ESEA Notebook Contents – Jordan Christian

- 18-19 Meeting Dates
- Member Information
- KSDE staff and responsibilities
- Reimbursement Forms and procedures
Kansas ESEA Membership

- English Learners
- Indian Tribes
- Large Local Education Organization (LEA)
- Mid-size LEA
- Small LEA
- Private Schools
- Elementary Teachers
- Secondary Teachers
- Early Childhood Teachers
- Para Educator

- Special Education
- Special Education Schools
- Kansas School Boards
- Kansas School Administrators
- Parents/Families
- Communities
- Librarians
- Higher Education
- Music Education
- Kansas Educators
- Specialized Support-School Psychologists
- Specialized Support-Counselors
Representation

- One of the most significant contributions each Council member makes is that of representing their stakeholder group.
Advocacy

- There is a place for advocacy at Council meetings. During discussions you might take sides, favor a position or support a position. However, in the final analysis, hopefully the Council can come to consensus and provide meaningful advice that leads to change for children and youth with disabilities.
Special Interest Advocacy

- There are special groups in the State that are advocacy in nature
  1. Protection and Advocacy
  2. Disability Organizations
  3. Professional Organizations
A Council’s ROLE

Advisory

- To give advice
- To inform
- To counsel
- To recommend
- To suggest
- To guide
Exercising Advisory Responsibilities

Issue/Priority

Member Perspective/Experience

Stakeholder Input

Member Discussion

Resource/Information

Objective Advice

**Change**

Improved services for children and youth with disabilities

#KansansCan
Advisory Council Procedures

- Adhere to State Open Meeting laws. All advisory Council meetings and agenda items must be announced far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.

- If possible, provide meals or refreshments at Panel meetings.
Guests

It is important to have a separate seating section for guests and non-council individuals.
Recommendations for Advisory Panels

• Close working relationship with the State Director
• Membership orientation
• Understand council functions
• Advisory, not advocacy in nature
• Discuss current issues and trends
Kansas ESEA Advisory

- Tate Toedman:  [ttoedman@ksde.org](mailto:ttoedman@ksde.org)
- Colleen Riley:  [criley@ksde.org](mailto:criley@ksde.org)
- Jordan Christian:  [jchristian@ksde.org](mailto:jchristian@ksde.org)
VISION FOR KANSAS
Kansas leads the world in the success of each student.

MISSION
The Mission of the Kansas State Board of Education and the State Department of Education (KSDE) is one and the same:
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

KSDE operationalized the Kansas Vision and Mission by identifying our purpose and values which are the foundation of all of work to make the vision a reality.

KSDE PURPOSE
We are an agency of Kansans serving Kansans by inspiring, coaching and leading to create the conditions for each student’s success.
Resources

- 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)

- Monthly Title I Directors/Coordinators Webinars

- Monthly IDEA Directors/Coordinators Webinars
  - [http://ksde-tasn.adobeconnect.com/ks_admin-web-meeting](http://ksde-tasn.adobeconnect.com/ks_admin-web-meeting)

- TASN Monthly Newsletter
  - [www.ksdetasn.org](http://www.ksdetasn.org)
Roberts Rules of Order

- Handout
Kansas Technical Assistance System Framework Update

- Crystal Davis
TASN Projects & Providers serve the entire state of Kansas

- Professional learning
- Services
- Resources

Specially designed to support educators and families to improve student outcomes

- Confidence that all supports and services are evidence-based
- Meets required technical assistance for federal programs
- Easily accessible to all at [www.ksdetasrn.org](http://www.ksdetasrn.org)
Kansas Learning Network Update

