Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

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Expiration Date: September 30, 2017

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact Colleen Riley, Director	Telephone: (785) 296-4949
Mailing Address: Kansas State Department of Education Landon State Office Building 900 SW. Jackson St., Suite 620 Topeka, KS 66612	Email Address: criley@ksde.org
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) **Randy Watson**	Telephone: (785) 296-3202
Signature of Authorized SEA Representative (b)(6)	Date: 9/11/17
Governor (Printed Name) **Sam Brownback**	Date SEA provided plan to the Governor under ESEA section 8540: 8/3/17
Signature of Governor	Date: 9/11/17

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐Title I, Part C: Education of Migratory Children

☐Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐Title II, Part A: Supporting Effective Instruction

☐Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐Title IV, Part A: Student Support and Academic Enrichment Grants

☐Title IV, Part B: 21st Century Community Learning Centers

☐Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Kansas Introduction

In October 2015, after nearly a year of development, the Kansas State Board of Education announced a new vision for education in Kansas:

***Kansas leads the world in the success of each student**.*

*This vision calls for a more student-focused system that provides support and resources for individual success. While this vision was developed, "**Kansans Can**" became the unifying call to action.*

With the Kansans Can vision in hand, Kansas State Department of Education (KSDE) leaders and state board members conducted more than 20 community visits across the state with parents, educators and business leaders. During these visits, Kansans shared their thoughts on education; what they believe defines a successful 24-year-old; important characteristics and skills for an employee; and more. The feedback was compiled into data, which was then taken back into communities across the state to make sure KSDE heard the voices of Kansans. From there, board members and KSDE staff members updated the KSDE mission statement, defined a successful Kansas high school graduate, and identified five outcomes to help measure the progress toward achieving the new vision.

Mission:

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.

Definition of a Successful Kansas High School Graduate:

A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress:

- *Kindergarten readiness*
- *Individual Plan of Study focused on career interest*
- *High school graduation rates*
- *Postsecondary completion/attendance*
- *Social/emotional growth measured locally*

A wide representation of Kansans are at the table as the Kansans Can vision for Kansas students is implemented. In the following Kansas Consolidated Plan for meeting the requirements of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), the KSDE consulted with a large group of stakeholders. Key to this consultation was the KSDE advisory councils whose membership contained representatives of the following: superintendents, principals, teachers at all levels and various subjects, counselors, nurses, paraprofessionals, parents, students with disabilities, native Americans, racial and ethnic groups, higher education, community members, and others. Further, the KSDE has sought technical assistance from, among others, the National Center for Educational Outcomes, the National Center for Systemic Improvement, the Council of Chief State School Officers, and the Central Comprehensive Center.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

Standards

Legislative regulation[3] *requires that the Kansas State Board of Education (SBOE) establish curriculum standards which reflect high academic standards for the core academic areas of mathematics, science, reading, writing and social studies. Additionally, the standards are to be reviewed at least every seven years. Although legislative regulation requires the establishment of curriculum standards, it also indicates that the standards shall not, in any manner, impinge upon any district's authority to determine its own curriculum; thus, Kansas falls in the category of a "local control" state.*

The Kansas State Department of Education's process for curriculum standards review requires identifying educators who represent the student population. The KSDE must ensure that the committees are diverse in terms of gender, ethnicity/race, educational levels, and educator type, and that it has representation of our 10 State Board districts. Consequently, from its inception, standards committees have ensured the inclusion of educators from both the special education and English as a Second Language area. Kansas is committed to delivering high quality instruction for learning to all students; therefore, affording the opportunity to speak with one voice, and emphasizing the focus and belief in high expectations of each and every student.

As stated in the introduction, Kansas defines a successful Kansas high school graduate as having the ***academic*** *preparation,* ***cognitive*** *preparation,* ***technical*** *skills,* ***employability*** *skills* ***and civic engagement*** *to be successful in postsecondary education, in the attainment of an industry-recognized certification or in the workforce, without the need for remediation.*

The KSDE desires that all students succeed in post-secondary education, in the attainment of an industry-recognized certification, and in the workforce. The KSDE recognizes that the attainment of a high school diploma, by itself, no longer opens the door to a successful livelihood and career. Therefore, Kansas increased expectations for achievement across domains.

The Kansas standards for English language arts, mathematics and science will ensure that all Kansas students have equal opportunity to master the skills and knowledge for success beyond high school. Effective implementation of the Kansas standards requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage the 21st Century learner.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

[3] Kansas 2014 Legislative Session, 72-6439, http://kslegislature.org/li_2014/b2013_14/statute/072_000_0000_chapter/072_064_0000_article/072_064_0039_section/072_064_0039_k/

Kansas regulation 72-6439 requires the review of curricular standards at least every seven years. During the 2016–2017 school year, the Kansas Standards in English language arts and mathematics have been reviewed and revised. The KSDE has developed an online interactive tool, which allows constituents to provide feedback on the current Kansas College and Career Ready Standards in English language arts and mathematics. This feedback will be considered by the standards review committee. The Kansas State Board of Education will review the revised standards in the 2017-2018 school year. Pending KSBE approval, the revised standards will be implemented July 1, 2018.

Assessments

The Kansas State Department of Education administers the following assessments within the Kansas Assessment Program (KAP) to meet the requirements of ESEA section 1111(b)(2).

Assessment Type	Content Area	Grade Level
General Assessment	Kansas State Assessment – English Language Arts	Grades 3-8 and HS
Alternate	Dynamic Learning Maps – English Language Arts	Grades 3-8 and HS
General Assessment	Kansas State Assessment - Mathematics	Grades 3-8 and HS
Alternate	Dynamic Learning Maps - Mathematics	Grades 3-8 and HS
General Assessment	Kansas State Assessment -Science	Grades 5, 8, and HS
Alternate	Dynamic Learning Maps- Science	Grades 5, 8, and HS
ELP	English Language Proficiency	Grades K-12
Alternate ELP	KS will provide a comparable assessment	Grades K-12

Kansas continues its analysis of the learning and accommodation factors necessary to ensure that all students, including students with disabilities and English learners, have the opportunity to demonstrate achievement of the Kansas Standards. The KSDE continues to guarantee that all activities related to the state assessments such as dissemination, outreach, and professional learning, address the needs of all students.

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

□ Yes
X No

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
c. In high school:
    1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
    2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
    3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

    □ Yes
    X No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not Applicable

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)*:

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

The KSDE defines "languages other than English that are present to a significant extent in the participating student population" as any one language where more than five percent of the participating student population statewide speaks the identified language, receives instruction in the native languages and services in the English learners program. The KSDE reviewed factors such as English learners that are migratory, English learners not born in the United States and English learners who are Native Americans across grade levels in determining the five most populous languages. This review included all Local Education Agencies (LEA) in Kansas. Spanish is the most populous language and meets the definition, as shown by the following table of the most populous languages other than English in Kansas Schools, 2016:

5 Most Populous Languages Other Than English in Kansas Schools, 2016

		Spanish		Viet-namese		Chinese		Arabic		Lao	
	Total ALL Students	N with Services	%	N with Services	%	N with Services	%	N with Services	%	N with Services	%
Grade 3	40316	4104	10	124	.3	78	.1	71	.1	39	.1
Grade 4	39370	3815	10	108	.2	72	.1	51	.1	47	.1
Grade 5	38656	3766	10	118	.3	43	.1	41	.1	34	.1
Grade 6	38455	3518	9	82	.2	33	.1	46	.1	48	.1
Grade 7	38376	3429	9	121	.3	44	.1	35	0	40	.1
Grade 8	37865	3262	9	83	.2	32	.1	39	.1	44	.1
Grade 10	37971	2616	7	78	.2	27	.1	33	0	18	.1
Total	271009	24510	9	714	.2	329	.1	316	.1	270	.1

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The KAP has key word translation available in Spanish for the Kansas math and science state assessments to grades 3-8 and once in high school. If the student is identified as an English learner and Spanish is the student's primary language, a mouse-over tool is available. With this tool, during the assessment, a student may hover over any academic word and a Spanish translation of the word appears. Additionally, Kansas provides American Sign Language videos of assessment content in math and science for grades 3-8 and once in high school.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

None. There are no other languages identified in question 3(i) for which assessments are not available and needed.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

Currently, Kansas does not have a need to develop other assessments. Kansas will continue to monitor languages other than English and will develop assessments as necessary.

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

The KSDE continues to consult with and gather meaningful input from various constituency groups, including the Kansas Assessment Advisory Council, Kansas Technical Advisory Council, and the Elementary and Secondary Education Act Advisory Council, consisting of educators, students, parents and, families, in the development of the KAP and any enhancements needed based on state demographics. The Kansas ESEA Advisory Council includes a broad base group of stakeholders representing students with disabilities and English learners. Kansas families are represented by two projects: the Kansas Parent Information Resource Center and Families Together.

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Currently, Kansas does not have a need to develop other assessments. Kansas will continue to monitor languages other than English and will develop assessments as necessary.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:

i. Subgroups *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Kansas includes the following major racial and ethnic groups as a subgroup:

- *Economically disadvantaged students measured by free or reduced price lunch eligibility*
- *Children with disabilities*
- *English learners*
- *African-American students*
- *Hispanic students*
- *White students*
- *Asian students*
- *American Indian or Alaska Native students*
- *Native Hawaiian or Pacific Islander students*
- *Multi-Racial students*

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

No other subgroups are used in the Statewide accountability as specified in ESEA sections 1111(c) and (d).

