



Kansans **CAN**

Kansas Elementary and Secondary Education Act Advisory Council (ESEA)

February 6, 2018

Introduction

- Welcome
- Roll Call
- Approval of Agenda
- Approval of October and January Minutes

ESEA Plan Updates

Beth Fultz

- Assessment and Accountability
- CSI/TSI changes

ESSA Accountability Goals

By 2030...

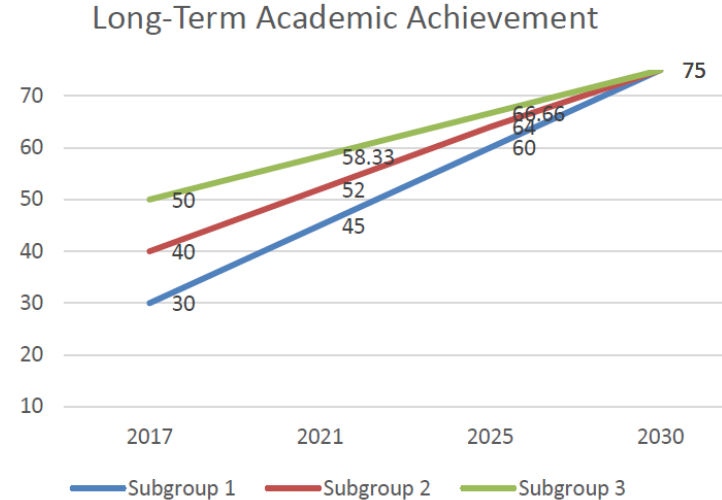
- 1) 75% of assessed students will achieve an academic performance level score of 3 or 4 on state assessments in ELA and math.
- 2) Based on the 4-year adjusted cohort, 95% of students will graduate high school.
- 3) 95% of English Language Learners will show progress toward proficiency on the KELPA2.

ESSA Accountability Goals (continued)

- 2017 Baseline year
- Outcome projections on the long-term goals will be established and progress toward the outcomes will be reported annually beginning in 2018
- Every 3 years the preceding three years' results will be calculated and compared to the expected long-term outcomes for that point-in-time.

ESSA Accountability Goals (continued)

- The results of the 3-year outcomes calculations will be evaluated and categorized as
 - Below expectations
 - Meets expectations
 - Exceeds expectations



Other Important ESSA Information

- Accountability population – all students enrolled on the day the testing window opens.
- Any subgroup, building, or district not meeting 95% participation will be identified as “below” expectations on the building report card.
- For accountability calculations $N=30$. No averaging or aggregating of N size over multiple years.
- Unless specifically noted, the ESSA accountability and reporting plan applies to all Title and non-Title subgroups, buildings, and districts.

ESSA Accountability Indicators

- Measured and Reported Annually
- Rank order lowest to highest
- Determine the state mean and median
- Apply Metric – except graduation
 - Below (-1.5 standard deviations)
 - Approaching (between -1.5 and -1.0 standard deviations)
 - Meets (between -1.0 and +1.0 standard deviations)
 - Exceeds (+1.0 standard deviations)

Academic Achievement Indicator

Using the percent of students scoring at levels 3 and 4 in English Language Arts (ELA) and math all subgroups, buildings and districts will be ranked lowest to highest.

Other Academic Indicator (grades 3 - 8)

Also known as the “*Gap Measure*”

Based on the Assessment Performance Index (API) score in ELA and math a summary calculation of each buildings subgroup performance (aggregate subgroup data and divide by the number of subgroups) will be used to rank all buildings in the state from lowest to highest.

Graduation Rate Indicator

- Based on the adjusted 4-year cohort graduation rates will be ranked lowest to highest to calculate annual meaningful differentiation.
- For annual reporting subgroups, buildings and districts will be reported as
 - Below - <67%
 - Approaching – between 67% and the state average
 - Meets – above the state average and 95%
 - Exceeds - >95%

Progress in Achieving English Language Proficiency

- Individual student growth will be calculated by the current year student performance compared to the prior year's performance on the KELPA2.
- Across the 4 domains a student must demonstrate +2 progress.
- Building progress will be calculated as a percent of the assessed students showing progress.
- Buildings will be ranked lowest to highest based on percent of progress.

Student Success Indicator

Using the percent of students scoring at level 1 in ELA and math all subgroups, buildings and districts will be ranked lowest to highest.

Annual Meaningful Differentiation

Applicable Indicators for Grades 3 – 8

- Academic Proficiency
- Gap
- EL Proficiency
- Student Success

Applicable Indicators for High Schools

- Academic Proficiency
- Graduation
- EL Proficiency
- Student Success

Annual Meaningful Differentiation

Every year, using the numerical rankings that are calculated for each applicable indicator and weighted equally, an average will be calculated to determine a overall score for each building.

Based on the overall score buildings will be ranked lowest to highest.

Comprehensive Support and Improvement (CSI)

A) Lowest 5%

- Identified every 3 years
 - First identification – fall 2018
- Applies to Title I buildings
- Calculation
 - Combined 3 years of annual meaningful differentiation data (combined ELA & math and applicable indicators)
 - Rank Title I buildings lowest to highest
- Technical Assistance provided by KLN

CSI continued

B) Graduation Rate below 67%

- Based on 4-year adjusted cohort
- All public high schools
- Reported annually; Identified for CSI every 3 years
- All students or any subgroup of students in any school graduating less than 67%
- Technical assistance provided by KLN

CSI continued

C) Additional Targeted Support (ISI)

- Any Title I school identified for comprehensive support and improvement that fails to meet the exit criteria after three years of support
- Additional technical support (ISI) will be provided by KLN and KSDE

Targeted Support and Improvement (TSI)

A) Consistently Underperforming Subgroups

- Annual
- All public schools
- Subgroup N=30; no combining of years
- Using the most current 3 years of indicator data (combine ELA & math) a summary score will be calculated for each subgroup based on an equal weighting of each applicable indicator. Subgroups will be ranked lowest to highest.
- Buildings with subgroups below -1.5 standard deviations will be identified as TSI
- Technical assistance will be provided by KLN

