ESEA Advisory Council

December 18, 2018

Tate Toedman, Assistant Director, KSDE SETS



Approvals

- Agenda
- July Minutes



CSI, TSI, and ATS

 Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support



Indicators

- Academic achievement/Percent of scores at levels 3 and 4
- Gap comparison groups
- English Learner (EL) progress toward proficiency
- Percent of scores at level 1
- Graduation Rate



Beginning in 2018

 Every three years Title 1 schools that have an overall combined result that is in the lowest five percent of results of Title 1 schools will be identified for Comprehensive Support and Improvement (CSI)

N = 31

(Using three years of data)



Comprehensive Support and Improvement

 Each year, any high school with a graduation rate of less than 67 percent for any subgroup will be identified for CSI.

N=26



Targeted Support for Improvement

 Each year, any school that has a subgroup that has for three consecutive years performed at the Below range will be identified for Targeted Support and Improvement (TSI)

N=82



Additional Targeted Support

 Each year, any school with a subgroup overall result that is the same as any overall result as that of a CSI building will be identified for Additional Targeted Support (ATS)

N = 23



Where to find the lists

 https://www.ksde.org/Agency/Divisionof-Learning-Services/Special-Education-and-Title-Services/Title-Services/ESEA-Elementary-and-Secondary-Education-Act





Questions/Comments



State Report Card

- Current changes, December 2018
 - ESSA requirements
 - Foster, Military, and Homeless
 - Civil Rights Data Collection (CRDC)
 - Others



State Report Cards

2019 KSDE Makeover





Questions/Comments



https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional



- Targeted Assistance Schools
- Schoolwide



Have a high school diploma or a GED and

- Complete 48 hours at an institution of higher education* OR
- Obtain an associate's (or higher) degree
 OR
- Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness).



- ParaPro Assessment by Educational Testing Services (ETS).
 - One assessment includes reading, writing and mathematics. The passing score is 455 points.
 - May not retest sooner than 21 days (not including the initial test date)
- ParaEducator PD Now! (formerly ParaEducator Learning Network) by Master Teacher, Inc. There are two assessments; both must be passed to meet the requirements:
 - Assessment 1 Reading, Writing and Math: Instructional Support (65% to pass) and
 - Assessment 2 Reading, Writing and Math: Knowledge and Application (70% to pass).
- WorkKeys by ACT, Inc. There are three assessments that must be taken and passed:
 - Workplace Documents (was Reading for Information) (Level 4 score to pass)
 - Applied Math (Level 4 score to pass)
 - Business Writing (Level 3 to pass); and
 - Instructional Support Inventory



ParaPro Assessment no changes recommended

ParaEducator PD Now! no changes recommended



- WorkKeys by ACT, Inc. There are three assessments that must be taken and passed:
 - Workplace Documents (was Reading for Information) (Level 4 score to pass)
 - Applied Math (Level 4 score to pass)
 - Business Writing (Level 3 to pass); and
 - Instructional Support Inventory

Change to

- Workplace Documents (was Reading for Information) (Level 4 score to pass)
- Applied Math (Level 4 score to pass); and
- Graphic Literacy (Level 3 to pass)



- WorkKeys National Career Readiness Certificate
- High School students taking this as part of Teacher Pathway





Questions/Comments



Distinguished Schools

- Kathryn O'Laughlin McCarthy ES, USD 489 Hays
- Roseland ES, USD 512 Shawnee Mission

Ideas on new business rules for naming schools?



Distinguished Schools

ESEA Network Conference, Kansas City

- January 30 February 2nd
- Reimbursement for Council members





Questions/Comments



ESEA Advisory Committee

Going forward



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