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☐ Yes

X No

d. If applicable, choose one of the following options for recently arrived English learners in the State:
☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Kansas will use a minimum N size of 30 for inclusion in the accountability calculations under section 1111(c) for all students and each subgroup of students.

b. Describe how the minimum number of students is statistically sound.

During No Child Left Behind (NCLB) implementation, the KSDE convened a group of the KSDE staff and technical advisors including the State's assessment contractor, the Center for Educational Testing and Evaluation (CETE). CETE recommended a minimum subgroup size of 30. Anything smaller than 30 would lead to large numbers of subgroups being misidentified as high or low performers simply due to chance, not performance. As subgroup size diminishes, the variance of the subgroup's test measure increases, making any pronouncement about the subgroup's performance less and less reliable. At sizes below 30, the KSDE would be identifying some subgroups as high performing, and some as low performing, but many, maybe most, would be the result of chance, not performance. The ongoing process of consulting with technical advisors, as well as reviewing longitudinal data, provide the KSDE with confidence that 30 is a valid and reliable n-size for identifying under- performing subgroups for accountability. Subgroups for accountability include economically disadvantaged students from each major racial and ethnic group, students with disabilities and English Learners.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The KSDE consulted with various constituency groups, including the Kansas Assessment Advisory Council, Kansas Technical Advisory Council, CETE, and the Elementary and Secondary Education Act Advisory Council, consisting of educators, students, parents and, families, including representation from the Kansas Parent Information Center and Families Together. This broad group of technical experts and the KSDE leadership agreed that the subgroup size of 30 was the appropriate n-size for Kansas.

The ongoing process of consulting with technical advisors and stakeholders, as well as reviewing longitudinal data, provide the KSDE with confidence that 30 is a valid and reliable n-size for identifying underperforming subgroups for accountability.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

Kansas follows Federal Educational Rights and Privacy Act guidelines, the General Education Provisions Act guidelines and Kansas State Statute 72-6215, Student Data Privacy Act. Kansas' threshold for reporting student data is 10, which is 1/3 the size of its minimum subgroup size for determining subgroup performance for accountability. To protect the identities of students, publicly displayed student-level data with cell size of less than 10 is not reported.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Kansas will use a minimum N size of 10 for inclusion in public reporting under section 1111(h) for all students and each subgroup of students. The minimum number of students respects privacy and is statistically reliable.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement.

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The KSDE will use an academic measurement of proficiency to summarize state, district, and subgroup performance across all performance categories, as stated by ESEA subsection (b)(2)(B)(v)(I): "…annually measure, for all students and separately for each subgroup of students, the following indicators:
(i) For all public schools in the State, based on the long-term goals established under subparagraph (A), academic achievement – (I) as measured by proficiency on the annual assessment required under subsection (b)(2)(B)(v)(I)…" The KSDE will report on district dashboards at state, district, and school levels the percent of students scoring in each performance category by assessment subject, grade level, and subgroup.

Academic Measure of Proficiency Long-term Goal for All students:

At the state, district, school and subgroup level, 75 percent of students score in performance levels 3 and 4 combined on the Kansas state assessments in English language arts and mathematics by 2030.

The same long-term goal of 75 percent proficiency will be applied to each subgroup and, as a result, those groups with the greatest percent at Kansas performance levels 1 and 2 (not proficient) will require interim measures of progress that are greater than other subgroups in order to make significant gain and close gaps. This rigorous goal was chosen through a collaborative process that included reviewing assessment studies and cut scores. Kansas established a

baseline and timeline for its ambitious long-term goal and annual measures of interim progress.

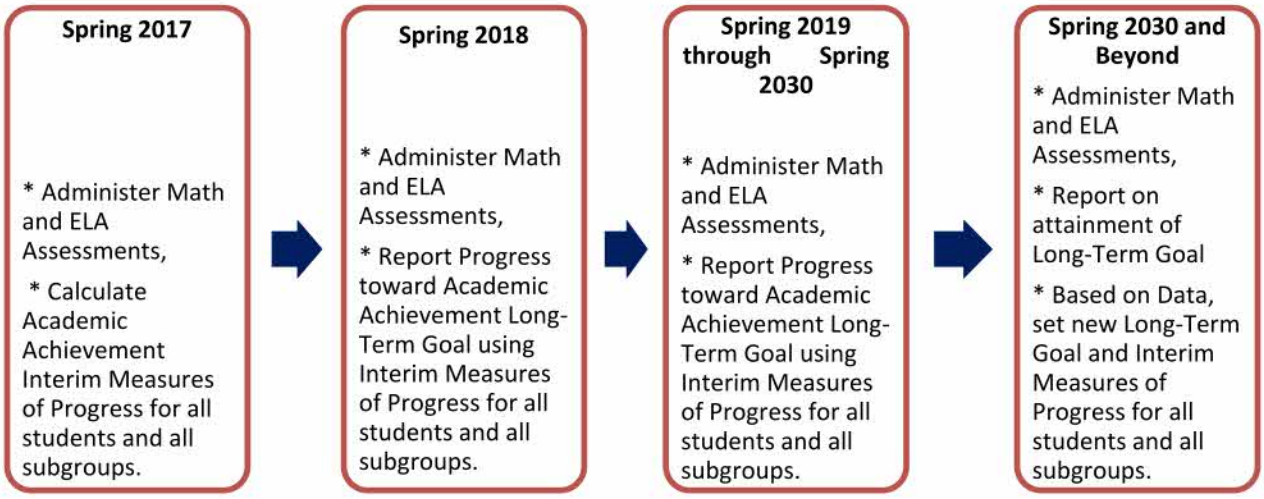
Kansas Performance Levels

The Kansas Assessment Program (KAP) results are reported in four performance levels. Level 1 indicates that the student has demonstrated limited ability to understand and use the skills and knowledge necessary for college and career readiness. Level 2 indicates that the student has demonstrated a basic ability to understand and use the skills and knowledge necessary for college and career readiness. Level 3 indicates that the student has demonstrated an effective ability to understand and use the skills and knowledge needed for college and career readiness. Level 4 indicates that the student has demonstrated an excellent ability to understand and use the skills and knowledge necessary for college and career readiness. Levels 1 and 2 are categorized as not proficient. Levels 3 and 4 are proficient.

(i) Baseline data. *The following table shows the state 2016 baseline data for all students and subgroups of students:*

Subgroups	Reading/ Language Arts: Baseline Data (% scoring in Level 3 & Level 4) 2016	Reading/ Language Arts: Long-term Goal (% scoring in Level 3 & Level 4) 2030	Math: Baseline Data (% scoring in Level 3 & Level 4) 2016	Math: Long-term Goal (% scoring in Level 3 & Level 4) 2030
All students	**42.0**	**75.0**	**33.0**	**75.0**
Economically disadvantaged students	**27.7**	**75.0**	**19.8**	**75.0**
Children with disabilities	**15.4**	**75.0**	**10.9**	**75.0**
English learners	**19.7**	**75.0**	**15.4**	**75.0**
African-American students	**21.0**	**75.0**	**13.2**	**75.0**
Hispanic students	**26.1**	**75.0**	**18.7**	**75.0**
White students	**48.4**	**75.0**	**38.7**	**75.0**
Asian students	**55.7**	**75.0**	**54.6**	**75.0**
American Indian or Alaska Native students	**31.5**	**75.0**	**21.8**	**75.0**

(ii) Timeline for meeting the long-term goal. *The long-term goal chosen by Kansans requires 75 percent of all students and all subgroups to meet performance levels 3 and 4 on state assessments in English language arts and mathematics by the year 2030. The timeline equates to a cohort of students entering kindergarten in the year 2017, matriculating through the educational system, and on track to graduate college and/or career ready without need for remediation, as demonstrated by the following timeline graphic:*



(iii) How long-term goals are ambitious. *Kansans vision for education is to lead the world in the success of each student. Kansans are demanding higher standards in academic skills as well as employability and citizenship skills for each graduating student. The rigor of the Kansas state assessments and the ambitious expectations established by the long-term goal demonstrate Kansas' commitment to its vision for all students. The long-term ambitious goal is an essential component of achieving the Kansas Can vision adopted by the elected members of the Kansas State Board of Education (KSBE) in collaboration with constituents from across Kansas.*

Findings from the Georgetown Public Policy Institute, Center on Education and the Workforce served as the catalyst for the development of the long-term goal. According to the 2013 report, "Recovery: Job Growth and Education Requirements Through 2020" by Carnevale, Smith and Strohl, workers with a high school diploma or less must earn postsecondary credentials in order to compete effectively in growing high skill fields. The Great Recession decimated low-skill blue collar and clerical jobs. The recovery added primarily high-skill, managerial and professional jobs. For the first time, workers with a Bachelor's degree of higher make up a larger share of the workforce (36 percent) than those with a high school diploma or less (34 percent). Specifically, the study states that 71 percent of Kansas jobs will require a postsecondary certificate or degree by 2020[4].

