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Youth Art Month

During the month of April the Kansas Art Education Association (KAEA) celebrated Youth Art Month (YAM) by holding a youth art exhibit at the Alice C. Sabatini Gallery housed in the Topeka Shawnee County Public Library. This exhibit was exceptional and very well received by the Topeka community as well as participants and families! It was such a conversation starter. People marveled at the students' as well as teachers' skills. They talked about their own experiences in learning and/or making art and were inspired by the creativity and dedication of young artists. This exhibit culminated with an Awards Ceremony at the library on Sunday, May 20th. We can't wait for next year!

Attendance & the ABC's of Dropping Out

Attendance, Behavior and Coursework are indicators that a student is at risk of not completing their high school diploma. In a recent National Dropout Prevention Center study, attendance was the number one reason that students dropped out of school.

Poor student attendance has an impact on the entire school community including:

- The student who misses the instruction
- Other individual students (reteaching slows down the entire group)
- Student Groups (as group work and collaboration have increased in classrooms, groups fall behind when students miss)

Attendance & the ABC's of Dropping Out

- Teachers (time spent explaining what was missed and reteaching decreases the amount of curriculum that can be covered)
- School (decreased instruction time leads to decreased achievement which increases the number of remedial courses that need to be taught)

Students who miss more than 10% of possible school days are chronically absent. Being chronically absent, missing just two days a month, starting in kindergarten means that a student will miss the equivalent of more than a year's worth of instruction by their senior year. Early attendance issues can lead to 3rd graders who are reading below grade level. These students are 4 times more likely to drop out.

In order to combat chronic absenteeism schools and districts should use a team approach to looking at their attendance data. The most important part of looking at absences is to determine WHY students are missing school. Because of their areas of expertise, school nurses, social workers, counselors and community health or mental health resources are excellent contributors to attendance teams. Once the why has been determined it is important to intervene early to change the pattern of attendance before it can impact the student's education.

If KSDE can be of any service in identifying team members, analyzing data, developing tiered interventions for attendance or addressing any aspect of attendance please contact Branden Johnson, bjohnson@ksde.org, or John Girodat, jgirodat@ksde.org.

"WE HAVE FOUND THAT IF YOU CAN
GET THE RIGHT SUPPORT TO THE KID
AT THE RIGHT TIME YOU CAN GET
THEM BACK ON TRACK"

-ROBERT BALFANZ,
EVERYONE GRADUATES
CENTER



Kansas Education Systems Accreditation

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 Bill Bagshaw; bbagshaw@ksde.org

1. IMPORTANT NOTICE

- **KESA Initial Report: This report is a KSDE requirement.** Currently we have several systems whom have missing data sections from their KESA Initial report, along with several other districts who have completed their reports but have not yet submitted it to KSDE. Submission of the KESA Initial Report occurs once the system has completed question 16 and clicks submit. Please be sure to complete this report before this school year ends. All systems who have not completed their KESA Initial Report will receive a contact call from a KSDE Accreditation staff member.
- **Onsite Visits: All Systems should have hosted their KESA onsite visits.** We know of a few exceptions, but these are not many. We understand that as the first year of KESA, it may have been difficult to complete all necessary requirements by May. So, if you have not hosted a visit yet, please be sure it occurs no later than the end of this school year.

2. General Information

- **Impact Institute:** There will be three KESA related sessions during this summer's KSDE Impact Institutes.
 - **The Role of Teachers in the KESA Process** – As the title suggests, it is to share with teachers the importance of their role in KESA.
 - **KESA Today** – An overview of the first year of KESA
 - **KESA Chairs: Lessons Learned** – Session designed for existing or those interested in becoming an onsite team chair. An opportunity for face-to-face dialogue with KSDE staff where chairs can share their views about their visits and provide suggestions to improve the process and chair training.
- **Systems Accreditation Review:** The Accreditation Review Council received data and reports for eight systems seeking a recommendation on their accreditation status this 2017-2018 school year. These eight systems comprised of two public systems and six private systems will go to the State Board of Education for an accreditation decision by August 2018.
- **System and Chair Support Calls:** Based on feedback, support calls will take place again next school year for both the systems and chairs.