- Michele Hayes
ESEA Updates - Tate Todeman

- State Plan
- AMOSS
- ESSA
Evidence-Based Practices

- ESSA
- K.S.A 72-5153

- EBP website
- Wednesday, 12:45, Maple Room
Supplement Not Supplant

- General
- Title I new requirement
- Title IV, Part A
Title IV, Part A

- Student Support and Academic Enrichment website

- Allocations

- Wednesday, 2:15, Cedar Room
Non-Public Schools

- Timely and Meaningful Consultation
- REAP-FLEX and Transferability
- Title Services for Non-Public Schools
- Allocations
McKinney-Vento PD

- Liaison required training
- All staff required training
- EHCY website
- Wednesday, 12:45, Maple
ESSA requirements

- Comprehensive Support and Improvement (CSI) schools
- Targeted Support and Improvement (TSI) schools
- Report Card
ESSA Requirements

- State Plan updates
Title conference

- Put link to flyer or ad here

- ESEA national conference Kansas City

- January 30th to February 2nd, 2019
Tate Toedman, Assistant Director  
Kansas State Department of Education  
900 SW Jackson St.  
Suite 620  
785-296-6714  
ttoedman@ksde.org

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
Public Comment

- Guests
Council Member Updates

- All
KSDE: Technical Assistance Systems Network
A Solid Foundation for Family Engagement in Kansas: National Family School-Partnership Standards
Kansas Family Engagement and Partnership Standards for Early Childhood

Families as...
- Foundation
- Communicators
- Advocates
- Partners
- Community Members
Family Engagement and Partnership Standards for Early Childhood
PTA National Family School Partnership Standards K-12
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!

Statewide Family Engagement Survey

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.

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. In this school, staff (e.g., administrators, teachers, counselors) build strong relationships with families.
   - Through Dialogs
   - Through Agreements

2. When I walk into this school, I feel welcome.
   - Through Dialogs
   - Through Agreements

3. I am invited to a variety of events about student learning (e.g., open houses, new family orientation, back to school nights, or literacy nights).
   - Through Dialogs
   - Through Agreements

4. The school offers an easy-to-navigate website with meaningful information.
   - Through Dialogs
   - Through Agreements

5. School staff listen to our concerns.
   - Through Dialogs
   - Through Agreements

6. I am provided understandable data on my child’s progress.
   - Through Dialogs
   - Through Agreements

7. In this school, staff regularly communicate with me (e.g., communication handbook, letters, postcards, email, phone calls, texts, website, or newsletters).
   - Through Dialogs
   - Through Agreements

8. I am provided clear information about policies, programs, improvement efforts and events.
   - Through Dialogs
   - Through Agreements

9. School staff consult me before making important decisions about my child’s education.
   - Through Dialogs
   - Through Agreements

10. If my child needs additional supports, I am provided with information about those supports.
    - Through Dialogs
    - Through Agreements

11. School staff keep me well informed about how my child is doing in school.
    - Through Dialogs
    - Through Agreements

12. I have a good working relationship with school staff in which we solve problems together.
    - Through Dialogs
    - Through Agreements

13. I am provided useful information about how to support my child’s learning.
    - Through Dialogs
    - Through Agreements

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).
    - Through Dialogs
    - Through Agreements

15. The school helps my family connect with community resources that we need.
    - Through Dialogs
    - Through Agreements

02/23/19
3 Year Survey Data

Family Engagement Survey Results
Average Ratings by Category
(1 = Strongly Disagree, 5 = Strongly Agree)

<table>
<thead>
<tr>
<th>Category</th>
<th>2015-16</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Environment</td>
<td>3.93</td>
<td>4.10</td>
<td>4.11</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>3.82</td>
<td>3.99</td>
<td>4.05</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>3.75</td>
<td>3.92</td>
<td>3.98</td>
</tr>
<tr>
<td>Sharing Power and Advocacy</td>
<td>3.76</td>
<td>3.94</td>
<td>3.98</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>3.58</td>
<td>3.70</td>
<td>3.82</td>
</tr>
<tr>
<td>Overall</td>
<td>3.77</td>
<td>3.94</td>
<td>3.99</td>
</tr>
</tbody>
</table>
Statewide Family Engagement Survey Results
2017-18 Average Ratings by Category
(1 = Strongly Disagree, 5 = Strongly Agree)

- Preschool (N=568)
- Elementary (N=4,664)
- Middle School (N=1,477)
- High School (N=1,559)

**Survey Results Across Grade Levels 2017-18**

- Welcoming Environment
- Support Student Learning
- Effective Communication
- Sharing Power and Advocacy
- Community Involvement
- Overall
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).