TSI continued

B) Additional Targeted Support

- Annual
- All public schools
- Methodology same as CSI lowest 5%
- Any subgroup, on its own, that performs as low as any CSI building will be identified.
- Technical assistance will be provided by KLN

Disproportionate Rates of Access to Educators

Low-income and minority students enrolled in Title I schools compared to non-Title I buildings

- Inexperienced – classroom teacher who has taught for less than 3 years in a Kansas public school classroom
- Ineffective – staff member who has never been licensed or has an expired license
- Out-of-Field – staff member with a valid license but does not hold the correct subject and/or grade level endorsement for the assignment

KSDE Contacts



ECSETS – Tate Toedman
ttoedman@ksde.org

CSAS – Beth Fultz
bfultz@ksde.org

ESEA Plan Updates

Tate Toedman

- Title I and other state plan changes
- Title IV Updates

Consolidated State Plan

Kansas

State Plan Request

Approved Version

[Approved State Plan](#) [PDF, 3 MB]

(January 18, 2018)

Submitted Version

[State Plan Request \(Submitted\)](#) [PDF, 17MB]

(September 21, 2017)

Other Related Documents

[Peer review notes for Title I and Title III](#)

[Peer review notes for McKinney-Vento Homeless Program](#)

Letters to States

[Secretary Approval Letter](#)

(January 19, 2018)

[Interim feedback letter](#)

(December 13, 2017)

<https://www2.ed.gov/admins/lead/account/stateplan17/map/ks.html>

Title I

- Long Term goals-no changes
- Assessment Indicators
- Identification of CSI and TSI schools
- Equitable Access
- Part C Migrant
- Part D Neglected, Delinquent, or At-Risk-no changes

Equitable Access

An **ineffective teacher** has never licensed or an expired license. The staff member is not licensed or has an expired license.

An **out-of-field teacher** holds a standard or “non-standard” license but does not hold the correct subject and/or grade level endorsement for the listed assignment.

An **inexperienced teacher** is a classroom teacher with a valid Kansas teaching license (Initial, Temporary [one year renewable], or Exchange [out-of-state]) that has taught for less than three years in a Kansas public school classroom.

Migrant

- Evaluation
- Dropouts
- Pre-K



State plan sections unchanged

- Title III English Language Acquisition and Language Enhancement
- Title V, Part B Rural and Low Income School Program

Title II, Part A

Supporting Effective Instruction

More specific list of stakeholders involved



Title IV 21st Century Schools

Part A, Student Support and Academic Enrichment Grants

- Ratable reduction
- State level activities



Part B, 21st Century Community Learning Centers

- State activities

Education for Homeless Children and Youth Program

McKinney-Vento Homeless Assistance Act, Title VII, Part B

- Address runaway youth
- Youths separated from schools
- Specific barriers/enrollment delays

ESEA programs

Title IA: Improving Education Programs

Title IC: Migratory Programs

Title ID: Neglected, Delinquent or At-Risk Programs

Title IIA: Supporting Effective Instruction

Title IIIA: English Learner and Immigrant Programs

Title IVA: Grants for Student Support and Academic Enrichment

Title IVB: 21st Century Community Learning Center Grants

Title VB: Rural and Low-Income School Program

Title VI: Indian, Native Hawaiian and Alaska Native Education

Title VII: Impact Aid

Title VIII: General Provisions

Title VII: McKinney-Vento Homeless Assistance Act (Title IX of ESSA)

Comfort Break



Public Comment




12/21/2018

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org

Kansans **CAN**

KIAS role in Accountability

Kansas
Integrated
Accountability
System



Kansas Integrated Accountability System (KIAS)

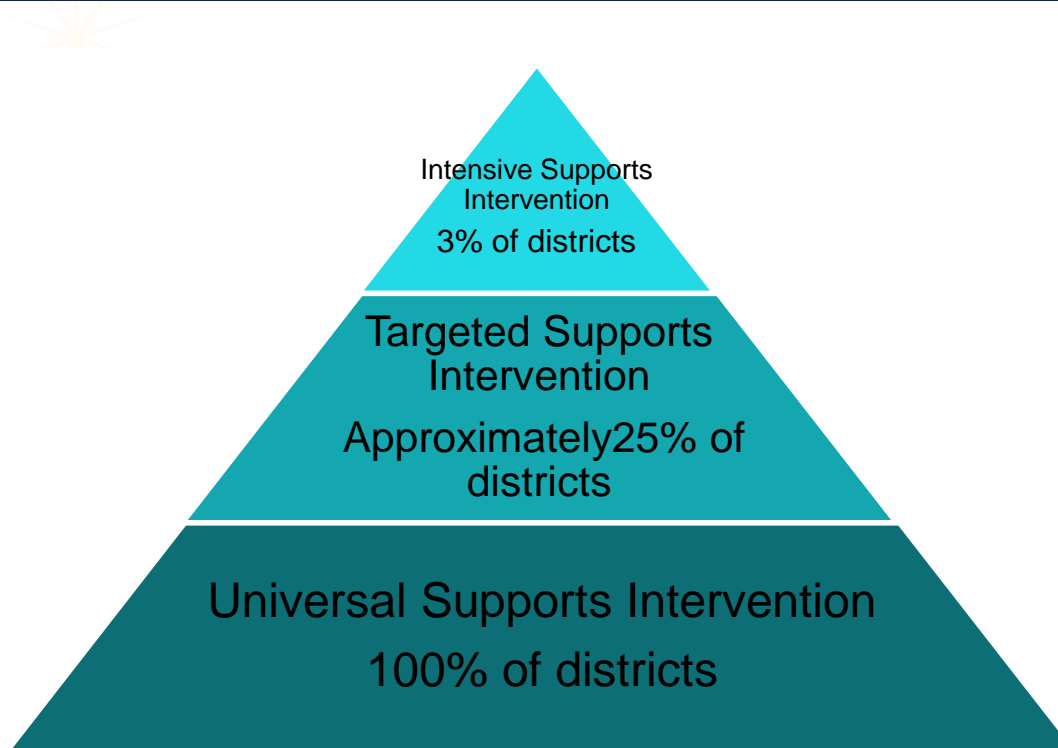
- Compliance with federal requirements and streamline processes
- Districts monitored every three years in updated cycle.
- Response to changing oversight expectations at the U.S. Department of Education
- Coordinated technical assistance efforts