[4] Carnevale, A. & Smith N. (2013) Recovery: Job Growth and Education Reform through 2020. Georgetown Policy Institute: Center on Education and the Workforce.

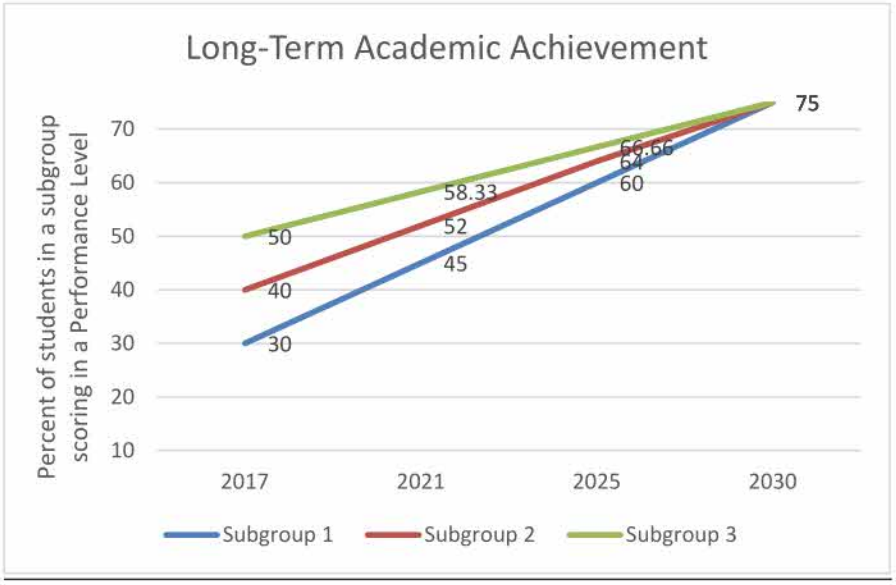
Additionally, the alignment of the Kansas assessment cut scores to the ACT informed the KSBE. According to ACT, the test measures students' high school achievement and determines academic readiness for college. Students achieve scores from 1 to 36 in each subject and an overall composite score. ACT sets College Readiness Benchmark scores for *each subject area that indicate potential success in postsecondary education*[5] *the KSDE worked with the Center of Educational Testing and Evaluation (CETE) to align the ACT with the Kansas Assessment Program (KAP) measures for the ELA and math assessments in 10th grade. The purpose of the alignment is to predict whether a student taking the Kansas assessment in grade 10 is on track for successfully scoring a postsecondary entrance score in grade 12 on the ACT and entering postsecondary education without the need of remediation.*

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

   See Appendix A, Academic Achievement, for interim measures.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

   All students and all subgroups have a common end goal. A set of interim measures toward meeting the long-term goal will be calculated for each district, school, and subgroup. These interim measures of progress are differentiated for each subgroup, thereby, narrowing proficiency gaps. The following chart shows how subgroups will have differentiated interim measures of progress based on each group's 2017 baseline data point:



[5] ACT (2017) College and Career Readiness Standards. http://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html

The long-term goal for the Academic Achievement Indicator is 75 percent of all students and each subgroup performing at levels 3 and 4 (proficient) by 2030 in both ELA and math. The baseline for establishing interim measures of progress is 2017 with 2018 being the first year for reporting on the outcomes. Academic Achievement outcomes will be reported annually. Every three years Kansas will calculate the preceding three years' worth of results and compare the total percent at levels 3 and 4 to the expected outcomes for that point-in-time necessary to reach the long-term goal. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds.

Example:
If, 2017 = 36 percent at levels 3 & 4 (long-term goal is 75 – 36 = 39. Interim measure of progress is 39/13 = 3)
Then, Expected rate of gain necessary to reach long-term goal:

2018 = 39 percent at levels 3 & 4
2019 = 42 percent at levels 3 & 4
2020 = 45 percent at levels 3 & 4
2020 actual percent at levels 3 & 4 will be compared to the expected rate to determine if below, meets, or exceeds. Subsequent determinations will happen in 2023, 2026, 2029 and lastly in 2030.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Graduation Long-Term Goal for All Students:

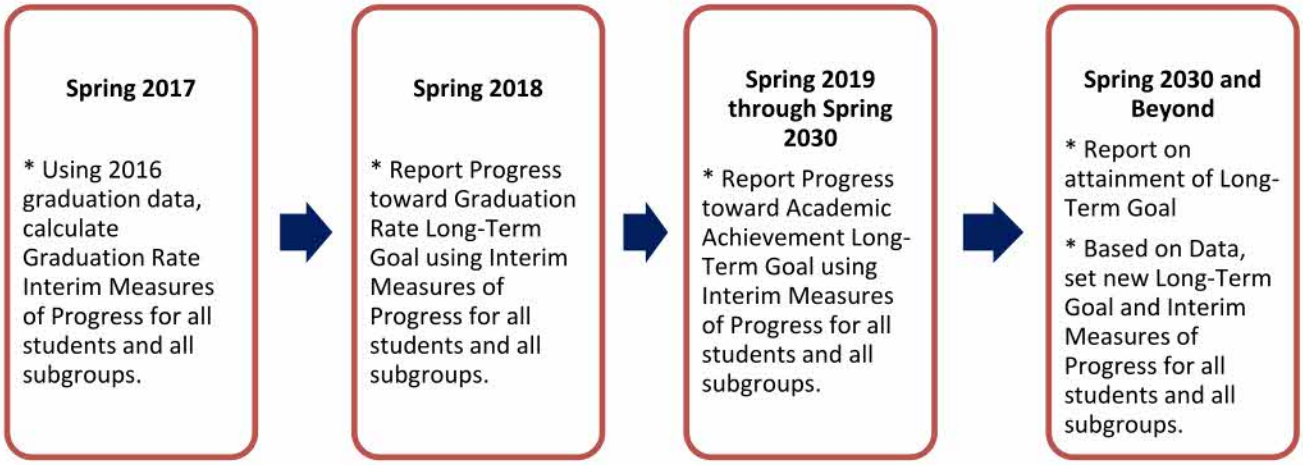
In order to lead the world in the success of each student, Kansans aim for a long-term graduation goal of 95 percent by 2030 for all districts, schools and subgroups.

The long-term goal of 95 percent in the four-year graduation adjusted cohort will be applied to each subgroup and, as a result will require interim measures of progress that are greater than other subgroups in order to make significant gain and close gaps. Annually, using the long-term graduation goal of 95 percent by 2030 for all districts, schools, and subgroups, the KSDE will set interim measure of progress, which will be an improvement of 1/13th of the gap between the subgroups' starting position and the long-term goal. This measurement will be unique to each individual subgroup, some subgroups will be accountable for a higher annual percentage of improvement in order to close the gap. The long-term goal and interim measures will be reported at the school, district, and state level for all students and all subgroups.

***(i) Baseline**. The following table shows the state 2016 baseline data for all students and subgroups of students:*

Four-Year Adjusted Cohort		
Subgroup	**Starting Point (2016)**	**Long Term Goal (2030)**
All students	**86.1**	**95**
Economically disadvantaged	**77.7**	**95**
Children with disabilities	**77.4**	**95**
English learners	**77.7**	**95**
African American	**77.1**	**95**
American Indian or Alaska	**72.5**	**95**
Asian	**93.1**	**95**
Native Hawaiian/Pacific	**82.6**	**95**
Hispanic or Latino	**79.9**	**95**
White	**88.8**	**95**
Multi-Racial	**81.9**	**95**

***(ii) Timeline.** The long-term goal chosen by Kansans requires graduating 95 percent of all students and all subgroups in the four-year adjusted cohort by the year 2030, as shown in the following timeline graphic:.*



***(iii) Ambitious.** Kansans vision for education is to lead the world in the success of each student. Kansans are demanding higher standards in academic skills as well as employability and citizenship skills for each graduating student. To give Kansas students a better chance of entering postsecondary education and getting middle-class jobs, the Kansas Board of Education has moved the graduation goal up 15 points, from 80 percent to 95 percent. A 95 percent graduation rate would put Kansas among the countries currently leading the world in secondary graduation rates.*[6]

[6] OECD (2014), *Education at a Glance 2014: OECD Indicators,* OECD Publishing, p. 43. http://dx.doi.org/10.1787/eag-2014-en

Georgetown University reports, between 1989 and 2012, job openings that require a high school degree, or less, dropped by 14 percent. Jobs that require some college or associate's degree grew by 41 percent and those jobs that require a bachelor's degree or better grew by 82 percent[3].