3. Accreditation Review Council (ARC)

- The Accreditation Review Council is the group charged with providing the recommendation about accreditation of a system to the Kansas State Board of Education.
- The ARC met on May 2, 2018 to review documents for an accreditation recommendation of two public systems and 6 private systems. All systems were not reviewed on May 2, 2018

4. Accreditation Advisory Council (AAC)

- June 4th will be the next AAC meeting. This will be the last meeting for this school year. The AAC meets quarterly.

5. Chair and Outside Visiting Team Training

- The first meeting to discuss how to improve and revamp the OVT Chair and Visiting Team Training took place on April 23, 2018. This meeting included service center staff, Kansas Educational Leadership Institute staff and KSDE staff. The group shared the feedback received from each of the training sites, both pros and cons. They identified a list of concerns, list of the content that must be kept, and a list of the suggested revisions.
- Meetings will occur during the summer months in hopes that trainings can be in place beginning of next school year. Trainings will be dispersed throughout the Fall and Winter months with the majority of the trainings occurring closer to the time of the visits.
- Both Chair and Visiting Team member training will be updated.

6. Accreditation Email

- A general email for accreditation questions is available. The email address is accreditation@ksde.org.

Civic Advocacy Network Award Application

The **Civic Advocacy Network Award Application** is open now. The purpose of the Civic Advocacy Network Award is to recognize schools that actively involve students in civic engagement opportunities and to collect exemplary practices to share with schools across the state. The ultimate goal is to promote civic engagement as part of all preK-12 students' experiences.

Please encourage schools to apply so that they might be the first school in their area to be rewarded for the civic engagement opportunities they provide for their students. Deadline for the application is June 1st. [Click here for more information and the application](#)

Kansas Safe & Supportive Schools Conference

KSDE and the Kansas Association of Education Service Agencies (KAESA) are partnering to provide the Kansas Safe and Supportive Schools Conference on September 24 and 25 in Wichita Kansas. The conference will feature a number of breakout sessions broken out in the following strands:

1. Emergency Management
2. Crisis Planning and Communication
3. Bullying and Harassment
4. School Climate and Culture
5. Social Emotional Character Development
6. Trauma Informed Schools

We are currently accepting prevention proposals in all of these strands and have additional interest in the areas of: Jason Flatt Act, School Mental Health, Crisis Plans, Grief and Recovery, Child Abuse, and Suicide Ideation.

Please click on the link below if you would like to submit a proposal to present at the Kansas Safe and Supportive Schools Conference. Additionally, please feel free to share this email with anyone else you know that would be interested in presenting. If you have any questions, please feel free to contact me at 913-526-6177 or bart.swartz@greenbush.org.

[SUBMIT PROPOSAL HERE](#)



The theme for this year's Impact Institutes is "Kansas CAN Teach." Please join us at the Kansas State Department of Education Division of Learning Services 2018 Impact Institutes and begin the challenging work of each child's success. Kansas teachers, counselors, principals, curriculum coordinators, instructional coaches, and educational professionals at all levels (birth through high school) will have the opportunity to select sessions and workshops on topics connected to many academic areas. These workshops will provide the help you need in providing our students the academic and cognitive preparation, the technical and employability skills, and the civic engagement opportunities to allow them to be successful.

****Cost: \$25 per person****

Costs include the professional learning, continental breakfast, lunch and snacks each day.

Dates and Locations:

- **June 4-5**
Emporia State University, Emporia – **Please note the deadline to register for the Emporia Institute is May 24, 2018.**
- **July 17-18**
Fort Hays State University, Hays

Registration is available at the following link: <http://events.ksde.org/Default.aspx?tabid=704>.

For questions regarding the Program, please contact: Don Gifford, dgifford@ksde.org, or Julie Ewing, jewing@ksde.org.

