

# Special Education Advisory Council

January 15, 2019



Special Education and Title Services

Kansas State Department of Education | Landon State Office Building  
900 S.W. Jackson St., Suite 620, Topeka, KS 66612 | 785-291-3097



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# Approvals

- January 15-16, 2019 Agenda
- November 13, 2018 Minutes



# Annual Report Review and Board Presentation Process

Colleen Riley

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# KANSAS STATE BOARD OF EDUCATION PRESENTATION

Landon State Office Building  
Room 102

Media Streaming Available at:  
<https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>



# REDESIGN UPDATE

Tammy Mitchell  
KSDE

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# Redesign Update January 15, 2019

Tammy Mitchell, Redesign Specialist





Kansas leads the world  
in the success of each student.

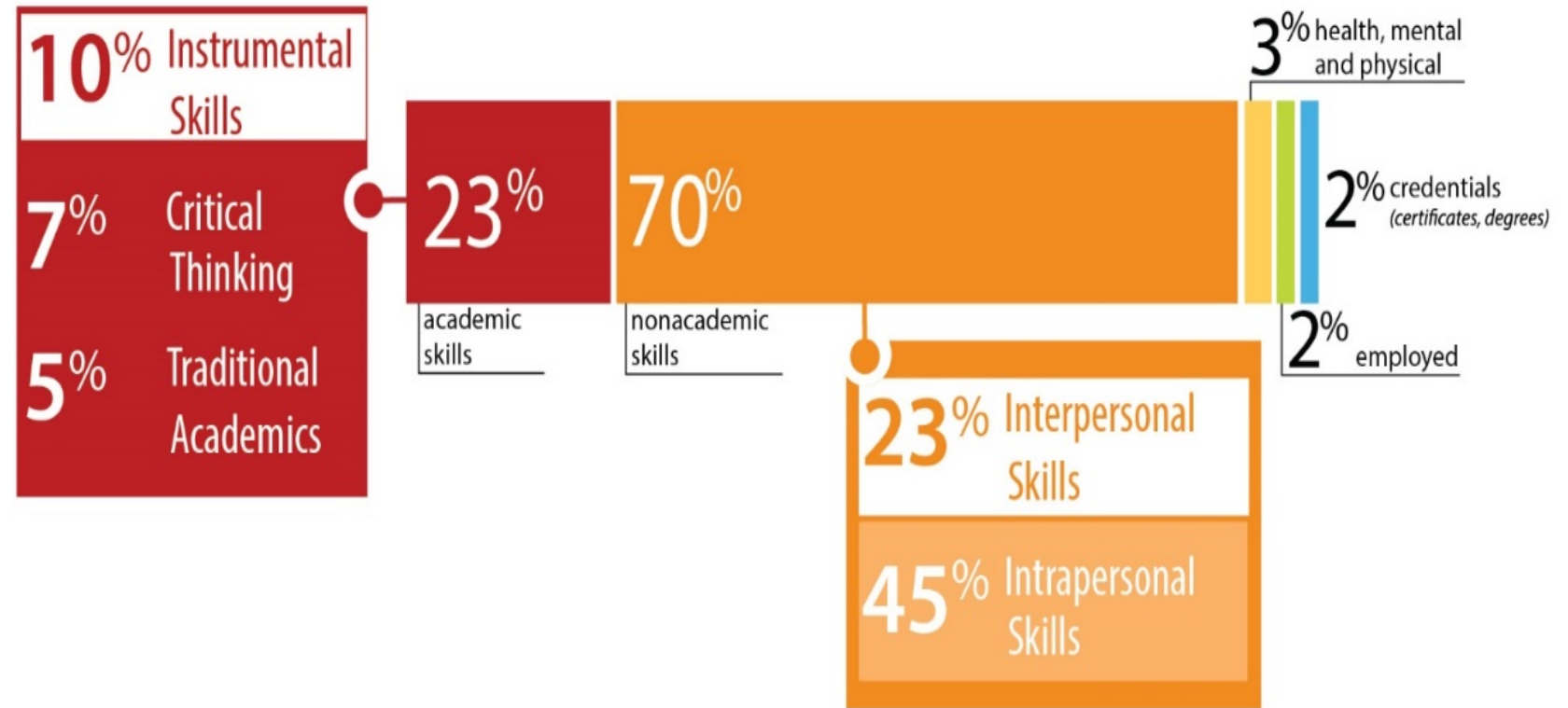
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CAN