The rigor of the four-year adjusted cohort graduation rate and the ambitious expectations established by the long-term goal demonstrate Kansas' commitment to its vision for all students. The long-term ambitious goal is an essential component of achieving the Kansas Can vision adopted by the elected members of the Kansas State Board of Education (KSBE) in collaboration with constituents from across Kansas.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

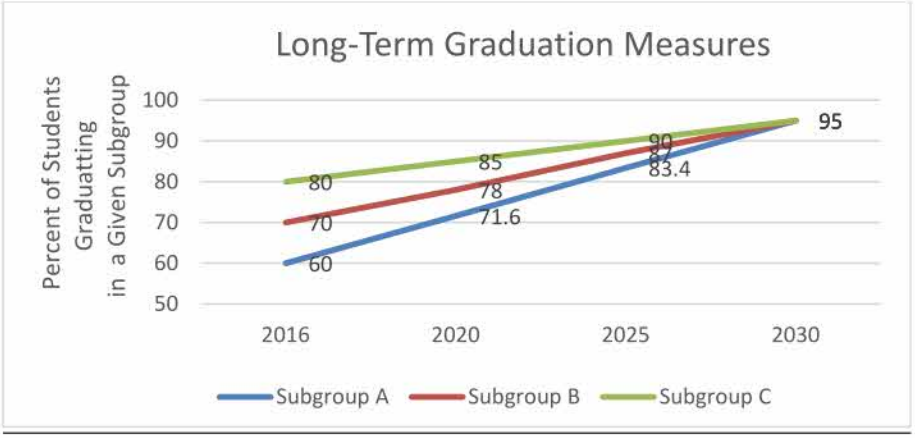
   Not applicable. Kansas will not use the extended-cohort for this measure.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

   See Appendix A, Graduation, for interim measure of progress.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

   The following chart shows how three subgroups with different baseline graduation rates in 2016 will have differentiated graduation interim measures, but by 2030, targets are the same, 95 percent:



Graduation rates will be reported annually. Every three years Kansas will calculate the preceding three years' worth of results and compare the graduation rate to the expected outcomes for that point-in-time necessary to reach the long-term goal. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds expectations.

Example:

If, 2017 = 60 percent four-year adjusted cohort graduation rate for students with disabilities subgroup, (long-term goal is 95 – 60 = 35. Interim measure of progress is 35/13 = 2.5)

Then, Expected rate of gain necessary to reach long-term goal:

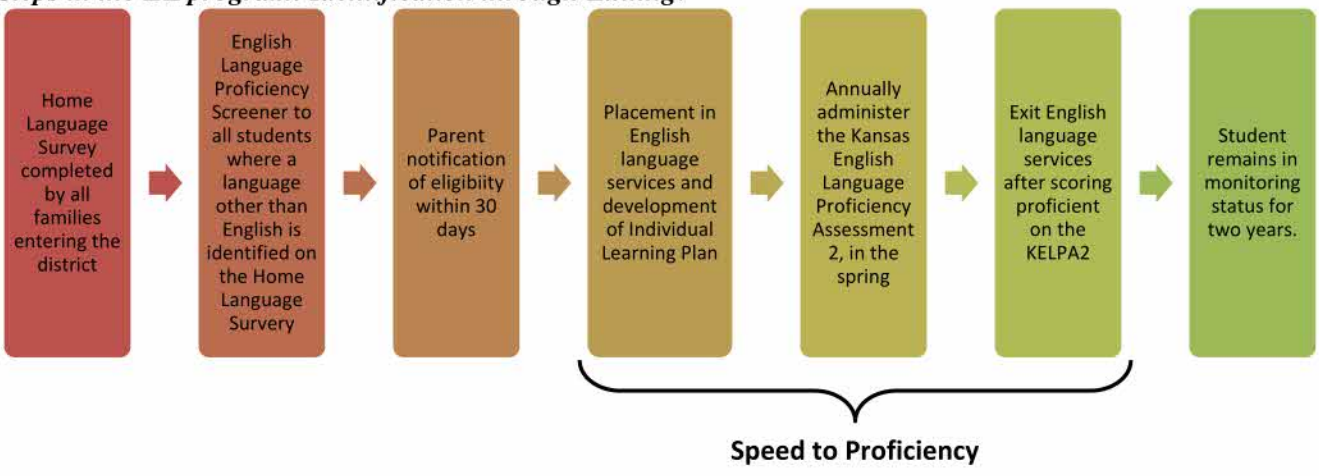
2018 = 62.5 percent four-year adjusted cohort graduation rate for students with disabilities subgroup,
2019 = 65 percent four-year adjusted cohort graduation rate for students with disabilities subgroup, 2020 = 45 percent at levels 3 & 4 2020 actual percent four-year adjusted cohort graduation rate for students with disabilities subgroup will be compared to the expected rate to determine if below, meets, or exceeds. Subsequent determinations will happen in 2023, 2026, 2029 and lastly in 2030.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

The procedure to establish the long-term goal and measurements of interim progress begins with the identification of Kansas' English learners.

Steps in the EL program: Identification through Exiting:



English Language Speed to Proficiency Long Term Goal for All English Learners:

Beginning in 2021, the KSDE will use ***speed to proficiency*** *to measure the progress of English learners and to set long-term goal and interim measures of progress. The KSDE will use the statistical procedure of regression to identify the mean amount of time it takes for Kansas English learners to move to proficiency as measured by the Kansas English Language Proficiency Assessment (KELPA2). The regression procedure will describe the speed-to-proficiency distribution of all Kansas schools with KELPA2 data.*

Certain factors beyond the control of the school will be used as independent predictors in the regression procedure. Language learning is generally faster for younger children so some measure of each child's age or grade will be included as an independent predictor. The differences in growth trajectories for different ages may also require setting different goals for elementary, middle, and high schools. English learners also enter school with different levels of English proficiency so the proficiency level of each student's first KELPA2 will also be included as an independent variable.[7] *Other factors may also be included, if, by adding them, they provide a more accurate measure of each school's contribution to English learners' speed to proficiency.*

English Learners' Progress Toward Proficiency Transitional Goal for All English Learners:

By 2030, 95 percent of students, enrolled for at least one year in a school/district, will show progress toward proficiency by an increase in the percent of students that move at least one performance index level on the Kansas English Language Proficiency Assessment 2.

The KSDE will use Progress Toward Proficiency in 2019 through 2021 as a transitional goal. Based on 2017 and 2018 KELPA2 scores, the KSDE will set a baseline for Progress Toward Proficiency. The KSDE will report students in three proficiency levels. English language proficiency level 1 indicates a student does not yet have the ability to produce grade-level academic content in the English language. English language proficiency level 2 indicates a student is approaching the ability to produce grade-level academic content in the English language with support. English language proficiency level 3 indicates a student can produce grade-level academic content in the English language.

In order to calculate Progress Toward Proficiency, the three proficiency levels on the KELPA2 will be divided into six English language proficiency assessment performance index levels or, the ELP API levels. EL proficiency level 1 will be ELP API levels 1 and 2, EL proficiency level 2 will be ELP API levels 3 and 4, and EL proficiency level 3 will be ELP API levels 5 and 6.

Progress toward proficiency will be reported annually as a percent of students that have moved at least one ELP API level since the last KELPA2

[7] Goldschmidt, P. & Hakuta, K. (2017). Incorporating English Learner Progress into State Accountability Systems. Washington DC: Council of Chief State School Officers.

administration. The student must be enrolled in the district/school for at least one year prior to the KELPA2 administration. In 2019, 2020, and 2021, results will be reported as Meets Expectations or Below Expectations.

1. *Meets Expectations – district or school has met interim progress measure for being on track to have 95percent of ELs making progress toward proficiency in 2030.*

2. *Below Expectations – district or school has not met interim progress measure for being on track to have 95percent of ELs making progress toward proficiency in 2030.*

Example:

Student Name	***ELP API Level 2017***	***ELP API Level 2018***	***ELP API Level Increase***
Pat	*3*	*3*	*N*
Mark	*4*	*5*	*Y*
Jill	*2*	*2*	*N*
Joe	*2*	*3*	*Y*
Todd	*1*	*3*	*Y*
Beth	*4*	*4*	*N*
Mary	*3*	*5*	*Y*
Bill	*3*	*2*	*N*
Tammy	*2*	*2*	*N*
Doug	*1*	*2*	*Y*

Total Number of Students Making Progress Toward Proficiency / Total Number of Students

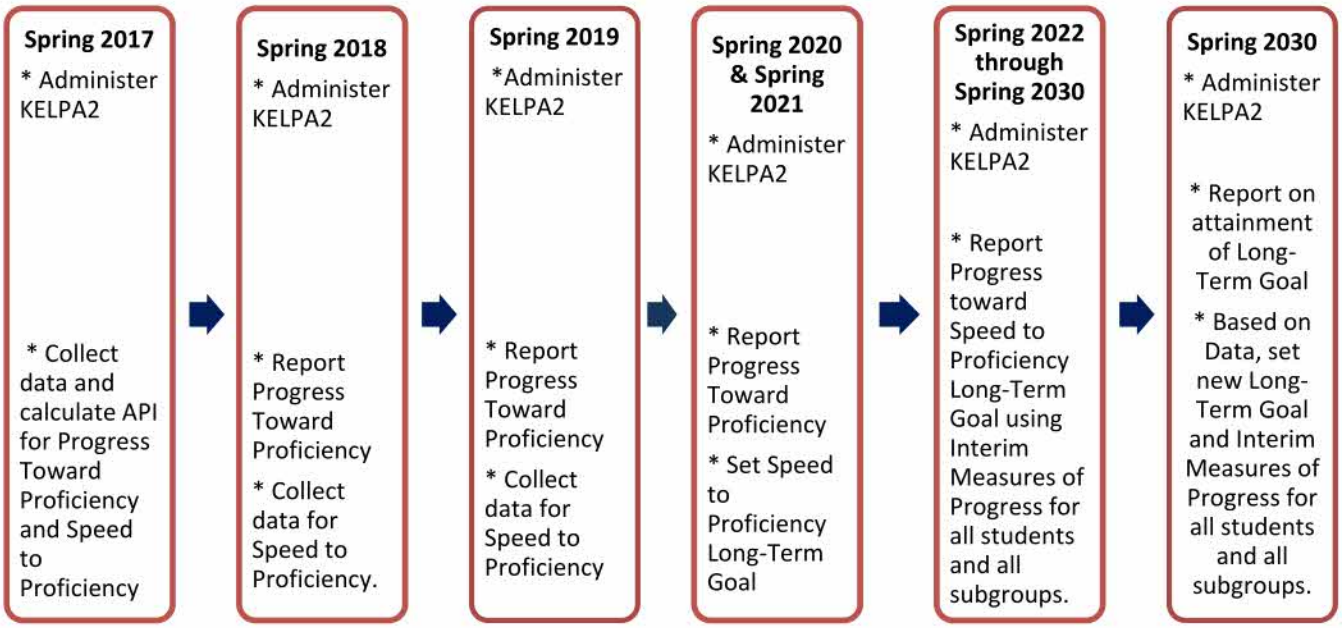
5 ÷ 10 = .5 or 50% of Students Making Progress Toward Proficiency