KIAS Monitoring

- Authenticated application through Leader Services aligned with existing authenticated application
- Existing annual reports and monitoring
- 3 year cyclical monitoring
- One integrated cycle for all programs
(e.g. IDEA and Gifted reviews, Migrant)

Coordinated Technical Assistance



Accountability

- LCP system for ESEA programs
- Cohort
- Risk based

Resource Information

KIAS Website: <http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Kansas-Integrated-Accountability-System>

Stacie Martin: smartin@ksde.org

Laura Jurgensen ljurgensen@ksde.org

Doug Boline dboline@ksde.org

Tate Toedman: toedman@ksde.org

Use of Evidence Based Intervention Required

Most activities funded through ESSA must now be evidence based, as defined by the law:

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on-
 - (I) **strong evidence** from at least one well-designed and well-implemented experimental study;
 - (II) **moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

- (ii) (I) **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) **includes ongoing efforts to examine** the effects of such activity, strategy, or intervention.

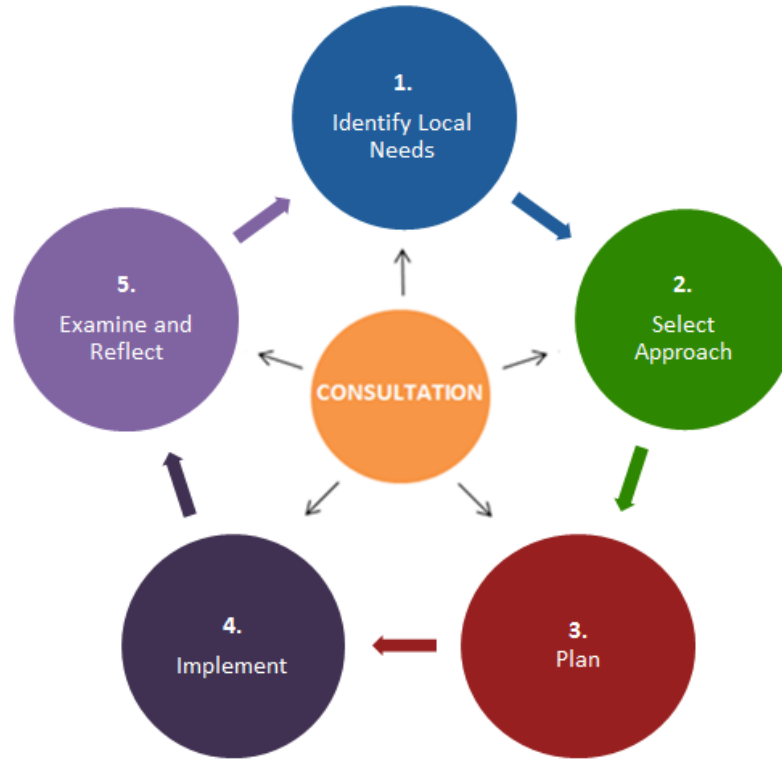
Cyclical Framework for Maximizing Results

Interventions are more likely to result in sustained, improved outcomes for students if:

- 1) Chosen interventions align with **identified local needs**;
- 2) The **evidence base** and **the local capacity** are considered when **selecting a strategy**;
- 3) There is a robust **implementation plan**;
- 4) Adequate resources are provided so the **implementation** is well-supported;
- 5) Information is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps.

Adapted from Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning. September 27, 2016

Cyclical Improvement Framework



Resources for Evidence-Based Interventions and Systemic Improvement

- Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading. September 27, 2016
 - <http://www2.ed.gov/policy/elsec/leg/essa/esatitleiipartaguidance.pdf>
- What Works Clearinghouse (WWC)
 - <http://ies.ed.gov/ncee/wwc/>
- KSDE Technical Assistance System Network
 - <http://ksdetasn.org/>
- Kansas MTSS
 - <http://ksdetasn.org/mtss>
- Center for Intensive Intervention
 - <http://www.intensiveintervention.org/>
- Academic Development Institute
 - <http://www.adi.org/>
- Center for School Turnaround
 - <http://centeronschoolturnaround.org/tools-systems/>
- TASN Evaluation Project
 - <http://ksdetasn.org/evaluation>

KSDE Evidenced based website

Goal for live website is February 2018

- Overview
- Federal law (ESEA/ESSA) and guidance
- State law-Senate Bill 19 (page 27 {d})

On or before July 1, 2018, the state board shall **identify and approve evidence-based best practices** for at-risk programs and instruction of students receiving at-risk program instruction. The state board shall review and update such best practices as part of its five year accreditation system review process.

