



Kansans **CAN**

UPDATES FROM THE EARLY  
CHILDHOOD, SPECIAL EDUCATION  
AND TITLE SERVICES TEAM

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Sandy Guidry

Kansas leads the world in the success of each student.



Kansans **CAN**  
**ESSA UPDATE**  
**SUBJECT TO CHANGE**

ESEA Advisory Council  
April 2017

Kansas leads the world in the success of each student.

# FROM THE OLD TEMPLATE TO THE NEW

The U.S. Department of Education collaborated with state educational agencies, as well as other State and local stakeholders, in developing the revised consolidated State plan template, which includes only those descriptions and information that are absolutely necessary for the Department's consideration of each State's plan.

# CONGRESSIONAL REVIEW ACT

Congress approved a joint resolution of disapproval under the Congressional Review Act to overturn the **accountability and State plan regulations**.

The resolution was signed by President Trump on March 27. The regulations “shall have no force or effect”.

# INCLUDED PROGRAMS IN THE KANSAS CONSOLIDATED STATE PLAN

Title I, Part A: Improving Basic Programs

Title I, Part C: Migrant Education

Title I, Part D: Neglected and Delinquent

Title II, Part A: Supporting Effective Instruction

Title III, Part A: English Language Acquisition

Title IV, Part A: Academic Enrichment Grants

Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

Title V, Part B, Subpart 2: Rural and Low-Income School Program

Title VII, Subpart B of McKinney-Vento:

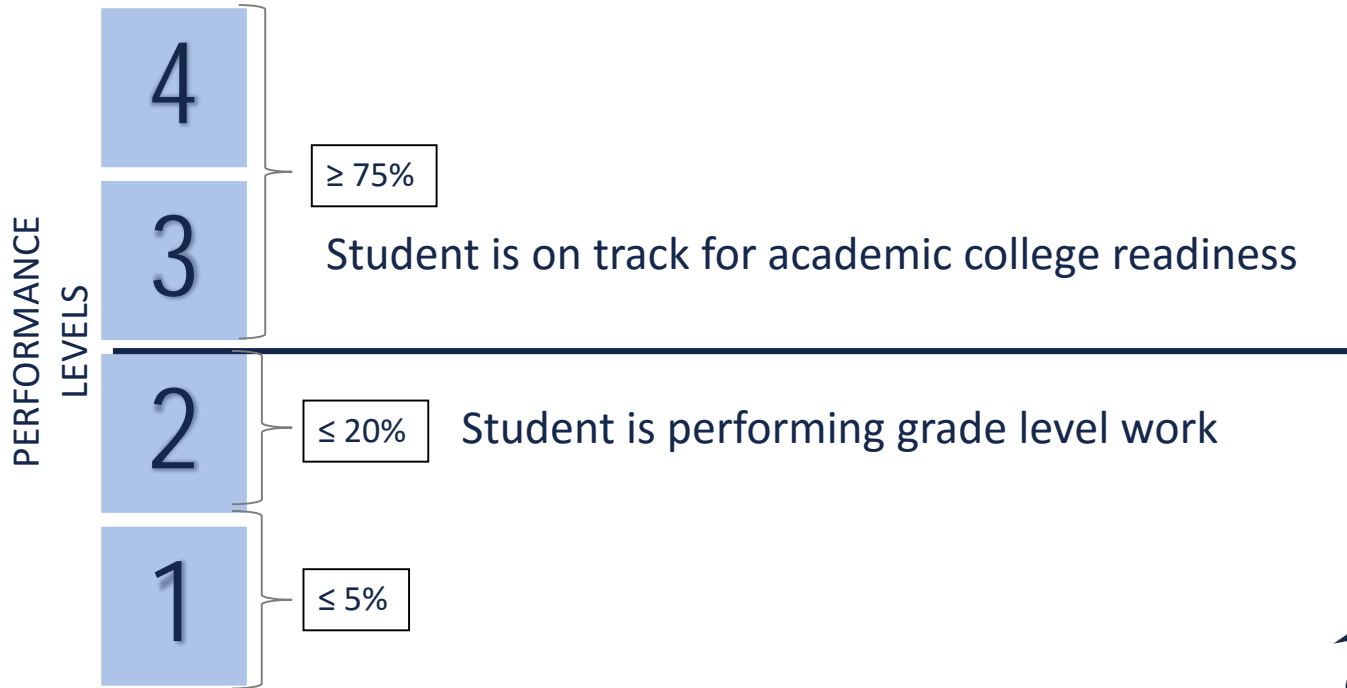
# PLAN MUST INCLUDE:

- 95% Participation: Kansas Integrated Accountability System (KIAS)
- Native Language Assessments: Spanish 10%, Hover Tool Available
- Subgroups
- Minimum N size: 30 for accountability
- Long-Term Goals
  - Academic Achievement
  - Graduation Rate
  - Other Academic Indicator
  - English Language Proficiency
  - Student Success

# 1. ACADEMIC ACHIEVEMENT

- KSDE has identified three long-term academic achievement measures of proficiency:
  - Measure 1:**  $\leq 5\%$  of students scoring in Level 1 on the Kansas Assessment in math/ELA by 2028.
  - Measure 2:**  $\leq 20\%$  of students scoring in Level 2, on the Kansas Assessment in math/ELA by 2028, in addition to achieving proficiency measure 1.
  - Measure 3:**  $\geq 75\%$  of students scoring in Levels 3 & 4 combined on the Kansas Assessment in math/ELA by 2028, in addition to achieving proficiency measures 1 and 2.
- KSDE will report on district dashboards at state, district, and building levels the percent of students scoring in each performance level by assessment subject, grade level, and subgroup.

# ACADEMIC ACHIEVEMENT BASED ON STATE ASSESSMENT TARGETS BY 2028





## 2. GRADUATION

Kansas State Board of Education Vision: *Kansans Can Lead the World in the Success of Each Student*

- In order to lead the world in the success of each student, KSDE has established long-term goal of 95% of Kansas students graduating high school by 2028.
- KSDE has chosen the state graduation rate in 2015 as the baseline. In 2015, 86% of high schools students in the four-year adjusted cohort graduated from high school.



# TECHNICAL ASSISTANCE FOR GRADUATION

**$\leq 67\%$**   
not making graduation target,  
eligible for intensive supports  
(all schools)

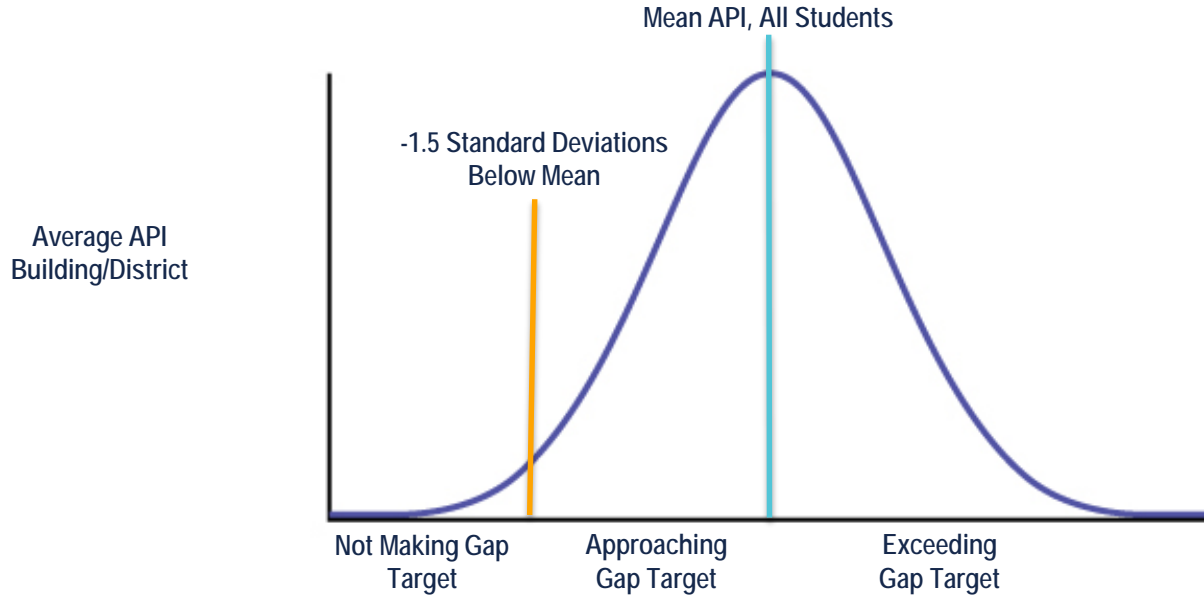
**$> 67\% \ \& \ \leq 86\%$**   
approaching average graduation rate, eligible  
for targeted supports  
(all schools)