Annually, using the long-term English language proficiency goal of 95 percent by 2030 for all districts, schools, and subgroups, the KSDE will set interim measures of progress, which will be an improvement of 1/12th of the gap between the subgroups' starting position and the long-term goal. This measurement will be unique to each individual subgroup; some subgroups will be accountable for a higher annual percentage of improvement in order to close the gap. The long-term goal and interim measures will be reported at the school, district, and state level for all students and all subgroups.

(i) Baseline. *Data for speed to proficiency will be collected from 2017-2021 and baselines, long-term goal and measures of interim progress will be set in 2021.*

Progress toward proficiency data will be collected in 2017 and 2018 and a baseline established following the 2018 administration of the KELPA2. Progress will be reported 2019 – 2021.

(ii) Timeline.



(iii) Ambitious. *Kansans vision for education is to lead the world in the success of each student. Kansans are demanding higher standards in academic skills as well as employability and citizenship skills for each graduating student.*

Kansas will accumulate five years of data, beginning with the 2017 KELPA2, before using speed-to-proficiency measure to set interim and long-term goals. After the 2020-2021 school year, Kansas will have five consecutive years of data and will be able to identify higher-performing schools that have demonstrated what speed-to-proficiency are possible and use this information to set ambitious but achievable goal.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

   The KSDE will use "Progress Toward Proficiency" as the interim measure of progress and will report annually. See Appendix A.

   After the long-term goal is set in 2021, and every three years thereafter, Kansas will calculate the preceding three years' worth of results and compare the total percent to determine whether the speed to proficiency measure has been met. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

The Kansas State Department of Education will report indicator progress toward achieving State determined long-term goals on state, district, and school dashboards.

1. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

(i) Academic Achievement Indicator, Based on Long-Term Goal and is Measured by Proficiency. *Peer reviewers have determined that the KAP is valid and reliable. The KSDE uses the same indicator for all schools in all districts across Kansas. The same calculation is consistently applied in English language arts and math respectively. The academic achievement indicator is the long-term academic goal and is disaggregated by subgroup. Historically, Kansas exceeds the 95 percent participation rate across the state. The KSDE continues to monitor participation rates and provides ongoing technical assistance to districts.*

(ii) Kansas Measurement of Proficiency. *The Kansas Assessment Program (KAP) results are reported in four performance levels. Level 1 indicates that the student has demonstrated limited ability to understand and use the skills and knowledge necessary for college and career readiness. Level 2 indicates that the student has demonstrated a basic ability to understand and use the skills and knowledge necessary for college and career readiness. Level 3 indicates that the student has demonstrated an effective ability to understand and use the skills and knowledge needed for college and career readiness. Level 4 indicates that the student has demonstrated an excellent ability to understand and use the skills and knowledge necessary for college and career readiness. Levels 1 and 2 are categorized as not proficient. Levels 3 and 4 are proficient.*

The Kansas Academic Achievement Indicator is a measure of proficiency based on the performance levels on the annual statewide ELA and math assessments as described in the long-term goals of academic achievement. The proficiency, as required by ESSA, is level 3.

Long-Term Goal for Academic Achievement Indicator:

> ***≥ 75 percent of all students scoring in levels 3 & 4 combined on the Kansas Assessment in math/English language arts.***

(iii) Annual Measurement that Includes all Student Groups and Subgroups. *Annually, using the interim measures of progress found in Appendix A, the KSDE will report progress on the Academic Achievement Measure of Proficiency for each district, school, and subgroup. Every three years Kansas will calculate the preceding three years' worth of results and compare the total percent at levels 3 and 4 to the expected outcomes for that point-in-time necessary to reach the long-term goal. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds:*

- *Exceeds Expectations – more than 75 percent of students are scoring in performance level 3 and 4 in math/ELA.*
- *Meets Expectations - is making the necessary progress in order to meet the long-term Academic Achievement goal by 2030 in math/ELA.*
- *Below Expectations - is not making the necessary progress in order to meet the long-term Academic Achievement goal by 2030 in math/ELA.*

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

   The intentions of ESEA include preserving equal educational opportunity, particularly for the disadvantaged. In support of this goal, Kansas has chosen to use an academic gap measure for its other academic indicator. Gaps will be measured in all elementary, middle, and junior high schools with English language arts and math state assessments. Peer reviewers have determined that the KAP is valid and reliable. The gap measure will be derived from the Assessment Performance Index (API). Kansas has been using the API as an academic performance indicator since the implementation of the ESEA Flexibility Waiver. The API acknowledges the movement of subgroups, students, schools and districts to higher proficiency levels. The table below shows the single-subject API calculation for a school with 261 tested students.

Performance level	API Level	points per test	# of tests	total points
	8	700	10	7000
	7	600	15	9000
	6	500	40	20,000
	5	400	72	28,800
	4	300	84	25,200
	3	200	20	4000
	2	100	16	1600
	1	0	4	0
	totals		261	95,600
	Assessment Performance Index = 95,600÷261 = 366			

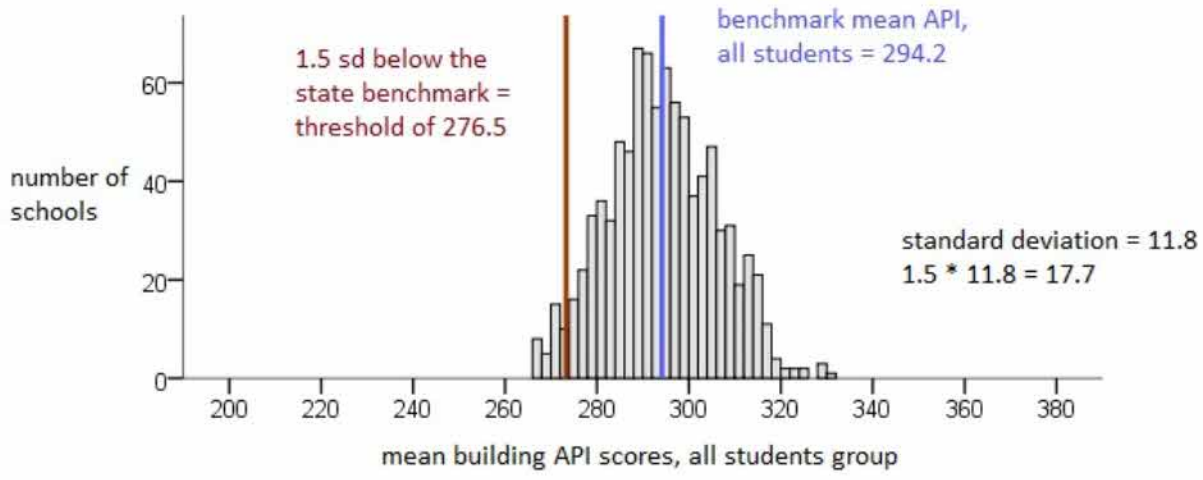
The API is a weighted mean. The eight weights, or points per level, go up in equal increments at each level. The API assigns zero points for the lowest performance level. However, for each student who moves at least a half step upwards in performance on the state assessment, the school, district, or subgroup is awarded additional points. In order to avoid the distorting incentives of uneven rewards, additional points are awarded in equal increments of 100. Thus, districts and schools have incentives to move each student to the highest possible level, and keep them there.