KSDE Evidenced based website

- What Works Clearinghouse
- ADI/Indistar/KansaStar Wise Ways
- Florida Center for Reading Research

- Processes for determining if a practice is evidence based
- Approval process for being added to the list

ESEA programs

Title IA: Improving Education Programs

Title IC: Migratory Programs

Title ID: Neglected, Delinquent or At-Risk Programs

Title IIA: Supporting Effective Instruction

Title IIIA: English Learner and Immigrant Programs

Title IVA: Grants for Student Support and Academic Enrichment

Title IVB: 21st Century Community Learning Center Grants

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Title VII: Impact Aid

Title VIII: General Provisions

Title VII: McKinney-Vento Homeless Assistance Act (Title IX of ESSA)

KSDE Division of Learning Services Updates

Watch for Brad's DLS Hot Topics every other Wednesday

- Division of Learning Services Initiatives Updates
- KESA updates
- ESSA updates
- Board Outcomes updates

**Brad's DLS Monthly
Newsletter & Bi-Weekly Hot
Topics Update**

➤ [http://www.ksde.org/Agency/
Division-of-Learning-
Services](http://www.ksde.org/Agency/Division-of-Learning-Services)

TASN Monthly Newsletter

➤ www.ksdetasn.org

ESSA resources

www.ed.gov/essa

<http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Every-Student-Succeeds-Act-ESSA>

www.ksde.org Subject Index “E”very

Title I Distinguished Schools

Category 1: Exceptional student performance for two or more consecutive years

Pleasant Ridge Elementary School, USD 449

Category 2: Closing the achievement gap between student groups

Valley Heights Elementary School at Blue Rapids, USD 498

Contacts

Tate Toedman ttoedman@ksde.org

Doug Boline dboline@ksde.org

Beth Fultz bfultz@ksde.org

Colleen Riley criley@ksde.org

Dean Zajic dzajic@ksde.org

Jordan Christian jchristian@ksde.org

Improving Parent Engagement

Jane Groff



12/21/2018



Engaging Families from Cradle to Career

JANE GROFF, PH.D. EX. DIRECTOR

KS PARENT INFORMATION RESOURCE CENTER (KPIRC)

JGROFF@KPIRC.ORG

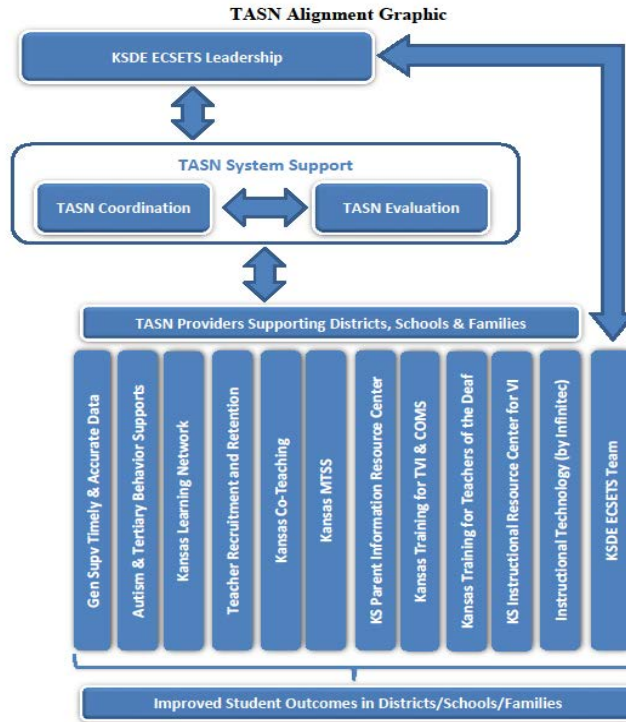
WWW.KSDETASN.ORG/KPIRC



KSDE: Technical Assistance Systems Network (TASN)



TASN Framework



Our Work: Build Capacity

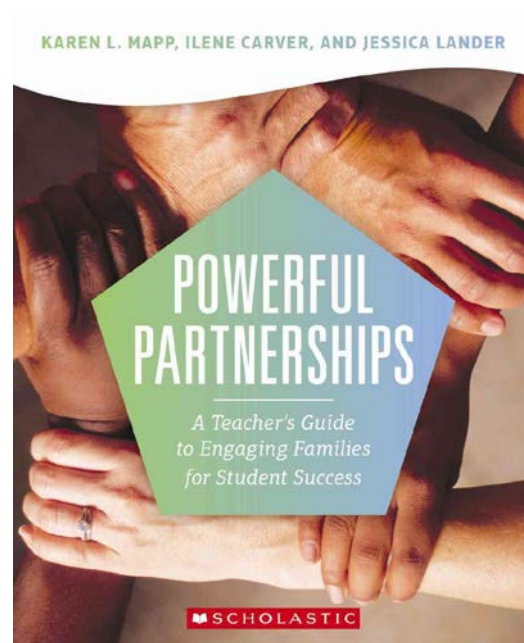


Family Engagement Is Not Just a *Nice* Thing To Do, Or a *Right* Thing to Do, Or a *Mandated Thing* to Do, It is an *Evidence Based* Thing to Do!



Core Values

1. All Families have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and school staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially school leaders.

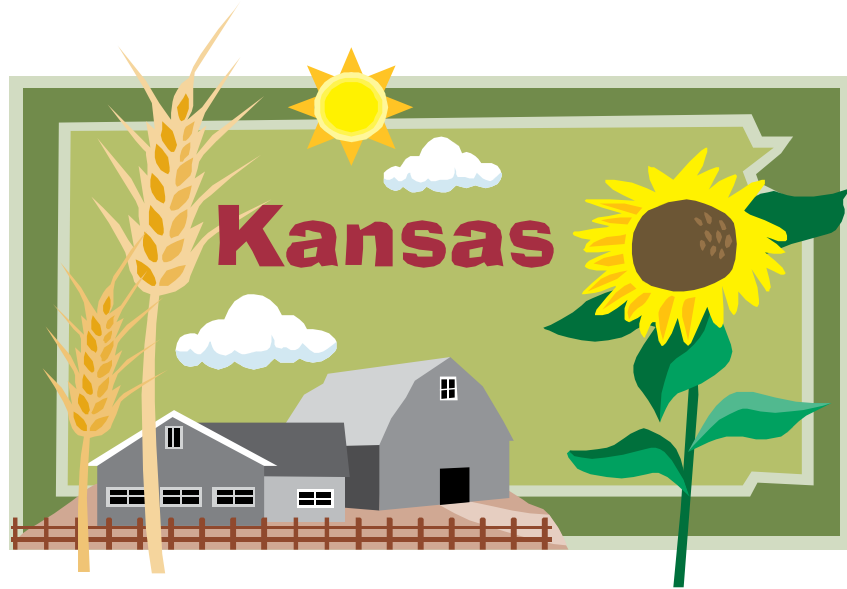


Definition of Parent Involvement (Educator Edict)

The participation of parents in regular, **two-way**, and **meaningful** communication involving student **academic learning** and other school activities; including ensuring that parents (Title VIII, General Provisions, Part A Sec 9101)

- (A) play an **integral role** in assisting their child's learning;
- (B) are **encouraged** to be actively involved in their child's education at school;
- (C) are full **partners** in their child's education and are included, as appropriate, in **decision making** and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those in Title I, Sec 1116.