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# What we learned from Kansans

## • GENERAL COMMUNITY



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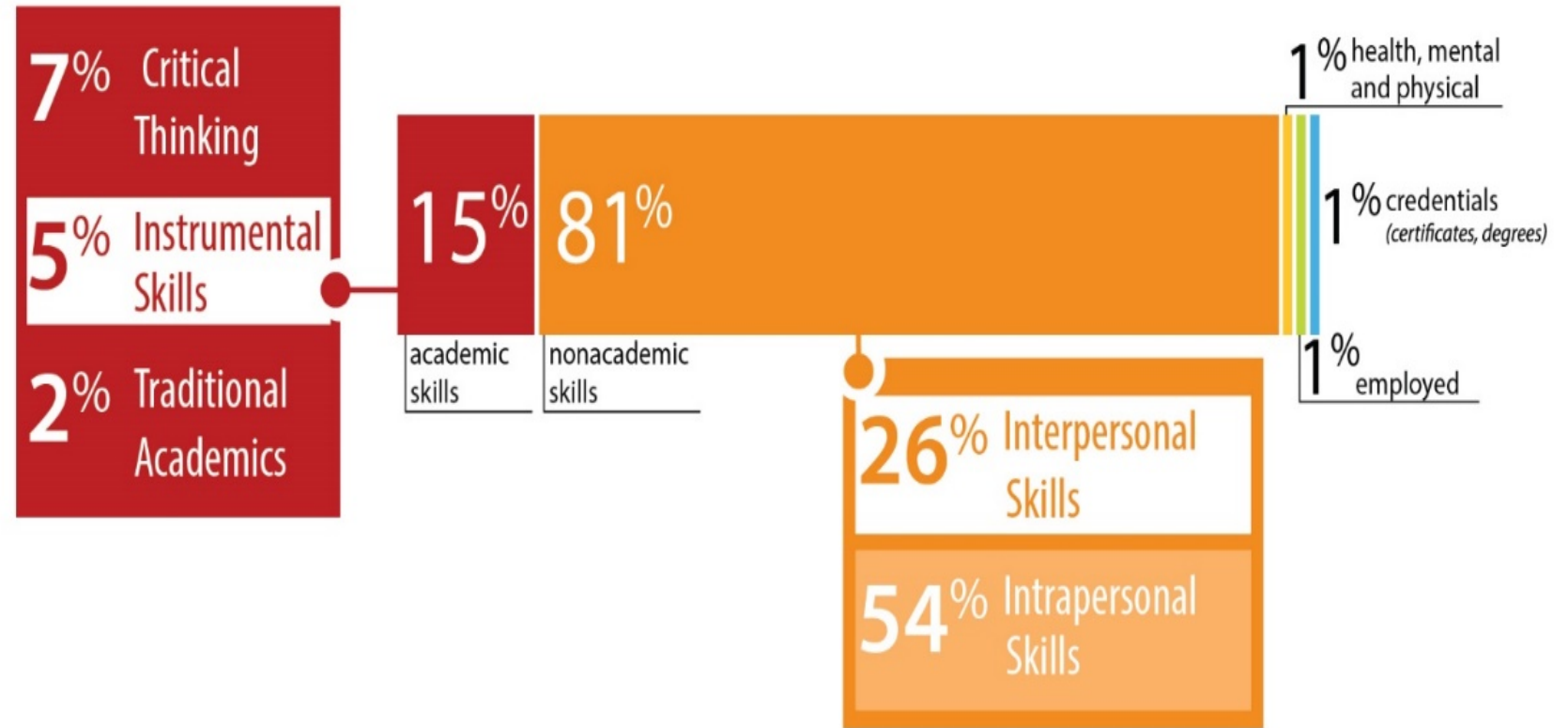
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# What we learned from Business

## • BUSINESS COMMUNITY



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# Discontent with Current Reality

On average, out of 100 high school freshman:

- 86 will graduate high school
- 69 will enroll in a 2 or 4 yr postsecondary institution
- 45 will complete 1 year of college
- 31 will complete a postsecondary credential with labor market value.

Kansas needs **71%** of workers to have a post secondary certificate or degree.