The KSDE will develop the gap measure in the following way:

- *Using the 2017 state assessment results, the KSDE will calculate the API consistently for all subgroups at the school, district, and state levels.*
- *ELA and math APIs will be calculated separately.*
- *The 2017 mean of the all students' APIs at the school level for all public elementary, middle, and junior high schools will be the benchmark.*
- *1.5 standard deviations below the benchmark will be the performance threshold used to measure gaps.*
- *Subgroups whose API is below the threshold have a recognized gap—the distance between the threshold and the subgroup's API mean.*
- *Subgroups with a gap greater than 1.5 standards deviations from the mean will be assigned long-term and yearly performance goals.*
- *The long-term goal is for identified subgroups to meet or cross the threshold into the average range within 13 years, by 2030.*

The following illustration and explanation uses the 2016 math assessment results as an example of how the API is applied:

2016 Kansas Math APIs, All Public Elementary, Middle, and Junior High Schools (n = 907), All Students Group



*After selecting for all public elementary, middle, and junior high schools, the mean API score of the all students group was 294.2. The standard deviation (sd) was 11.8. 1.5 standard deviations below the benchmark would be 1.5 * 11.8 = 17.7 below the mean. This would set the threshold at 276.5 (294.2 – 17.7 = 276.5).*

For example, in School A students with disabilities had a mean API of 257. The long-term gap-reduction goal for this subgroup would be 276.5 – 257 = 19.5. The yearly API goals for closing the gap would be ((276.5 – 257) / 13) = 1.5 API points per year.

In the years that the students with disabilities in School A exceed the annual goals, the student performance will be categorized as exceeding expectations. In the years that the student with disabilities meet the annual goal, the student performance will be categorized as meeting expectations. In those years in which students with disabilities do not meet the annual goals, the student performance will be categorized as below expectations.

Annual Meaningful Differentiation using the Academic Gap Measure

Annually, using the interim measures found in Appendix A, the KSDE will report progress on the Gap measure for each district, school, and subgroup in grades 3-8.

Every three years Kansas will calculate the preceding three years' worth of results and compare the gap measure to the expected outcomes for that point-in-time necessary to reach the long-term goal for schools and districts below the 1.5 standard deviation. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds expectations as described below:

1. *Exceeds Expectations - those districts, schools and subgroups that have exceeded the expected three year totals*

2. *Meets Expectations – those districts, schools and subgroups that have met the expected three year totals*

3. *Below Expectations – those districts, schools and subgroups that have not met the expected three year totals*

3. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State,-at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA sectin 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

(i – iii) Graduation Rate Indicator, Based on Long-Term Goal and is Measured using 4-year Adjusted Cohort. *The graduation rate indicator is the long-term goal and is*

disaggregated by subgroup. The KSDE uses the same indicator for all subgroups, schools in all districts across Kansas. The four year adjusted cohort graduation rate calculation is consistently applied in all districts and is valid and reliable based on longitudinal data. The KSDE continues to monitor graduation rates and provides ongoing technical assistance to districts. Kansas does not have an alternate diploma.

Graduation rates will be reported annually. Kansas does not permit averaging graduation rate data over three years for small schools in order to create N size of 30 or greater.

Every three years Kansas will calculate the preceding three years' worth of results and compare the graduation rate to the expected outcomes for that point-in-time necessary to reach the long-term goal. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds expectations as described below:

- *Exceeds Expectations – more than 95 percent of students are graduating*
- *Meets Expectations - is making the necessary progress in order to meet the long-term 95 percent graduation rate goal by 2030.*
- *Below Expectations - is not making the necessary progress in order to meet the long-term graduation rate goal by 2030.*

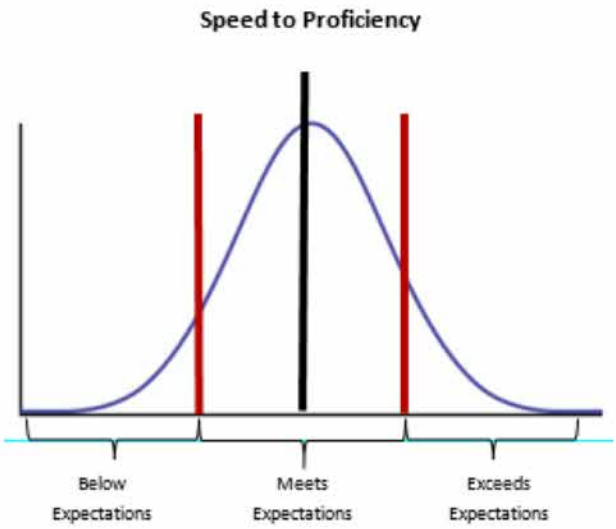
4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The Kansas definition of English Language Proficiency (ELP) is when students attain a level of English Language Skill necessary to independently produce, interpret, collaborate on, and succeed in grade level content related academic tasks in English as measured by the KELPA2. Kansas will submit the KELPA2 for peer review based on US Department of Education guidance.

Beginning in 2021, the KSDE will use speed-to-proficiency to measure the progress of English learners and to set long-term goal and interim measures of progress.

Kansas will accumulate five years of data, beginning with the 2017 KELPA2, before using speed-to-proficiency measure to set interim and long-term goals. After the 2020-2021 school year, Kansas will have five consecutive years of data and be able to identify higher-performing schools that have demonstrated what speed-to-proficiency are possible and use this information to set ambitious but achievable goals.

After the long-term goal for speed to proficiency is set in 2021, and every three years thereafter, Kansas will calculate the preceding three years' worth of results and compare the total percent to determine whether the speed to proficiency measure has been met. The results of the three-year totals will be evaluated and categorized to determine if below, meets, or exceeds.



Using the measures of interim progress for meeting the long-term goal of English language proficiency, established in 2022, the KSDE is considering reporting progress as follows:

- *Exceeds Expectations – those districts and schools that score more than 1.5 standard deviations above the state's average speed to proficiency.*
- *Meets Expectations – those districts and schools that score between 1.5 standard deviations below and 1.5 standard deviations above the state's average speed to proficiency.*
- *Below Expectations - those districts and schools that score more than 1.5 standard deviations below the state's average speed to proficiency.*

The KSDE uses the same indicator for all schools in all districts across Kansas. The ELP calculation is consistently applied. The ELP indicator is the long-term goal and is disaggregated within the EL subgroup.

The KSDE will use, based on the long-term goal, "progress toward proficiency" as the transitional measure of progress. Progress toward proficiency will be reported annually, beginning in 2019 through 2021.

Transitional Goal: English Learners' Progress Toward Proficiency:

By 2030, 95 percent of students, enrolled for at least one year in a school/district, will show progress toward proficiency by an increase in the percent of students that move at least one performance index level on the Kansas English Language Proficiency Assessment 2.

Progress toward proficiency will be reported annually as a percent of students that have moved at least one ELP API level since the last KELPA2 administration. The student must be enrolled in the district/school for at least one year prior to the assessment. In

2019, 2020, and 2021, results will be reported as Meets Expectations or Below Expectations.

- *Meets Expectations – district or school has met interim progress measure for being on track to have 95 percent of ELs making progress toward proficiency in 2030.*
- *Below Expectations – district or school has not met interim progress measure for being on track to have 95 percent of ELs making progress toward proficiency in 2030.*

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

(i – iii) Student Success Long-Term Goal: Decreasing the Percent of Students Scoring in API Levels 1 and 2. *For the Student Success Indicator Kansas will utilize elements of the Academic Progress Indicator (API). The API divides the four assessment performance levels into eight levels. API levels 1 and 2 correspond to performance level 1 (lowest level), API levels 3 and 4 correspond to performance level 2, API levels 5 and 6 correspond to performance level 3 and API levels 7 and 8 correspond to performance level 4 (highest level).*

API level	points per test	# of tests	total points
8	700	3	2100
7	600	5	3000
6	500	7	3500
5	400	18	7200
4	300	22	6600
3	200	20	4000
2	100	7	700
1	0	2	0
totals		84	
Assessment Performance Index = 27,100 ÷ 84 = 323 API			

The focus of the Student Success Indicator will be on the percent of students scoring at API levels 1 and 2. The desired outcome is an increase in student achievement as represented by fewer students performing at the lowest level. The Student Success Indicator will apply to all assessed grades, 3 – 8 and 10, in both ELA and math.

The long-term goal for the Student Success Indicator will be set at less than or equal to 5 percent of students performing at the combined API levels of 1 and 2 by the year 2030. The baseline year for establishing interim measures of progress will be 2017 with 2018 being the first year for reporting on the outcomes. Student Success outcomes will be reported annually. Every three years Kansas will calculate the preceding three years' worth of results and compare the total to the expected outcomes/gains necessary to reach the long- term goal. The results from the three-year totals will then be evaluated and categorized to determine below, meets, or exceeds expectations.

- *Below Expectation – greater than 5 percent of students scoring in API levels 1 and 2.*
- *Meets Expectation – 5 percent of students scoring in API levels 1 and 2.*
- *Exceeds Expectation – less than 5 percent of students scoring in API levels 1 and 2.*

For each student subgroup at the state, district and school levels, a long-term goal will be set using the 2017 ELA and math assessment results. For each student subgroup, the percent of students performing at API levels 1 and 2 will be calculated. Those subgroups with the greatest percent at API levels 1 and 2 will have the larger interim increments necessary to make significant progress. The percent at levels 1 and 2 will then be used to create the <=5 percent goal. Next, the value calculated to create the <=5 percent will be divided by 13 to produce the annual interim measures and expected increments necessary to reach the long-term goal.

