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Dynamic Learning Maps (DLM)

The fall test window closed Dec. 18. Special Education directors were contacted if students did not complete the fall test window requirements. The winter test window is open until February 27. Districts were contacted to clean up Kite enrollments. KSDE appreciated the quick response from district test coordinators to fix these enrollments. KSDE only wants student tested in the required grades and subjects. We do not want students over tested

- Review participation guidelines and accommodations every year
- Kansas Alternate Assessment flow chart (located on KSDE webpage and DLM Kansas page)
- Districts need to remove students from the DLM who are no longer eligible
- Districts do not have a 1% cap on the number of students that take an alternate assessment, however the state does have a 1% cap – KSDE will contact districts who test over 1% of their students on the DLM.
- KSDE is currently reviewing the DLM justifications that were due in December for districts that tested over 1% of their students on the DLM for the 2017-2018 school year.
- Students need to be taking the right test – least dangerous assumption.

Dynamic Learning Maps (DLM)

IEP teams need to consider the least dangerous assumption when making individual decisions for students. If we aim to low and the student meets that goal, then what further damage have we created due to aiming to low?

- 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
- In [Chris Bugaj video](#) He says, “If you don’t have enough evidence to make a judgement or assessment about a student’s performance or abilities, assume they can do whatever it is you are asking the student to do.” It is important to restrict the student in the least possible way. He tells us, “If you are going to fail, fail because you believe in the person’s potential, not because you put some sort of artificial limit on them. Least Dangerous Assumption has three principles:
 1. Everyone has different abilities and talents
 2. You cannot judge a person’s future success based on one score
 3. People learn best when they feel valued
- If we make the least dangerous assumption, we open up worlds of possibilities for our students. If we choose the most dangerous assumption, we limit our students, which can impact their entire life.



Please contact Cary Rogers if you have any questions,
crogers@ksde.org 785-296-0916.



LiNK Year 1 activities build capacity to improve literacy at state, regional and community levels

Funded through the federal Striving Readers Comprehensive Literacy initiative in partnership with the University of Kansas Center for Research on Learning, the \$27 million grant supports eight literacy projects across Kansas, representing 32 school districts.

During the first half of Year 1 implementation, a statewide LiNK website has been developed to share best practices, resources, and partnership opportunities for children and their families ages birth through grade twelve (www.litnetks.org). The Kansas Literacy Team offers their expertise to schools in the form of consultation and resources.

A LiNK webinar series (<https://www.litnetks.org/professionallearning/>) provides targeted professional learning opportunities in the areas of:

- Birth to Age 5
- Elementary Literacy Development
- Adolescent Literacy Development
- Family and Community Engagement
- Instructional Coaching

Each LiNK school district is developing a comprehensive system of supports through literacy leadership teams, evidence-based practices, and collaborative efforts to review data and make instructional decisions based on data. Schools are offering effective embedded professional learning with instructional coaches.



Ness City

LiNK Update (cont'd)

LiNK schools are also providing activities to connect families and community members with their schools, and to promote Kindergarten readiness for early learners within the communities.

Examples of LiNK activities:

Greenbush Consortium – “During a recent *Looking for Literacy Tour* at Santa Fe Trail School District, all fifteen classrooms engaged students in some form of literacy instruction. This included high school physical education classes reading graphs and art using upper-level, content specific vocabulary.” Lisa Pelkey, Instructional Coach Leavenworth/Atchison Consortium – “At the 7th grade level, I have found students can easily express opinions, but to back it up with evidence and factual information has been a weakness. When we first implemented this program, students struggled to include evidence from the text to support their argument. After seeing them struggle with baseline writing, we used graphic organizers and sentence starters to help. Students are now making claims and using evidence to support their claims.” Ben Hutchcraft, 7th Grade ELA Teacher, Olathe – “My kiddos are improving tremendously with reading skills! They now have questions about vowel sounds and words and can read short sentences. Before, these kiddos would not have even attempted reading these as they didn’t know how to attack the words with no picture clues. One student even came up to me during the test and said “I found a closed syllable word! I am beyond thrilled for my students and thank you for allowing us to have the opportunity to have this program at our school.”