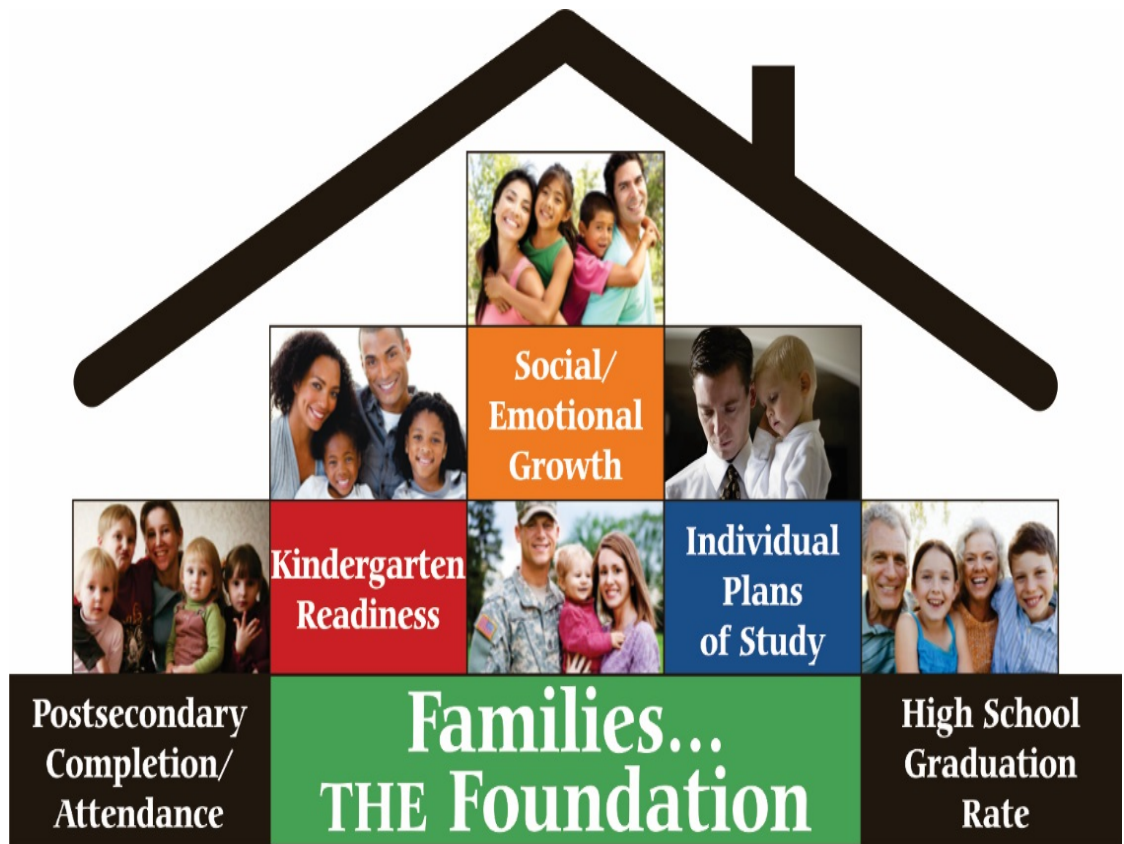
Statewide Family Engagement Initiatives



A NEW Vision for Kansas....

Kansas leads
the world in the
success of each
student.





National Standards for Family-School Partnerships



[PTA.org/excellence](https://www.pta.org/excellence)



Kansas Early Learning Standards (2006)

- Approaches to Learning
- Physical Health and Development
- Social and Emotional Development
- Communication and Literacy
- Mathematics
- Science
- Social Studies
- Creative Arts



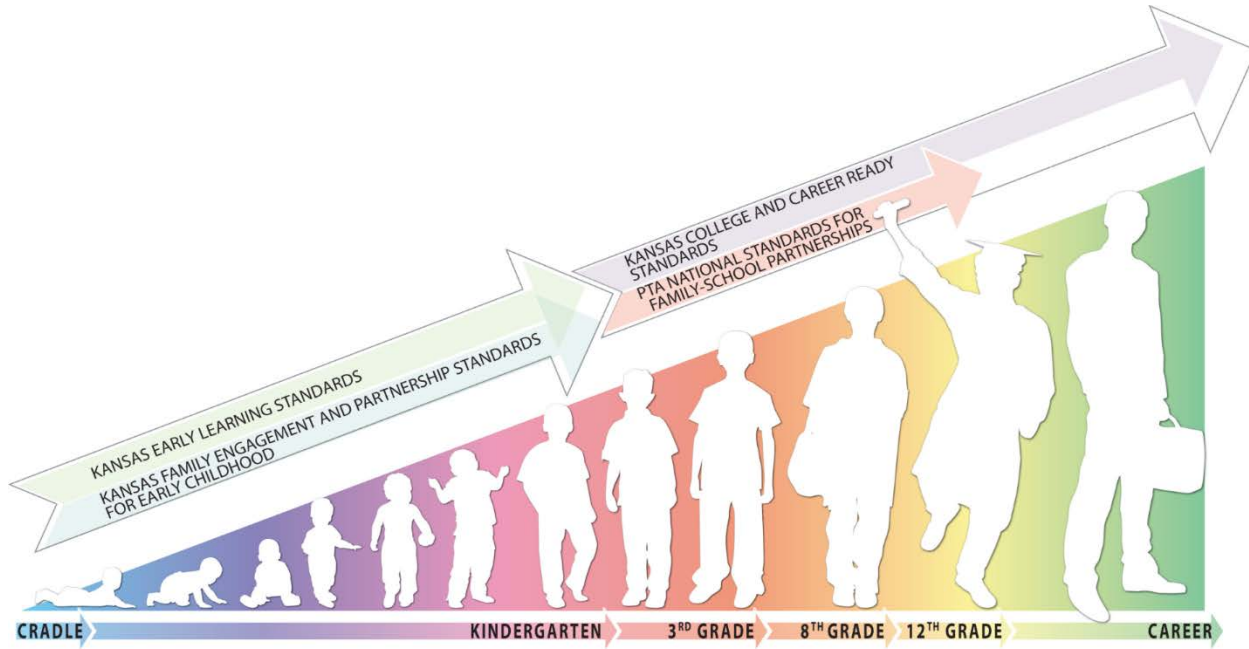
Kansas Family Engagement and Partnership Standards for Early Childhood (2015)