**$> 86\% \ \& \ \leq 94\%$**   
above average graduation rate, eligible for  
universal supports  
(all schools)

### 3. IDENTIFY UNDERPERFORMING SUBGROUPS USING GAP

- Using Assessment Performance Index (API), KSDE will calculate the mean API using all students and the combined math and ELA assessment scores over two years.
- Means are calculated at the district, building and subgroup levels
- The difference between the state mean and the district, building or subgroup mean is the gap.
- KSDE will use 1.5 standard deviations from the mean.
- All students or any subgroup of students that score greater than 1.5 standard deviations from the state mean will be reported as not making gap target.

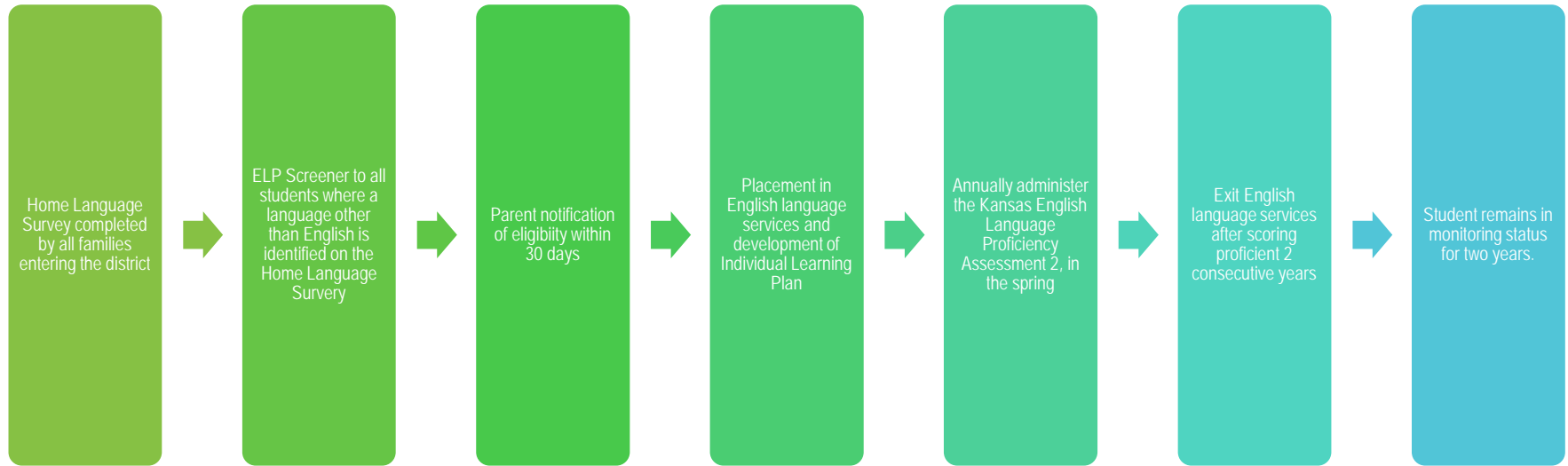
# GAP



## 4. ENGLISH LANGUAGE PROFICIENCY

- KSDE will use *speed to proficiency* to measure the progress of English Learners and to set interim and long-term goals.
- KSDE will identify the mean amount of time it takes for English Learners to move to proficiency as measured by the Kansas English Language Proficiency Assessment (KELPA2).
- As with the state assessments, there is an expectation of 95% participation on the KELPA2.