LiNK Innovation Award



Olathe student reading skills

Early Learning Update

Early Learning Grant Applications 2019-2020 Now Available

Grant applications to provide early learning opportunities during the 2019-2020 school year are now available! Visit <https://www.ksde.org/Default.aspx?tabid=514> for instructions and application materials for Kansas Parents as Teachers, the State Pre-K Four Year Old At-Risk program, and the Kansas Preschool Pilot.

Districts are eligible to apply for all three early learning funding opportunities. Community partners are eligible to apply for the Kansas Preschool Pilot.

All applications must be received (completed, documents uploaded, and submitted) no later than **5:00 p.m. on March 8, 2019**. SurveyMonkey is used for grant submission, including uploading of required documents.

Questions regarding the applications may be sent to earlylearning@ksde.org. The KSDE Early Childhood Team hosted its monthly webinar on January 11 to discuss the grant applications in more detail and answer initial questions. That recording is available at <https://www.ksde.org/Default.aspx?tabid=514>. A resource with questions and answers will be posted and updated as KSDE receives additional questions.

Thank you for all you do to prepare each student to enter kindergarten at age five prepared for success!

Kansas Receives Federal Grant Funding to Strengthen Early Childhood in 2019

Kansas has been awarded nearly \$4.5 million in federal grant funding that will help strengthen the state's early childhood system. The one-year planning grant will be used to conduct a statewide early childhood needs assessment, develop a comprehensive strategic plan, maximize parental choice and knowledge of the state's early childhood system, share best practices among early childhood providers, and improve the overall quality of early childhood programming. KSDE is partnering with the Kansas Department for Children and Families, the Kansas Department of Health and Environment, the Kansas Children's Cabinet and Trust Fund, and other early childhood stakeholders to carry out this work in 2019.

As work begins, we look forward to many opportunities to engage with Kansas early childhood stakeholders over the course of the next year! Additional information about opportunities to engage will be available soon.

Gathering Information about Developmental Screenings in Kansas

The Kansas State Department of Education is working in partnership with other early childhood stakeholders to gather information about developmental screening in Kansas. The goal of this effort is to reach every Kansas provider who works with children and who may conduct developmental screening. If you conduct developmental screenings, or work with partners who do, please complete and share the survey, which can be found at: www.bit.ly/devscreen.

If you have any questions, please contact Chris Tilden, the University of Kansas Center for Public Partnerships and Research staff member who is coordinating the project, at ctilden@ku.edu or (785) 864-6699.

Parents as Teachers Affiliate Performance Report Highlights:

The 2017-2018 Kansas Parents As Teachers Affiliate Performance Report is now available online. Highlights include:

- Kansas served 321 more children and conducted 1,447 more visits last year than in the prior year (funding was flush with the previous year at \$7.2 million)
- 92% of families served were linked to at least one community resource
- 1% of children served were uninsured (same as previous year, but a 15% dip from SY15-16)

For more information and to view previous year's reports, visit: <http://www.ksde.org/Default.aspx?tabid=534>

Early Learning Update

State Interagency Coordinating Council and Local ICCs

Upcoming State ICC Meetings:

February 15 Topeka, KS

The meeting is 1-4pm at the Landon State Office Building, Room 509.

March 29 Topeka, KS

The meeting is 1-4pm at the Landon State Office Building, Room 509.

April 26 Topeka, KS

The meeting is 1-4pm at the Landon State Office Building, Room 509.

May 22 Topeka, KS

The meeting is 1-4pm at the Landon State Office Building, Room 509.

June 12 Topeka, KS

This is the Annual Strategic Planning meeting for the SICC. The meeting is 10am-4pm at the Landon State Office Building, Room 509.