For example, a free and reduced lunch subgroup has 30 percent performing at API levels 1 and 2. Over the next 13 years the long-term goal is to have the percent performing at API levels 1 and 2 reduced to less than or equal to 5 percent. To meet the long-term goal the percent of students performing at these two levels needs to be reduced from 30 percent to <=5% (a difference of 25) over the next 13 years. The annual measures are then calculated by dividing 25 by 13 which equals 1.92. If the percent at levels 1 and 2 in 2017 is 30 percent, then the expected improvement for 2018 would be 28.08 percent. In three years, the expected percent of students at levels 1 and 2 would be 24.24 percent. A three-year calculation will be conducted to determine whether the measure of progress up to that point in time is below, meets, or exceeds expectations.

The student success indicator of decreasing the percent of students in API levels 1 and 2 is disaggregated by subgroups. The KSDE uses the same student success indicator for all subgroups, schools in all districts across Kansas. The calculation is consistently applied in all districts and is valid and reliable based on longitudinal data.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

The Kansas State Department of Education, as required, will meaningfully differentiate all public schools in the State, consistent with the requirements of 1111(c)(4)(C) of ESEA. The KSDE will rely on data, including A+, graduation, academic measure (API and Gap), as well as progress of English learners, to determine support and improvement needs in districts across Kansas.

(i) *The KSDE will consider each of the five indicators in the Kansas Consolidated Plan, including the A+ index.*

Schools will be differentiated using three levels:

1. *Schools Eligible for Comprehensive Support and Improvement (CSI)*
    a. *All schools with all students or any subgroup of students with a graduation rate of less than or equal to 67 percent in the four-year adjusted cohort.*
    b. *All Title I schools with all students or any subgroup of students that are identified using the A+ index.*
    c. *All Title I schools identified for targeted assistance due to consistently underperforming subgroups who have failed to make necessary gains for three year.*

2. *Schools Eligible for Targeted Support and Improvement (TSI)*

All Title I schools with consistently underperforming subgroup(s) will be identified using the Assessment Performance Index and the Gap measure. The KSDE identifies *TSI schools using the gap, in Title I schools, between each subgroup API and the mean API of the all student subgroups across all schools statewide. A Title I school is eligible for Targeted Support and Improvement, if it:*

- *is not a CSI school,*
- *has subgroups sized over 30, and*
- *has one or more subgroups consistently with combined math and English language arts API scores that are below -1.5 standard deviation from the mean API of the state's all student groups of schools over 3 years.*

3. *Schools Eligible for Universal Support and Improvement (USI)*

Schools eligible for Universal support and improvement are any public schools not identified for Comprehensive or Targeted Support and Improvement, as defined in the Kansas Consolidated Plan.

(ii) *All public schools within the State, Title I and non-Title I, were included in the analysis. Virtual schools and stand-alone alternative schools were excluded. Virtual schools often have students with joint membership in non-virtual schools and records that are non-comparable to regular brick-and-mortar schools, for example, in attendance data. Stand-alone alternative schools, as opposed to alternative programs within regular schools, serve students who have either previously dropped out or have been at-risk of dropping out, so they too would have risk factors, which would not be comparable to regular schools. All public school students within the State, and all students with records in either the pre-audited enrollment files or the end-of-year files reported to the KSDE, were included.*

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Kansas will use an alternate index for meaningfully differentiating all schools in Kansas. In 2015, working with stakeholders, the KSDE identified two risk factors that were predictive of lower school-level performance.

Chronic absence had a weight of 0.2442 and the percentage suspended or expelled a weight of 0.1362. ESSA requires that the identification process give a greater weight to academic performance than to qualitative measures, so an overall risk index was calculated by applying a 60-percent weight to each school's API and a 40 percent weight to the proportioned risk factors. The five-percent of Title I schools with the highest overall risk index were identified as the CSI schools, 2016.

Kansas is choosing to identify CSI schools using the same methodology in the next cohort of buildings. In researching our decision, it is abundantly clear that absenteeism, including suspensions and expulsions, have a critical effect on students' academic performance and ignoring these facts would be irresponsible.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Not applicable.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

The KSDE identified two risk factors specific to schools in Kansas, predictive of lower school performance:

- *Rate of Suspensions and Expulsions, and*
- *Chronic Absenteeism*

As described above, the KSDE weighted performance on the Kansas State Assessment at 60 percent and the additional 2 indicators were weighted at 40 percent, distributed according to effect size. This system for identifying Title I schools eligible for comprehensive support and improvement is referred to as A+ or Academics +.

The KSDE transitioned to identifying and providing technical assistance to Title I schools eligible for Comprehensive Support and Improvement (CSI) in the fall of 2016. The KSDE will continue to provide technical assistance through the spring 2020. Using the 2018, 2019 and 2020 state assessment scores, the second cohort of CSI schools will be identified for technical assistance beginning fall 2020 through spring 2023. Beginning fall 2020, CSI schools will be identified every third year.

Methodology

The KSDE began an analysis of risk factors to determine how to identify schools. A group of Kansas superintendents identified nine risk factors to include: cumulative poverty, chronic absenteeism, rates of suspensions and expulsions, percentage of English learners, student mobility, percentage of students with disabilities, percentage of migrant students, demographic distance between teachers and students, and percentage of new teachers. While districts and buildings can implement strategies to support students within various subgroups, it cannot change the percentage of population those subgroups represent, nor should they. Both, chronic absenteeism and rates of suspensions and expulsions did rise as important predictors of academic success and represent areas in which a district or building can have influence. Chronic absenteeism had a weight of 0.2442 and the percentage suspended or expelled a weight of 0.1362.

ESSA requires that the identification process give a greater weight to academic performance than to qualitative measures, so an overall risk index was calculated by applying a 60-percent weight to each school's API and a 40 percent weight to the proportioned risk factors. The five-percent of Title I schools with the highest overall risk index were identified as the CSI schools.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Annually, the KSDE will identify any schools graduating less than 67 percent of all students or any subgroup in the four-year adjusted cohort, which will be reported on the KSDE dashboard beginning in 2019.

At the state-level, Kansas is on track to meet the 95 percent graduation goal by 2030. However, the district and school-level subgroup data illustrates areas in need of improvement. Kansas will be implementing a differentiated approach of technical assistance in order to support districts and schools.in reaching the long-term graduation goal, as seen below:

1. *Exceeds Expectations – more than 95 percent of students are graduating*
2. *Approaching Expectations – more than 67 percent of students are graduating but rate is below the state average graduation rate*
3. *Meets Expectations - is making the necessary progress in order to meet the long-term 95 percent graduation rate goal by 2030.*
4. *Below Expectations - is not making the necessary progress in order to meet the long-term graduation rate goal by 2030.*

2016 State of Kansas Graduation Rates

Subgroups	Graduation (Interim Measure of Progress) 2016	Graduation: Interim Measures of Progress. (Yearly rate of gain to reach Goal) 2017-2030	Graduation: Long-term Goal (End Measure of Progress) 2030
All students	**86.1**	**0.68**	**95.0**
Economically disadvantaged students	**77.7**	**1.33**	**95.0**
Children with disabilities	**77.4**	**1.35**	**95.0**
English learners	**77.7**	**1.33**	**95.0**
African-American students	**77.1**	**1.38**	**95.0**
Native Hawaiian/Pacific Islander	**82.6**	**0.95**	**95.0**
Hispanic students	**79.9**	**1.16**	**95.0**
White students	**88.8**	**0.48**	**95.0**
Asian students	**93.1**	**0.15**	**95.0**
American Indian or Alaska Native students	**72.5**	**1.73**	**95.0**
Multi Racial	**81.9**	**1.01**	**95.0**

As indicated in the table above, at the state aggregate level, Kansas is on track to meet the 95 percent goal by 2030. However, the district and school-level subgroup data illustrates areas in need of improvement. Kansas will be implementing a differentiated approach of technical assistance in order to support districts and schools in reaching the long-term graduation goal.

TA 3 - Any schools graduating less than 67 percent of all students or any subgroup in the four-year adjusted cohort will be reported on the KSDE dashboard as "below expectations" and will be eligible for differentiated comprehensive support and improvement, or CSI. Districts in which these schools are located will begin working with the Kansas Learning Network, the Kansas Technical Assistance System Network, the

Kansas education service centers, and the Kansas State Department of Education, in order to implement evidence-based strategies to improve outcomes for students.

TA 2 - Schools that have greater than or equal to 67 percent graduation rate and less than or equal to 86 percent graduation rate of all students or any subgroup graduation rate in the four-year adjusted cohort will be reported on the dashboard as "approaching expectations". The districts in which these schools are located will be encouraged to participate in targeted technical assistance and professional learning provided by the Kansas Technical Assistance System Network, the Kansas educational service centers, and the Kansas State Department of Education.

TA 1 - Those schools that have a four-year adjusted cohort graduation rate above the 86 percent state average graduation rate in the four-year adjusted cohort but less than 95 percent will be reported on the dashboard as "meets expectations". The districts in which these schools are located will have available, upon request, access to the Kansas Technical Assistance System Network, the Kansas education service centers, and the Kansas State Department of Education.

≤ 67%

Below expectations,
eligible for comprehensive supports

Any district, school or subgroup with a 4-year adjusted cohort graduation rate of 67% or below, will be identified as a building eligible for comprehensive supports and improvement.