# ENGLISH LANGUAGE PROFICIENCY MEASURE



Speed to Proficiency



## 5. STUDENT SUCCESS, PERFORMANCE OVER TIME

- Scores will be calculated using 8 levels. Divide the 4 current performance levels in half to make 8 API levels.
- KSDE will use an API to summarize district, building and subgroup performance over time. The API credits districts, buildings, and subgroups for improving student performance across all API levels.

# PROGRESS OVER TIME

## ASSESSMENT PERFORMANCE INDEX (API) LEVELS





# IDENTIFICATION OF SCHOOLS

Schools Eligible for:

## Comprehensive Support and Improvement

Title I Schools using A+: Academics plus Cumulative Poverty, English Learner, Chronic Absenteeism, Suspensions/Expulsions

All Schools with Graduation Rate at or below 67%, all students and all subgroups

## Targeted Support and Improvement

Title I schools with the greatest gap among consistently underperforming subgroups

## Universal Support and Improvement

All Other Schools

# DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

- How **low-income** and **minority** children enrolled in Title I, Part A schools are not served at disproportionate rates by **ineffective**, **out-of-field**, or **inexperienced** teachers.
- KSDE will measure and report progress of KSDE in closing equity gaps.
- KSDE will provide technical assistance to districts in closing equity gaps.

# MONITORING OF SCHOOL CONDITIONS

KSDE will support districts receiving technical assistance under Title I, Part A to improve school conditions for student learning by reducing:

- Incidences of bullying and harassment
- Overuse of discipline practices that remove students from the classroom
- Use of aversive behavioral interventions that compromise student health and safety.

KSDE will monitor and support districts' to improve school conditions using the measures within the Kansas Integrated Accountability System (KIAS).

DRAFT APRIL 2017

**AMOSS  
FACT  
SHEET**

## Academic Measures of Student Success (AMOSS)

<p><b>Participation</b></p> <ul style="list-style-type: none"><li>•95% of all students in grades 3 – 8 and 10 enrolled on the day before the assessment window opens shall take state assessments English Language Arts and mathematics.</li><li>•95% of all students in grades 5, 8, and 11 enrolled on the day before the assessment window opens shall take state assessments in science.</li></ul>	<p><b>Academic Proficiency</b></p> <p>Long-term measures:</p> <ol style="list-style-type: none"><li>1. <math>\leq 5\%</math> of students scoring at performance level 1 in ELA/math by 2028.</li><li>2. <math>\leq 20\%</math> of students scoring at performance level 2 in ELA/math, in addition to achieving proficiency measure 1 by 2028.</li><li>3. <math>\geq 75\%</math> of students scoring at performance levels 3 &amp; 4 combined in ELA/math, in addition to achieving proficiency measures 1 &amp; 2 by 2028.</li></ol>	<p><b>Long-Term Goal</b></p> <ul style="list-style-type: none"><li>•13 years</li><li>•2015 – 2028</li><li>•n size = 30</li></ul> <p>Interim Measures of Progress will be displayed on district dashboards at state, district, and building levels</p>	<p><b>Assessment Performance Index (API) Calculation</b></p> <ul style="list-style-type: none"><li>•Assessment performance levels (1-4) will be divided into 2 API levels (1-8).</li><li>•Each API level will be assigned points between 0 – 800.</li><li>•Combine ELA and math assessment scores over two years for all students.</li><li>•Multiply the assessment score by the associated number of points and divide by the total number of assessments</li></ul>
<p><b>Other Academic Indicator used to identify underperforming subgroups</b></p> <ul style="list-style-type: none"><li>•Elementary and Middle schools only; ELA &amp; Math</li><li>•Calculate academic GAP measure based on API distribution.</li><li>•Gap is the difference between the state mean and the district, building or subgroup mean.</li><li>•Long-term goal – close the academic gap within 1.5 standard deviations from the mean.</li></ul>	<p><b>Student Success Indicator</b></p> <ul style="list-style-type: none"><li>•Increase academic performance over time.</li><li>•Identify the percentage of students at each API level by district, building and subgroup.</li><li>•Long Term Goal – measure the movement (improvement) of students from API level 1 to level 2; level 2 to level 3; level 3 to level 4, etc.</li></ul>	<p><b>High School Graduation Rate</b></p> <ul style="list-style-type: none"><li>•4-year adjusted cohort</li><li>•Long-term goal – 95%</li><li>•<math>\leq 67\%</math> not making target eligible for intensive support.</li><li>•<math>\geq 67\%</math> &amp; less than state average eligible for targeted support.</li><li>•<math>\geq</math>state average &amp; <math>\leq 94\%</math> eligible for universal support.</li></ul>	<p><b>English Language Proficiency</b></p> <ul style="list-style-type: none"><li>•95% participation</li><li>•Proficiency Measure (yet to be determined)</li><li>•Long-term goal (yet to be determined)</li></ul>

