018.

Ann Mah moved to approve the minutes as presented. Chris Lemon seconded the motion. Motion passed.

ESEA Plan Updates – Beth Fultz and Tate Toedman

- Assessment and Accountability-Beth
 - ESSA Accountability Goals
 - ESSA Accountability Indicators:
 - Measured and Reported Annually
 - Rank order lowest to highest
 - Determine the state mean and median
 - Academic Achievement Indicator- Using the percent of students scoring at levels 3 and 4 in ELA and math, all subgroups, buildings, and districts will be ranked lowest to highest.
 - Other Academic Indicator (grades 3-8) or “Gap Measure”- Based on the Assessment Performance Index (API) score in ELA and math.
 - Graduation Rate Indicator- Based on the adjusted 4-year cohort. Buildings and district will be reported at
 - Below- <67%
 - Approaching- between 67% and the state average
 - Meets- above the state average but below 95%
 - Exceeds- >95%
 - Progress in achieving English Language Proficiency
 - Student growth will be calculated by current year performance compared to prior year on the KELPA2.
 - Across the four domains a student must demonstrate +2 progress.
 - Student Success Indicator- reducing the percent of students performing at level 1.
 - Annual Meaningful Differentiation- combine applicable indicators to determine an overall score.will be ranked lowest to highest. Applicable Indicators:
 - (Grades 3-8): Academic Proficiency, Gap, EL Proficiency, and Student Success
 - (High School): Academic Proficiency, graduation, EL Proficiency, Student Success
- Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI)-
 - TSI- combined indicator data.
 - CSI- identifies the lowest 5% of buildings based on 3 years of Annual Meaningful Differentiation (AMD) results.
- Title I and other State Plan changes
 - Consolidated State Plan- timeline
 - Equitable Access- definitions of ineffective, out-of-field, and/or inexperienced teachers.
 - State Plan sections unchanged
 - Title II Part A
- Title IV Update (fact sheet in meeting materials)
 - 21st Century Schools

-Part A, Student Support and Academic Enrichment Grants- ratable reduction and state level activities included.

-Part B, 21st Century Community Learning Centers- state activities

- Education for Homeless Children Youth Program- McKinney-Vento Homeless Assistance Act, Title VII, Part B
 - Address Runaway Youth
 - Youth separated from schools
 - Specific barriers/ enrollment delays

Evidence Based Programs and Practice Websites- Tate Toedman

- State-law Senate Bill 19 update- evidence based best practices for at-risk programs and instruction of students.
- Title I Distinguished Schools: Pleasant Ridge Elementary School, USD 449 and Valley Heights Elementary School at Blue Rapids, USD498 are both being recognized at the Title I Conference in Philadelphia. These two schools from Kansas were out of 63 nationally being recognized.
- Charles Rankin concerned with the number of minority students in special education programs in Kansas. Would like to present on this issue and discuss in further detail at a future meeting.

Public Comment – No requests received.

Kansas Integrated Accountability Systems (KIAS) Updates- Tate Toedman

- KIAS Role in Accountability
 - Districts monitored every three years in updated cycle. This is in response to changing oversight expectations at the U.S. Department of Education.
 - KSDE offers coordinated technical assistance efforts to these districts. Monthly phone calls/ in person meetings take place between KSDE and district staff.
 - Accountability
 - LCP System- 6 parts to this plan. The LCP Application allows districts to show how, and in what areas, they are spending their money using certain funds. KSDE reviews to see if allocations are appropriate.
 - Cohorts-
 - Risk Based-

Improving Parent Engagement: Best Practice Framework- Jane Groff

- Kansas Technical Assistance System Network (TASN) Framework Overview - Main goal is to build capacity by training educators.
- Definition of Parent Involvement and Educator Edict (Title VIII, General Provisions)
- Family School Partnerships Standards K-12.
- Kansas Education Systems Accreditation (KESA) - the “5 R’s”; Relationships, Relevance, Responsive Culture, Rigor, Results.

- Multi-Tier System of Supports (MTSS) - helps with family engagement and communication. Schools and educators are encouraged to engage all families under this system.
- Statewide Family Engagement Survey- free resource for school districts at DistrictTools.org, which helps address the 5 PTA Standards.
- Kansas Learning Network (KLN)
- KansaStar Parent/Community Indicators
- Kansas Parent Information Resource Center (KPIRC)- Engaging All Families Modules
 - Video Series- 10 different modules
 - Can be found at www.ksdetasn.org/kpirc
- 21st Century Community Learning Centers
- Community and Family Engagement (CAFÉ)

Indicator 9 and 10 SPP/APR report- Diana Stanfill

- The State Performance Plan (SPR) and annual report (APR) are required nationally to report on race and ethnicity of all special education students by their disability category (autism, learning disabilities, etc.).
- Indicators 9 and 10 in Kansas
 - Year 1- Potential Disproportionate Representation. District level data is analyzed for significant disparities by race and ethnicity. The district must have at least of a racial and ethnic group in the district, and at least 10 in a specific disability category.
 - Year 2- Disproportionate Representation.
- Weighted Risk Ratio- is weighted against the rest of the state due to varying demographic areas.

KSDE Updates- Colleen Riley

- Ed Week Article on racial disparities in special education
- Add link to Journal on Teaching Exceptional Children
- Foster Care Children Information- KSDE Webpage
- FY18 Update- Patrick Rooney handout

Next meeting

April 24, 2018 (Zoom)

Contact Jordan, Colleen, or Pat to submit future agenda items or questions.

Motion to adjourn

Colleen Riley adjourned the meeting.