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)
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.
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.
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
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
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
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
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

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CSAS – Beth Fultz
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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
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
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

Universal Supports Intervention
100% of districts

Targeted Supports Intervention
Approximately 25% of districts

Intensive Supports Intervention
3% of districts

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org
Accountability

- LCP system for ESEA programs
- Cohort
- Risk based
Resource Information


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Tate Toedman: toedman@ksde.org
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.
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 Leading. September 27, 2016*
Cyclical Improvement Framework

1. Identify Local Needs
2. Select Approach
3. Plan
4. Implement
5. Examine and Reflect
Resources for Evidence-Based Interventions and Systemic Improvement


- What Works Clearinghouse (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
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

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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

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
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Improving Parent Engagement

Jane Groff
Engaging Families from Cradle to Career

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KSDE: Technical Assistance Systems Network (TASN)
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!
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.
Families... THE Foundation

- Social/Emotional Growth
- Kindergarten Readiness
- Individual Plans of Study
- Postsecondary Completion/Attendance
- High School Graduation Rate
National Standards for Family-School Partnerships

- Welcoming All Families (Standard 1)
- Communicating Effectively (Standard 2)
- Supporting Student Success (Standard 3)
- Sharing Power (Standard 4)
- Collaborating with Community (Standard 6)

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
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, growth, in the data, evidence, and artifacts that make up the fifth R (Results).

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<th>RESPONSIVE CULTURE</th>
<th>RIGOR</th>
<th>RESULTS</th>
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<tr>
<td>Defining Relationships: “A state of interconnectionness—among people, curricula, programs, projects, and communities—is critical in establishing connections that result in high performing learning environments” (KSDE, 2010, p. 43)</td>
<td>Defining Relevance: “The power and ability of specific information to meet the needs of its user strengthens learner motivation and enables learning to become more engaging, empowering, connected, applicable to the real world, and socially significant” (KSDE, 2010, p. 43)</td>
<td>Defining Responsive Culture: “One that readily needs to re-evaluate, re-energize, re-engage, restructure, and re-orient to empower all stakeholders to become respectful of, responsible for, and involved in learning the learning process and the learning community” (KSDE, 2010, p. 43)</td>
<td>Defining Rigor: “a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning—essential in addressing the needs of our rapidly expanding society and world” (KSDE, 2010, p. 44)</td>
<td>Defining Results: “Verifiable 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)</td>
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<td>Leadership</td>
<td>Career &amp; Technical Ed</td>
<td>Social-Emotional Factors</td>
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<td>Instruction</td>
<td>Early Childhood</td>
<td>Professional Learning</td>
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<td>Community</td>
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Multi Tier System of Supports (MTSS)

Empowering Culture
- Involving all Staff
- Involving Parents
- Informing All
Family Engagement in a Multi-Tier System of Support

Tier 3: Engage families of students by:
- Meeting with student/family to develop plans
- Communicating and sharing progress through data regularly

Tier 2: Engage families of students by:
- Communicating and sharing progress through data more frequently
- Meeting with student/family to develop plans, as necessary

Tier 1: Engage ALL families by:
- Creating a welcoming climate for families
- Communicating effectively with families
- Providing strategies to families to support learning at home
- Sharing decision making power with families
- Encouraging parents to advocate for their children
- Sharing community resources with families
Statewide Family Engagement Survey
FAMILY ENGAGEMENT SURVEY RESULTS

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

- Welcoming Environment: 3.93 (2015-16), 4.21 (2016-17)
- Supporting Student Learning: 3.82, 4.13
- Effective Communication: 3.75, 4.03
- Sharing Power and Advocacy: 3.76, 4.08
- Community Involvement: 3.56, 3.90
- Overall: 3.77, 4.08
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<tr>
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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

- Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)
- The principal offers frequent opportunities for staff and parents to voice constructive critique of the school’s progress and suggestions for improvement. (5005)

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

- 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)
- 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)
- 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. (5004)
- 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. (5006)

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

- Professional development programs for teachers include assistance in working effectively with parents. (1588)
- The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (5607)
- 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. (5008)
- The school provides parents (families) with practical guidance to encourage their children’s regular reading habits at home. (5686)
- The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors. (5610)
- 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

- School staff creates and maintains a welcoming environment for all families and community members. (5612)
- School staff creates and maintains connections between the school community and the broader community to support student learning. (5613)
- The school provides opportunities for members of the school community to meet for purposes related to students’ learning. (2897)
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

- 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

![Creating a Welcoming Environment](image-url)
Contact Information

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- www.ksdetasn.org/kpirc
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


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Pat Bone:  pbone@ksde.org
Jordan Christian:  jchristian@ksde.org
Kansas leads the world in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION

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