For logistics questions, please contact: Theresa Coté, tcote@ksde.org, or Tierney Kirtdoll, tkirtdoll@ksde.org.



Attention teachers of English language arts and Mathematics in grades 2-8

You are invited to become part of a multi-state partnership of teachers who are trialing Enhanced Learning Maps (ELM) in their classrooms during the 2018-2019 school year. The Enhanced Learning Maps goal is to improve teachers' ability to use effective formative assessment tools and practices to provide personalized instruction resulting in greater student achievement.

What is the Enhanced Learning Maps (ELM) Project? In 2015, the Kansas State Department of Education was awarded a four-year grant of \$5.8 million dollars from the U.S. Department of Education through the federal Grants for Enhanced Assessment Instruments program. In partnership with Alaska, Missouri and Wisconsin, Kansas is using the award to work with the University of Kansas Center for Assessment and Accountability Research and Design to develop a learning maps-based instructional model linking formative assessment with curriculum and instruction for grades 2-8 in mathematics and English language arts. Now, in year three, the ELM project is recruiting its largest group of new teachers to participate in the research by using the instructional ELM materials in their classrooms and providing feedback on the units they teach.

The benefits for teachers participating in the project include:

- Early access to all ELM maps and resources for classroom implementation for the 2018-2019 school year
- Attend the two-day ELM training with expenses paid in July
- Teachers receive an honorarium for attending the training
- Networking with other teachers across Kansas and in other states that are implementing the Enhanced Learning Maps

The obligations of teachers who participate in the ELM project are:

- Explore ELM resources in our digital library
- Read and consider notes and activities for planning instructional units
- Implement ELM instructional units and student activities in classroom instruction
- Provide relevant feedback to ELM about use of the maps and instructional materials
- Participate in the ELM project evaluation by completing a post-training survey and end-of-year survey

What are Enhanced Learning Maps? Learning map models are tools that represent how understanding of knowledge in an area develops over time and experience. Learning map models help inform teachers about how students learn specific academic content. These models support responsive and differentiated instruction, and increase teacher's ability to incorporate formative assessment into the daily routine. The [Enhanced Learning Map](#) model was developed by teams of researchers at the University of Kansas through an extensive review and synthesis of research.

The learning map model displays alternate pathways students may take to learn content-specific concepts and skills. In short, a learning map model is a graphical representation of learning targets and the connections among them. The purpose of the learning map model is to organize and inform instruction for classroom teachers. ELM

makes clear the prerequisite knowledge that is necessary for complete understanding of a given topic, which helps teachers easily identify how they can adjust instruction to help students fill knowledge gaps and achieve their learning goals. Additionally, it provides a structure, based on cognitive and educational research, for researchers and teachers to attach and organize classroom resources.

ELM researchers created mini maps, or small, standards-based collections of concepts and skills that have been hand-selected by teachers and researchers as a way of entering the learning map model quickly and efficiently for second through eighth grade teachers. The ELM suite of tools accompanying the maps include:

- Teacher Notes, essential contextual information for teachers about how students are likely to learn specific content and what challenges specific content may present to students;
- Instructional Activities, suggested activities and student handouts for teaching specific content, complete with guiding questions that will help illuminate students' thought processes so teachers can evaluate students' progress;
- Student Activities, specially designed activities for students to complete independently that teachers can use to help personalize their instruction; and
- Solution Guides, to help teachers interpret student work and determine which learning targets students have and have not reached.

How to Apply

Individuals or teams of teachers from the same school are encouraged to apply. Training will be on July 16 & 17 in Topeka. Interested teachers may apply for participating by filling out a survey at:

https://kansasedu.qualtrics.com/jfe/form/SV_4SDv0jkPOgbSWvH

Contact Jackie McMahan at: jmcmahan@ksde.org or at 785 296-2144 if teachers have additional questions about participating.

For more information about the project, please visit the ELM website at:

www.enhancedlearningmaps.org.