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>RELEVANCE</th>
<th>RESPONSIVE CULTURE</th>
<th>RIGOR</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining Relationships:</strong></td>
<td><strong>Defining Relevance:</strong></td>
<td><strong>Defining Responsive Culture:</strong></td>
<td><strong>Defining Rigor:</strong></td>
<td><strong>Defining Results:</strong></td>
</tr>
<tr>
<td>&quot;a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments&quot; (KSDE, 2010, p. 40)</td>
<td>&quot;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&quot; (KSDE, 2010, p. 42)</td>
<td>&quot;one that readily results in suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community&quot; (KSDE, 2010, p. 48)</td>
<td>&quot;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&quot; (KSDE, 2010, p. 44)</td>
<td>&quot;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.&quot; (KSDE, 2010, p. 46)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENTS:</th>
<th>COMPONENTS:</th>
<th>COMPONENTS:</th>
<th>COMPONENTS:</th>
<th>COMPONENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Curriculum</td>
<td>Leadership</td>
<td>Career &amp; Technical Ed</td>
<td>Social-Emotional Factors</td>
</tr>
<tr>
<td>Students</td>
<td>Instruction</td>
<td>Early Childhood</td>
<td>Professional Learning</td>
<td>Kindergarten Readiness</td>
</tr>
<tr>
<td>Families</td>
<td>Student Engagement</td>
<td>District Climate</td>
<td>Resources</td>
<td>Individual Plans of Study</td>
</tr>
<tr>
<td>Community</td>
<td>Technology</td>
<td>Nutrition and Wellness</td>
<td>Data</td>
<td>High School Graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Postsecondary Completion/Attendance</td>
</tr>
</tbody>
</table>
KESA Family Engagement Rubric Ratings

**All Categories for Public Districts**

- **Public School Districts' KESA Family Engagement Rubric Ratings**
  - No Evidence: 2.8%
  - Implementing: 16.4%
  - Transitioning: 17.8%
  - Modeling: 62.9%

**Combined Lowest Two Categories for Districts**

- **Public School Districts' KESA Family Engagement Rubric Ratings**
  - No Evidence or Implementing: 19.2%
  - Transitioning or Modeling: 80.8%
Family Engagement Rubric Ratings

KS MTSS Districts' KESA Family Engagement Rubric Ratings

- Structuring:
  - No Evidence: 14.3%
  - Implementing: 71.4%
  - Transitioning: 14.3%

- Implementation:
  - No Evidence: 12.5%
  - Implementing: 50.0%
  - Transitioning: 25.0%
  - Modeling: 12.5%

- Sustainability:
  - Implementing: 50.0%
  - Transitioning: 25.0%
  - Modeling: 25.0%
Accreditation Confidence Timeline

KS MTSS Districts' Accreditation Years

- **Structuring**
  - 2018: 12.5%
  - 2019: 87.5%

- **Implementation**
  - 2018: 11.1%
  - 2019: 44.4%
  - 2020: 44.4%

- **Sustainability**
  - 2018: 16.7%
  - 2019: 33.3%
  - 2020: 33.3%
  - 2021: 16.7%
Collaborative Scale (Measuring Increased Collaboration)

Pre

Post
Contact Information

Jane Groff, Ph. D.

• KPIRC – Kansas Parent Information Resource Center
• jgroff@kpirc.org
• www.ksdetasn.org/kpirc
Kansas leads the world in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org