Approximately **36%** need to be bachelor degrees or higher

Approximately **35%** need to have a certificate or associate degree

# Gallup survey of almost 1 million students.....

## Of HS Juniors:

- 32% involved and enthusiastic
- 17% have fun at school
- 17% get to do what they do best
- 16% will invent something that changes the world

# Work Smarter



The class of 2030  
and life-ready learning:  
The technology imperative

A summary report

“We estimate that technology can **help teachers reallocate 20 to 30 percent of their time** so they can focus more on student-centric activities such as **building deeper one-on-one relationships**, refining individual lesson plans, or providing real-time and personalized feedback to students.”

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# Shift Happens

“The ways people interact, socialize, and work are shifting rapidly. By the time the kindergartners of today become the graduates of 2030, the world will be vastly different from anything previous generations have experienced.”



# Time to Redesign Schools!

**BUSINESSES NEED  
SKILLED TALENT**

SKILLED TRADE WORKERS:

**#1**

**HARDEST JOBS  
TO FILL**

**STUDENTS NEED  
EMPLOYABILITY SKILLS**

**EXECUTIVES:**

**89%**

**OF ALL FIRST-TIME  
HIRES WHO LOSE  
THEIR JOB DO SO  
BECAUSE OF A LACK  
OF EMPLOYABILITY  
SKILLS**



# High School Graduates Lacking



- Professionalism/Work Ethic . . . . . 80.3%
- Teamwork/Collaboration . . . . . 75.7%
- Verbal Communication. . . . . 70.8%
- Ethics/Social Responsibility. . . . . 63.4%
- Critical Thinking/Problem Solving. . . . 57.5%
- Information Technology Applications. 53.0%
- Written Communication. . . . . 52.7%
- Diversity. . . . . 52.1%
- Lifelong Learning/Self-Direction. . . . . 42.5%
- Creativity/Innovation. . . . . 36.3%

# Two Year College Grads Lacking



• Professionalism/Work Ethic. . . . .	83.4%
• Teamwork/Collaboration. . . . .	82.7%
• Verbal Communication. . . . .	82.0%
• Critical Thinking/Problem Solving. . . . .	72.2%
• Written Communication. . . . .	71.5%
• Ethics/Social Responsibility. . . . .	70.6%
• Information Technology Applications. . . . .	68.6%
• Lifelong Learning/Self-Direction. . . . .	58.3%
• Diversity. . . . .	56.9%
• Creativity/Innovation. . . . .	45.5%



# Four Year College Grads Lacking



• Verbal Communication. . . . .	95.4%
• Teamwork/Collaboration. . . . .	94.4%
• Professionalism/Work Ethic. . . . .	93.8%
• Written Communication. . . . .	93.1%
• Critical Thinking/Problem Solving. . . . .	92.1%
• Ethics/Social Responsibility. . . . .	85.6%
• Leadership . . . . .	81.8%
• Information Technology Applications. . . . .	81.0%
• Creativity/Innovation. . . . .	81.0%
• Lifelong Learning/Self-Direction. . . . .	78.3%