If you are interested in attending and SICC meeting or one of 36 Local ICCs across Kansas, feel free to contact Jordan Christian jchristian@ksde.org

Upcoming Early Childhood Professional Learning Opportunities

Kansas Parents as Teachers Miniconference

Tuesday, March 5

Topeka

<http://www.kpata.org/training>

Kansas Division for Early Childhood Conference: Champions of Children

Feb. 28 & March 1

Preconference Feb. 27

Postconference March 1

Wichita

<http://www.kdec.org/conference.html>

Kansas Association for Infant & Early Childhood Mental Health Conference

May 9-10

Wichita

<http://www.kaimh.org/conference>

Upcoming Early Learning Webinars

The KSDE Early Childhood team will continue to provide monthly communication for early childhood providers and administrators during school year 2018-19. Participants will be asked to log in at https://ksde-tasn-webinar.adobeconnect.com/kansas_elk_webinar to view and download materials and engage with presenters. There will be opportunities for questions and the web meeting will be recorded for future reference or for those unable to attend. All webinars will begin at 11:00 A.M. CST

February 15, 2019

April 5, 2019

May 3, 2019

Please find a schedule of dates and topics on the TASN website: <https://ksdetasn.org/resources/1929>.

Early Learning Update (cont'd)

Homelessness & Early Childhood Resources

The KSDE Early Childhood team recently shared the below information on our Early Learning 0-8 Listserv. If you would like to join the listserv, please email Beccy Strohm: bstrohm@ksde.org

I am writing to share a resource our team thought may be of interest to you. Last week Sesame Street shared that Lily, a young character whose family experienced food insecurity in 2011, is homeless. Lily and her family live with their friend, Sophia. Lily struggles with feelings of loneliness, so Sophia teaches Lily an exercise to help her connect the dots that “home is where the love is” during this three-minute video:

<https://sesamestreetincommunities.org/topics/family-homelessness/?activity=dot-to-dot-provider>. Sesame Street also created resources for providers to help better support children and families, all of which are available on their Family Homelessness webpage:

<https://sesamestreetincommunities.org/topics/family-homelessness/>. Finally, Sesame Street hosted an hour-long panel discussion to explore how providers can support children’s and families’ remarkable resilience in order to lessen the long-term effects of traumatic experience. That forum can be viewed here: <https://sesamestreetincommunities.org/professional-development/events/connecting-the-dots-a-virtual-expert-forum-on-homelessness/>.

The KSDE Early Childhood team welcomed Linda Aldridge during the October 19, 2018 Early Learning Webinar. Linda reminded us that every district is required to have a homeless liaison, as well as outlined how the McKinney-Vento Homeless Assistance Act can support children and families served by district early childhood programs. You are encouraged to view (or review) Linda’s presentation and accompanying materials:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood>. *Please note, Linda begins at 20:00.

If you have questions or would like additional resources, please feel free to contact the Early Childhood team at earlylearning@ksde.org. Another wonderful KSDE resource is Maureen Ruhlman, the McKinney Vento Kansas Liaison. She can be contacted at:

Maureen Ruhlman

Phone: 785-296-1101

Email: mruhlman@ksde.org

Redesign Update

Mercury and Gemini I launch schools involved in the Kansas Can School Redesign Project spent Jan. 9-10 at Smoky Hill Education Center learning about everything from standardized measures and databases to communication thanks to KSDE experts.

School redesign teams rotated through several stations led by KSDE experts. Those stations and the KSDE employees leading them were:

- Standardized Measures: Kyle Lord (Information Technology - IT) and Ann Yates (Teacher Licensure and Accreditation - TLA)
- Time Series Analysis: Tony Moss (Career Standards and Assessment Services - CSAS)
- Comparing Growth Across Schools: Xuewen Sheng (CSAS) and Beth Fultz (CSAS)
- Maintaining Databases: Kathi Grossenbacher (IT) and Dan Ubel (IT)
- Communication: Denise Kahler (Communications and Recognition Programs) and Branden Johnson (CSAS)

Participants also were able to view what other districts are doing through redesign by visiting a gallery walk of posters (see photograph example above). This was led by Mitchell and Scott. Participants also received a demonstration of Kite Survey Solutions from Susan Martin and Jeannie McClure, who are with KU’s Agile Technology Solutions.