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ach student.

## KSDE Contacts

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## Tentative Timeline

### Long Term Achievable Goal = 13 years (Kindergarten – Graduation)

Building Report Card

- Dashboard

2016-2017

- All AMOSS measures will be reported in the authenticated application and on the building report card
- Long-term goals will be identified

2017-2018

- All subgroups will be included and reported in AMOSS with the exception of Foster Care Students
- Report progress towards long-term goals

2019-2020

Assessment revisions based on the revised academic standards in English Language Arts and Mathematics. Possible new cut scores.

*The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 6612, (785) 296-3201.*



# QUESTIONS?

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Beth Fultz: [bfultz@ksde.org](mailto:bfultz@ksde.org)

Tate Toedman: [ttoedman@ksde.org](mailto:ttoedman@ksde.org)

# ESEA FACT SHEETS

Fact sheets that have program and fiscal information related to the ESEA Every Student Succeeds Act (ESSA) can be found at the following link: <http://www.ksde.org/Default.aspx?tabid=920>

# STAFF NEW TO THE ECSET TEAM!

**Jordan Christian** – Staff to the Kansas State Interagency Coordinating Council, Kansas Special Education Council and the ESEA Council

**Nis Wilbur** – Education Program Consultant for Early Learning to support Parents as Teachers and other early learning programs



# KANSAS VISION FOR EDUCATION

*Kansas leads the world in the success of each student.*



## Successful High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

### RESULTS



## Evidence-Based Practices

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR
Staff	Curriculum	Leadership	Career and Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

## Foundational Structures



## Compliance



Former Learning and Accreditation | Kansas State Department of Education | Landon Hale, Chief of Staff | 1400 S.W. Jackson Street, Suite 101 | Topeka, Kansas 66612 | 785.296.2212 | [www.ksde.org](http://www.ksde.org)