# Kansans Can Redesign

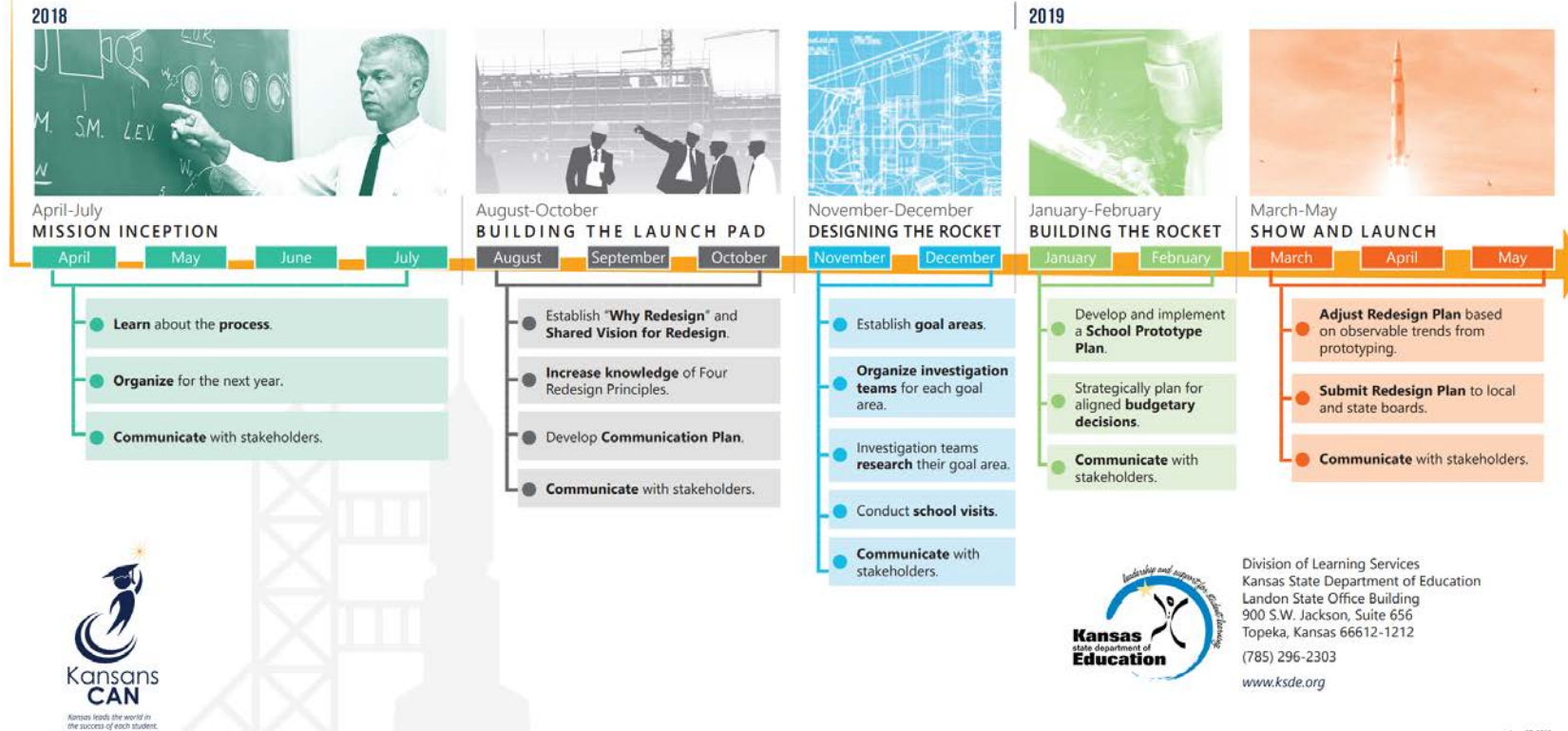
## School Redesign Principles

Student Success Skills	Community Partnerships
There is an integrated approach to develop student social-emotional growth	Partnerships are based on mutually beneficial relationships and collaboration
Personalized Learning	Real World Application
Teachers support students to have choice over their time, place, pace and path	Project-based learning, internships, and civic engagement makes learning relevant

# Kansans Can Redesign Process

KANSANS CAN SCHOOL REDESIGN

## PLAN YEAR: WHAT TO EXPECT 2018-2019



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 nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204

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# Redesign Districts



MERCURY

GEMINI I

GEMINI II

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MERCURY 7

GEMINI I

GEMINI II:  
*THE SPACEWALK BEGINS*

APOLLO



# KANSANS CAN SCHOOL REDESIGN PROJECT

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Tammy Mitchell  
Redesign Specialist  
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# Why Redesign? Why Not?

Tammy Mitchell, Redesign Specialist





# DLM updates

Cary Rogers

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# DLM updates

- Special Education directors have been contacted if students did not complete the fall test window requirements.
- Districts are being contacted to clean up Kite enrollments
  - Only test in required grades and subjects
  - We do not want students over tested
- Reminders
  - Review participation guidelines and accommodations every year
  - [Kansas Alternate Assessment flow chart](#) available on KSDE website
  - Districts need to remove students from the DLM who are no longer eligible
  - Districts do not have a 1% cap, however the state does have a 1% cap
  - Students need to be taking the right test – least dangerous assumption

# Least Dangerous Assumption

- Theory of Presuming Competence: Least Dangerous Assumption
- “...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”
  - Anne Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005
- <https://youtu.be/1rlwA7C-vc8> (2 min video)
- <https://www.youtube.com/watch?v=6RKy2Bz6U4w> (3 min video)

# Principles of the least dangerous assumption

- Everyone has different abilities and talents
- You can't judge a person's future success based on one score
- People learn best when they feel valued.