Families as...

- Foundation
- Communicators
- Advocates
- Partners
- Community Members

Family School Partnership Standards K-12



Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. *Everything* that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in *at least one* of the Five Rs. KESA supports the belief that the work within the first four Rs leads to improvement, or growth, in the data, evidence, and artifacts that make up the fifth R (Results).

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p>Defining Relationships: "a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)</p>	<p>Defining Relevance: "the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42)</p>	<p>Defining Responsive Culture: "one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48)</p>	<p>Defining Rigor: "a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44)</p>	<p>Defining Results: "witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner." (KSDE, 2010, p. 46)</p>
<p>COMPONENTS:</p> <ul style="list-style-type: none">• Staff• Students• Families• Community	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Curriculum• Instruction• Student Engagement• Technology	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Leadership• Early Childhood• District Climate• Nutrition and Wellness	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Career & Technical Ed• Professional Learning• Resources• Data	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Social-Emotional Factors• Kindergarten Readiness• Individual Plans of Study• High School Graduation• Postsecondary Completion/Attendance

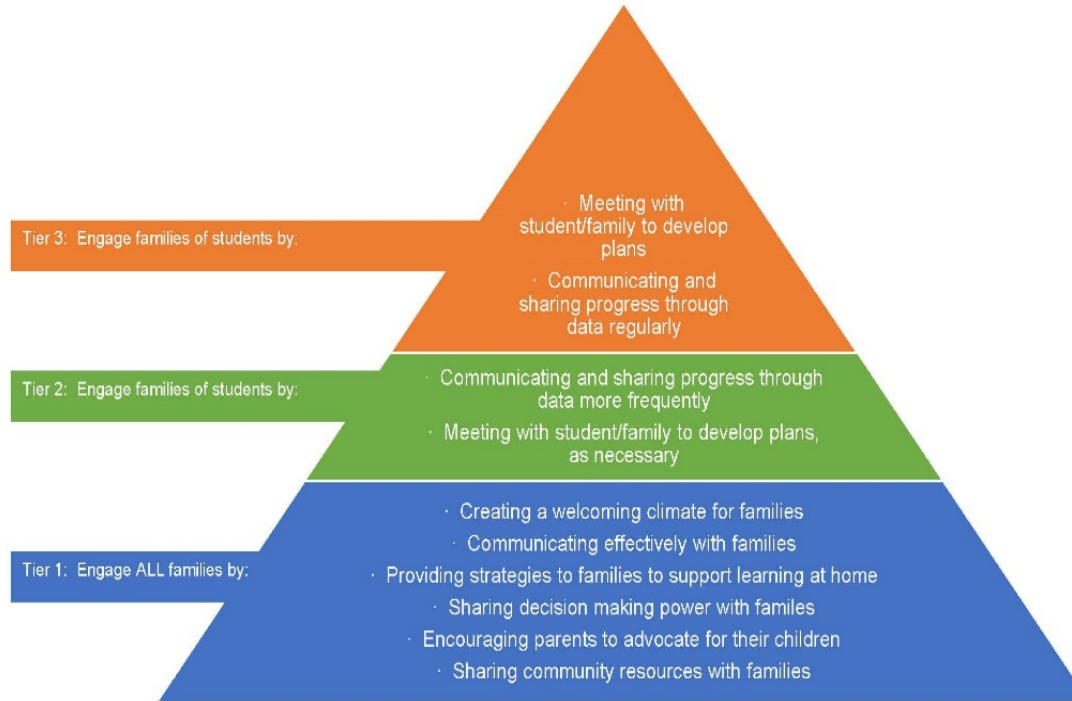
Multi Tier System of Supports (MTSS)

Empowering Culture

- Involving all Staff
- **Involving Parents**
- Informing All



Family Engagement in a Multi-Tier System of Support



Statewide Family Engagement Survey

How well do we engage families in their children's learning?

DistrictTools.org is a free resource that Kansas school districts can use to administer the *Family Engagement Survey* (Noonan, Gaumer Erickson, & Groff, 2015).

This brief, 15-item survey is aligned with the PTA National Family School Partnership Standards. Survey items are grouped into five key categories addressing the PTA standards:

- Welcoming All Families into the School Community
- Communicating Effectively
- Supporting Student Success
- Sharing Power and Speaking Up for Every Child
- Collaborating with the Community



The website homepage includes complete instructions for administering the *Family Engagement Survey* and viewing real-time summaries.

Results are graphed automatically and PDF reports of both district-level and building-level data are available for download.

Participant responses are confidential and your district/building-level results will not be shared with anyone other than users that you invite to view your district dashboard.