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### RESULTS

Social-Emotional  
Factors Measured  
Locally

Kindergarten  
Readiness

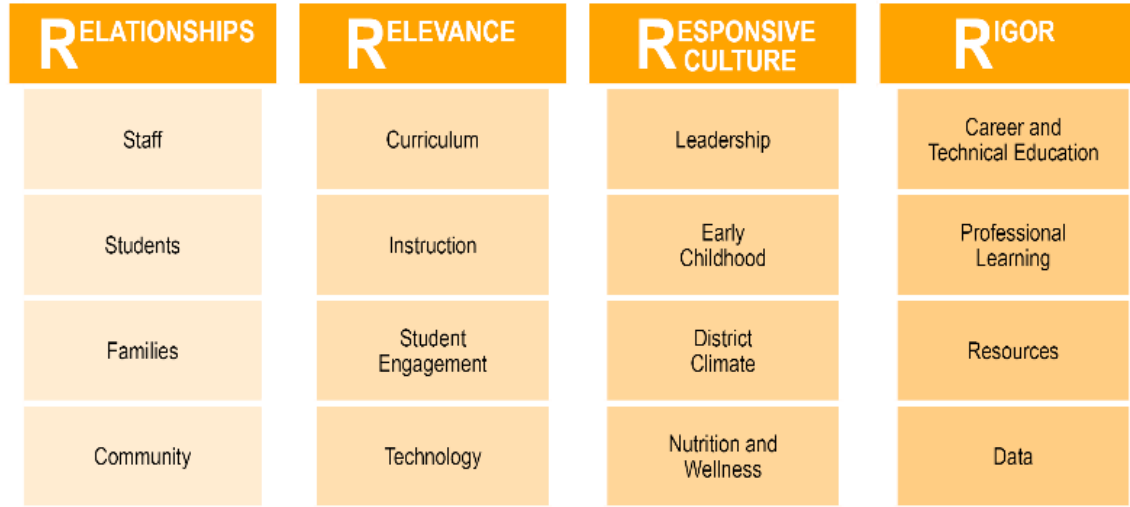
Individual Plans  
of Study

High School  
Graduation

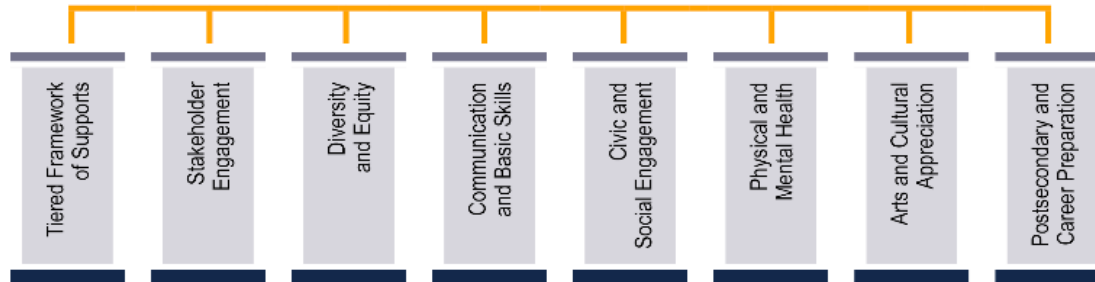
Postsecondary  
Success

## Evidence-Based Practices

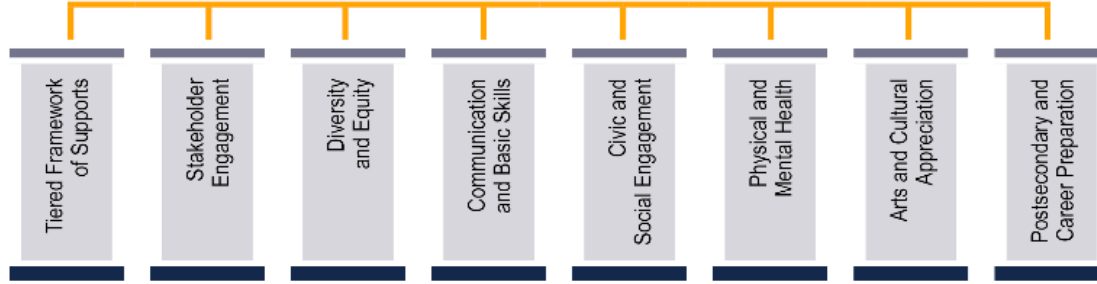
# Evidence-Based Practices



# Foundational Structures



# Foundational Structures



# Compliance

# 2017 SUMMER LEADERSHIP CONFERENCE FOR KANSAS ADMINISTRATORS

Wichita, Kansas Hyatt Regency Hotel

July 25<sup>th</sup> 9:30-12:30

- ESEA Advisory Council Orientation and Public Meeting

July 26-27<sup>th</sup>

- Summer Leadership Conference
- Register at this website: [www.ksdetasn.org](http://www.ksdetasn.org)

# ESEA MEETING DATES FOR 2017-2018

October 25, 2017 – Virtual

December 5, 2017 – Virtual

February 6, 2018 – Topeka, Landon State Office Building, Room 509

April 24, 2018 – Virtual

July 24, 2018 - ESEA Advisory Meeting and Orientation 9-12, Summer Leadership Pre-Conference – Wichita, Hyatt Regency, Wichita

July 25-26, 2018 - Summer Leadership Conference – Wichita, Hyatt Regency

# QUESTIONS AND CONTACT INFORMATION:

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