**“The Least Dangerous Assumption”, Cheryl Jorgenson, Ph.D., Presenter**

**<https://vimeo.com/18545415>** - 30 min presentation

# Cary Rogers, *Education Program Consultant*

Kansas State Department of Education

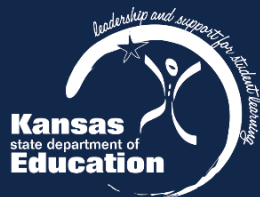
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# 1 % Memo updates

Kelly Steele

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## Special Education and Title Services

Kansas State Department of Education  
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[www.ksde.org](http://www.ksde.org)

November 30, 2018

Dear Superintendent,

The Every Student Succeeds Act of 2015 (ESSA) changed the requirements related to alternate assessments for students with the most significant cognitive disabilities, which for Kansas is the Dynamic Learning Maps (DLM). As a result of these changes, KSDE is required annually to determine whether, within a district, the percentage of students taking the DLM in one or more subjects exceeds one percent. If so, the district is required to submit a justification statement to KSDE in accordance with 34 CFR §200.6(c)(3).

Please note that there is not a cap on the number of students who may take the DLM within your district. These decisions are made on an individual student basis by Individualized Education Program (IEP) teams. However, IEP teams are required to follow the DLM Participation Guidelines, found [here](#).

# Every Student Succeeds Act

- [https://www.ecfr.gov/cgi-bin/text-idx?SID=86c059977f5e9fdf4f452d4d31670cca&mc=true&node=se34.1.200\\_16](https://www.ecfr.gov/cgi-bin/text-idx?SID=86c059977f5e9fdf4f452d4d31670cca&mc=true&node=se34.1.200_16)

# What is required of Districts over 1%?

- **Provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessments.**
- **What are the district's next steps to ensure that annually the appropriate test is administered to each student?**



# What about small districts that are over 1%?

- Since the district's total test population is less than 300 and the total number of students participating in the DLM is 3 or less, no justification statement from the district is needed for the moment.

# What is this really about?

- The right students taking the right test.

# Least Dangerous Assumption

- “in the absence of conclusive data, education decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.” – Ann Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005

# IEP Teams Use the Participation Guidelines

- [http://dynamiclearningmaps.org/sites/default/files/documents/Manuals\\_Blueprints/DLM\\_Participation\\_Guidelines\\_KS\\_20160106.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/DLM_Participation_Guidelines_KS_20160106.pdf)

## Dynamic Learning Maps® Participation Guidelines for Kansas

Participation in the Dynamic Learning Maps Alternate Assessment requires a yes answer to each of the following questions. Participating in Dynamic Learning Maps is determined by the IEP team and if the student qualifies the student will take an alternate in all content areas.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a Significant Cognitive Disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable	The student <ol style="list-style-type: none"><li>requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</li><li>uses substantially adapted materials and individualized methods of assessing</li></ol>	Yes / No

Comment

Fill &amp; Sign

More Tools

# IEP Teams must review results

# Kelly Steele, *Education Program Consultant*

Kansas State Department of Education

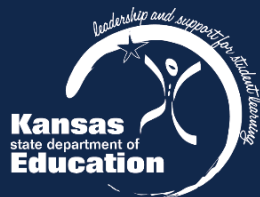
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# ELEMENTARY AND SECONDARY EDUCATION ACT UPDATE



Tate Toedman  
KSDE

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# 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/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/ESEA-Elementary-and-Secondary-Education-Act>



# Questions/Comments

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# 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

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# State Board of Education presentation

<https://youtu.be/d4MSeFOMj-8?t=3h6m28s>

Tate Toedman and Scott Smith discussing Report card and Support and Improvement identifications

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# Questions/Comments

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# Tate Toedman, *Assistant Director*

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# Wednesday's schedule

- Board Breakfast
- Arrive 7:15 AM
- Room 509
  
- Meeting will begin at 9:00 in Room 509
- State Interagency Coordinating Council lunch and joint meeting at noon.

# Adjourn

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