Visit **DistrictTools.org** today to request access!

Please contact tasnet@ku.edu if you have questions or need technical assistance.



Family Engagement Survey

Directions: Please CHECK ONE response that best describes your child's school. If an item is not applicable to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.

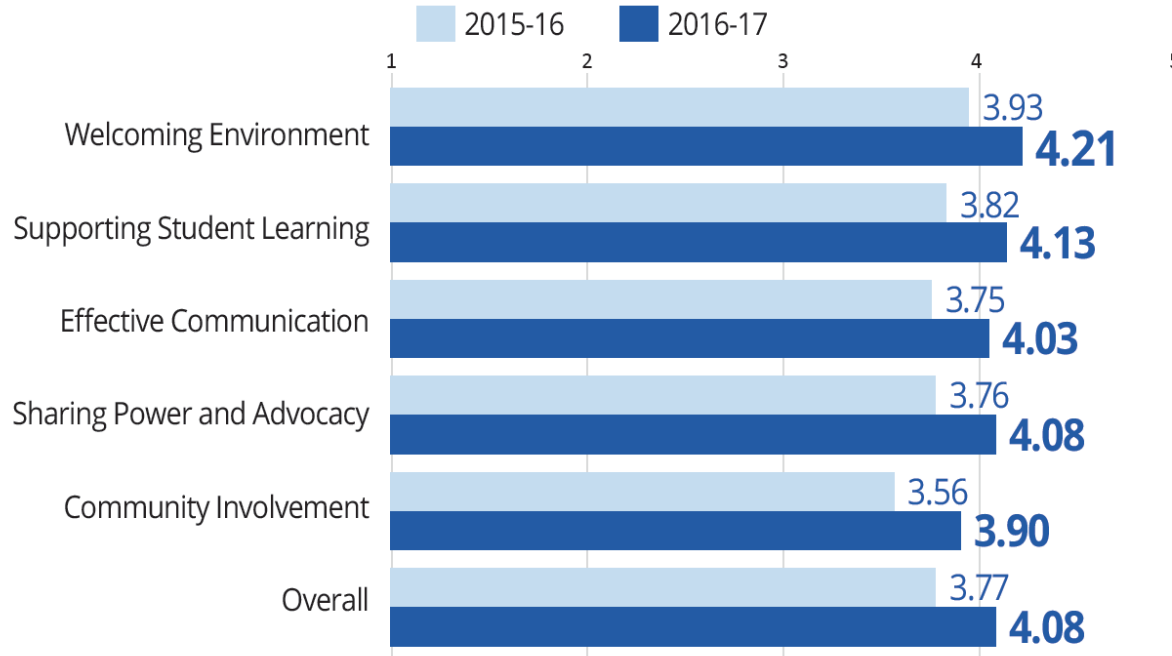
District _____	School _____	Strongly Disagree \longleftrightarrow Strongly Agree				
		1	2	3	4	5
1.	In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	When I walk into this school, I feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The school offers an easy-to-navigate website with meaningful information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	School staff listen to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I'm provided understandable data on my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	In this school, staff regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletter).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I'm provided clear information about policies, programs, improvement efforts and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	School staff consult me before making important decisions about my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	If my child receives additional supports, I am provided with information about those supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	School staff keep me well informed about how my child is doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I have a good working relationship with school staff in which we solve problems together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I'm provided useful information about how to support my child's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The school partners with businesses and community organizations in a variety of ways (e.g. volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school helps my family connect with community resources that we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

03/11/16

Noonan, P.A., Gaumer Erickson, A.S., Groff, J. (2015). Family Engagement Survey. Kansas Technical Assistance System Network (TASN). Adapted from Family Engagement: A critical component to building an empowering culture in Kansas Multi-Tier System of Supports (MTSS). Topoka, KS. TASN. Available from <http://tasnet.org/resources/03>

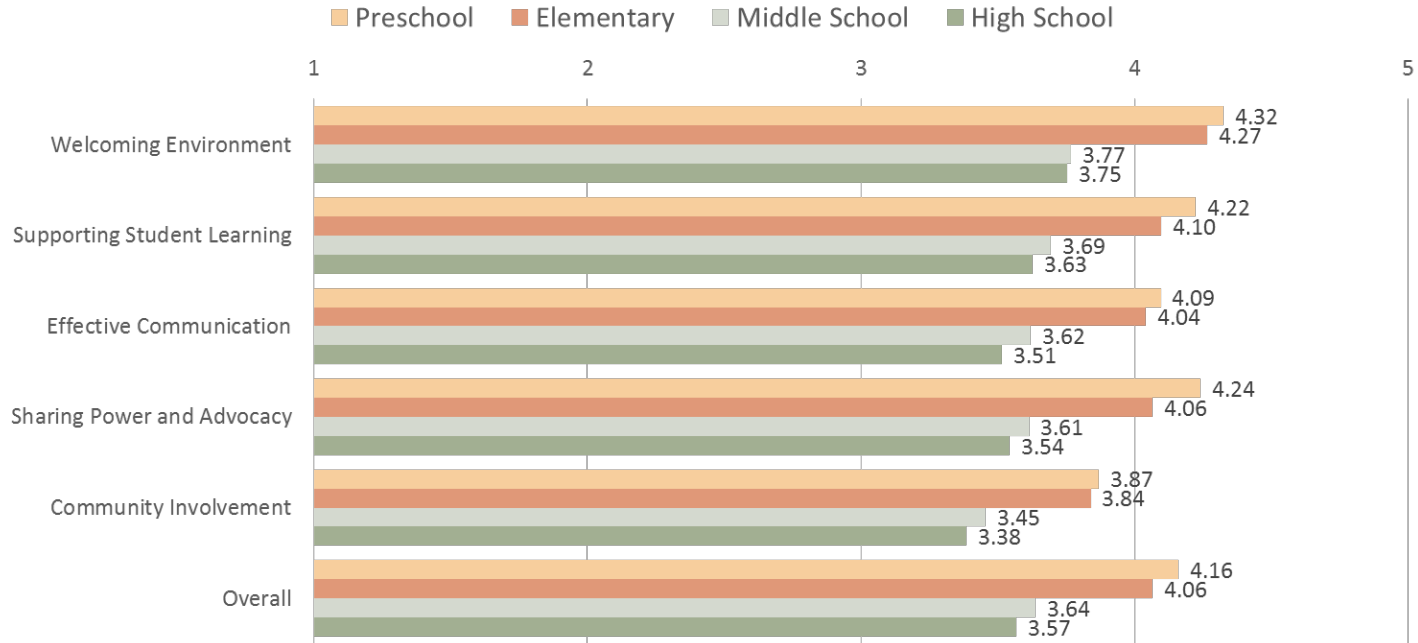
FAMILY ENGAGEMENT SURVEY RESULTS

Average Ratings by Category (1 = *Strongly Disagree*, 5 = *Strongly Agree*)



Statewide Family Engagement Survey Results

Average Ratings by Category
(1 = Strongly Disagree, 5 = Strongly Agree)



Individual Plan of Study (IPS)



- Beginning in MS an IPS should be developed cooperatively with the student, school staff and **family members** based on the student's interests and talents.
- An IPS is an **Opportunity** to engage families in middle school and high school in a meaningful manner focused on their children's learning at a time when family engagement can tend to wane.

Kansas Learning Network



KANSASTAR INDICATORS

- Provide technical assistance and professional learning to schools participating in KLN
- Provide input into the family engagement indicators and Wise Ways

KansaSTAR Parent/Community Engagement Indicators Comprehensive Schools

Parent, School, and Community - Shared Leadership - Including parents on teams and in organizations relative to family-school relations

- 1553 Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)
- 5605 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (5605)

Parent, School, and Community - Communication - Providing multiple methods of two-way, school-home communication

- 1570 The school regularly communicates with parents (families) about the importance of the curriculum of the home (parent responsibilities and what they can do at home to support their children's learning). (1570)
- 5586 All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom. (5586)
- 5604 Parents (families) receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' (families') role in their children's school success. (5604)
- 5606 All teachers use multiple methods of contact with parents (families) (for example, phone calls, emails, letters home, home visits), and maintain a file of communications. (5606)

Parent, School, and Community - Education - Providing professional development for teachers and training for parents on working together to support student learning

- 1588 Professional development programs for teachers include assistance in working effectively with parents. (1588)
- 5607 The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (5607)
- 5608 The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (5608)
- 5609 The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home. (5609)
- 5610 The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors. (5610)
- 5611 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (5611)

Parent, School, and Community - Connection - Providing opportunities for members of the school community to meet for purposes related to students' learning

- 5612 School staff creates and maintains a welcoming environment for all families and community members. (5612)
- 5613 School staff creates and maintains connections between the school community and the broader community to support student learning. (5613)
- 2887 The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)

21st Century Community Learning Centers



The 21st Century Community Learning Centers (21st CCLC) under Title IV are to:

- Establish or expand community learning centers that provide students with academic enrichment opportunities and complement regular program
- Offer literacy and related educational development of **families** of those students

Community and Family Engagement CAFÉ



Community &
Family Engagement
CAFÉ

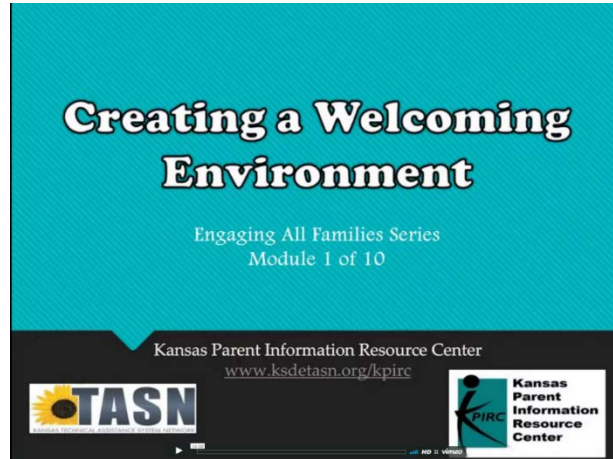
Statewide Consortium

- Parents As Teachers
- Parent Teachers Association
- Kansas State Dept. of Education
- Head Start
- Department of Children and Families
- Parent Training Information Center
- Communities in Schools
- KS Enrichment Network (Afterschool)
- Child Care Aware
- Department of Health and Environment
- Families
- School Districts

KPIRC: Engaging All Families Modules

Engaging All Families Video Series

- 1 Creating a Welcoming Environment
- 2 Recognizing Diversity
- 3 Ongoing Communication
- 4 Open Houses & Conferences
- 5 Sharing Family Resources
- 6 Encouraging Involvement
- 7 Acknowledging Concerns
- 8 Addressing FAQs
- 9 Obtaining Feedback
- 10 Additional Resources



Contact Information

Jane Groff, Ph. D.

- KPIRC – Kansas Parent Information Resource Center
- jgroff@kpirc.org
- www.ksdetasn.org/kpirc



SPP/APR Report: Indicators 9 and 10

Diana Stanfill

- Minority students in special education programs

KSDE Updates

Colleen Riley

- Foster Care
- Ed Week Article- Racial Disparities
- FY18 Update (Patrick Rooney- document)

Next meeting

April 24th, 2018 (Virtual)



Future Meetings and Adjournment

Future Meeting: July 24th, 2018 Wichita Hyatt (A.M. Orientation);
July 25-26, 2018 Summer Leadership Conference at Wichita Hyatt

ESEA Advisory Council Link: www.ksde.org/Default.aspx?tabid=567

Colleen Riley: criley@ksde.org

Pat Bone: pbone@ksde.org

Jordan Christian: jchristian@ksde.org



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