> 67% & ≤ 86%

Approaching expectations,
eligible for support from KIAS

86% is the state graduation rate average in 2017, the baseline year. The graduation mean will be adjusted in 2020 and every three years thereafter.

Any district, school or subgroup with a graduation rate higher than the mean but lower than the target is considered meeting expectations.

>86% & ≤ 94%

Meets expectations,
eligible for universal supports

Those schools that have a four-year adjusted cohort graduation rate greater than or equal to 95 percent for all students and all subgroups will be reported on the dashboard as "exceeds expectations".

≥ 95%

Exceeds expectations,
eligible for universal supports

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

The KSDE identifies and reports TSI schools annually using the academic gap between each subgroup API and the mean API of the all student groups across all schools statewide. A Title I school is eligible for Targeted Support and Improvement, if it:

- *is not a CSI school,*
- *has subgroups of at least 30,*
- *have not met exit criteria, and*
- *has one or more subgroups consistently with combined math and English language arts API scores that are below -1.5 standard deviation from the mean API of the state's all student groups of schools over 3 years.*

The KSDE will convert all API scores of identified subgroups of each eligible school to Z-scores based upon the distribution of the all student groups of all schools, which are summed up for an index of TSI schools. Schools with the lowest index scores will be sorted based on the number of subgroups in each school that fell -1.5 or greater from the all student group mean. Five percent of Title I schools falling outside of the -1.5 standard deviations and having the largest number of identified subgroups will be identified as schools eligible for targeted support and improvement.

Using the 2018, 2019 and 2020 state assessment results, the KSDE will calculate an average API for districts, schools, and subgroups using the methodology described above. Those schools with subgroups that have not demonstrated progress in closing achievement gaps will be identified as a school eligible for comprehensive support and improvement.

From among those schools eligible for CSI, the KSDE will sort by the number of subgroups in a school that are not closing the gap. The thirty-two schools with the largest number of identified subgroups will be identified and will receive assistance from the Kansas Learning Network (KLN). See below.

KANSAS LEARNING NETWORK

2016

The Kansas Learning Network (KLN) provides technical assistance for eligible Comprehensive Support and Improvement (CSI) schools and districts through sustained coaching in a rigorous and collaborative systems change process. KLN coaches work closely with school leadership teams to complete a comprehensive needs assessment focusing on root causes, data analysis, risk factors, and expansion of successful elements of the school system. Schools and districts then develop and carry out action plans to modify their infrastructure to improve outcomes for all learners.

Kansans CAN

SELECTION OF COACHES

A priority for KLN leadership during the past year was the selection of coaches. These individuals are responsible for providing the direct technical assistance to KLN schools and districts. The interview process borrowed from practices that the Google corporation has used. After carefully screening all application materials, the most promising candidates were invited to attend a daylong interview where they participated in experiential tasks requiring them to not only discuss their qualifications for the position but also directly demonstrate these qualifications. Interview tasks included defining school improvement, articulating coaching behaviors for KLN vision and values, problem-solving likely scenarios they would encounter as coaches, and role-playing data-based decision making with a hypothetical school team. In addition to considering individual expertise, the KLN selection committee developed an expertise matrix to ensure that KLN could support the range of schools' technical assistance needs.

ADAPTIVE SCHOOLS FRAMEWORK

One of the early experiences for the new KLN coaches was participating in Adaptive Schools® Training, which consisted of four days of intense learning on how to build organizational capacity and facilitate systems change processes in schools. Coaches practiced several specific strategies for guiding leadership teams through a process for developing shared leadership, collaboration, and communication. Coaches have already put many of these structures into action during early meetings with participating school and district teams.

PERCENTAGE OF PARTICIPATING SCHOOLS BY GRADE LEVEL

SELECTION OF SCHOOLS

In November, 2016, KSDE identified Title 1 schools that are eligible for KLN technical assistance. Using the Academic plus (A+) Methodology, each school's Academic Performance Index was considered alongside risk factors, including chronic absenteeism, cumulative poverty, percentage of English Learners, student mobility, and suspension and expulsion rates. Thirty-two total schools are eligible to receive Comprehensive Support and Improvement (CSI) through KLN.

INTERACTION WITH SCHOOLS

In recent months, KLN staff began a multiyear process of sustained technical assistance with each participating building. They started by facilitating introductory meetings, first with district leadership and then with building principals, to describe the nature of KLN support and discuss existing district initiatives. The first major task for each participating school was identifying a building leadership team to guide the change process. As part of the initial process with each district, KLN staff participated in community visits in order to build background knowledge of the unique assets and stressors in each of the districts. Schools are now beginning to determine root causes and develop improvement goals. These goals will be included in KansaStar, an online documentation and improvement tool.

KLN YEAR 1 PROGRESSION

LEARN MORE AT: KSDETASN.ORG/KLN

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

The KSDE will report annually, on state, district and school report cards, progress toward long-term goals for all students and all subgroups of students. Identification of schools eligible for Comprehensive Support and Improvement, through low performing five percent, graduation, or gaps in subgroups, including those schools that fail to exit CSI, Intensive Support and Improvement (ISI), will be calculated every three years. Schools eligible for Targeted Support and Improvement will also be identified every three years and includes any school unable to close the gap in identified subgroups. Schools not making progress in closing subgroup gaps will be identified as CSI. An implementation timeline is provided in the chart on the following page.

Year	Comprehensive Support and Improvement: Lowest Performing 5% (LP 5%)	Comprehensive Support and Improvement: Intense Support and Improvement Intense Support and Improvement (ISI)	Comprehensive Support and Improvement: Graduation (CSI: Grad)	Targeted Support and Improvement: Subgroup Gap (TSI)	Targeted Support and Improvement to Comprehensive Support and Improvement: Subgroup Gap (CSI: Gap)
2016-2017	Cohort 1 schools eligible for CSI begin working with KLN				
2017-2018	Cohort 1 schools eligible for CSI continue working with KLN		Cohort 1 schools eligible due to graduation rates less than 67% for schools or subgroups are identified.	Cohort 1 identified for TSI due to subgroup gaps	
2018-2019	Schools eligible may apply to exit CSI status		Schools eligible due to graduation rates begin work with the KLN	Cohort 1 TSI begin work to close subgroup gaps	
2019-2020	Schools may continue work with the KLN Schools eligible may apply to exit CSI status		Cohort 1 schools with eligibility for graduation rate continue work	Continue work to close subgroup gaps	
2020-2021	Cohort 2 schools identified using 2018 – 2020 state assessment data Cohort 1 schools no longer in the LP 5% will be exited from CSI status	Cohort 1 schools that remain in the LP 5% of schools based on the 2018 – 2020 state assessment data are identified as ISI and ramp up work with the KLN	Cohort 1 schools eligibility due to graduation rate may apply to exit CSI status	Cohort 1 schools that fail to close subgroup gaps move to CSI status Cohort 2 TSI schools are identified due to subgroup gaps	Moved from TSI to CSI, begin expanded work with the KLN
2021-2022	Cohort 2 continues work with the KLN	Cohort 1 continues ISI work with KLN	Cohort 2 schools eligible for CSI due to graduation rates are identified Cohort 1 schools no longer in the 5% of Title I schools with the lowest graduation rates will be exited from CSI status	Cohort 2 begins work to close subgroup gaps	Continue to work with KLN to close subgroup gaps.
2022-2023	Cohort 2 schools are eligible to apply to exit CSI status (LP 5%)	Cohort 1 schools are eligible to apply to exit CSI status (LP 5%)	Cohort 2 schools work with KLN to increase graduation rates		
2023-2024	Cohort 3 of schools eligible for CSI identified using 2021 – 2023 state assessment data. (LP 5%)				

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Definitions:

1. *'Subgroups' means:*
   a. *economically disadvantaged students;*
   b. *students from major racial and ethnic groups;*
   c. *children with disabilities; and*
   d. *English learners.*
2. *'Consistently' means:*
   a. *At least lasting for two or more years;*
   b. *Within same subgroup(s);*
   c. *On the same or lower levels.*
3. *'Underperforming' means:*
   a. *Lowest 5 percent of API scores and/or;*
   b. *Below -1.5 standard deviation (σ) from the state means of state all student groups' API scores.*

The KSDE identifies TSI schools annually using the gaps between each subgroup API and the mean API of the all student groups across all schools statewide. A Title I school is eligible for Targeted Support and Improvement, if it:

- *is not a CSI school,*
- *has a subgroup of at least 30, and*
- *has one or more subgroups consistently with combined math and English language arts API scores that are below -1.5 standard deviation from the mean API of the state's all student groups of schools over three years.*

The KSDE will convert all API scores of identified subgroups of each eligible school to Z-scores based upon the distribution of the all student groups of all schools, and sum them up for an index of TSI schools. Schools with the lowest index scores will be sorted based on the number of subgroups in each school that fell -1.5 or greater from the all student group mean. Five percent of Title I schools falling outside of the -1.5 standard deviations and having the largest number of identified subgroups will be identified as schools eligible for targeted support and improvement.

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Every three years, beginning in 2020, the KSDE will identify schools that have not made enough progress in achievement on the Kansas State Assessment for ELA and math, and remain in the lowest performing 5 percent of Title I schools. These schools will be eligible for Intense Support and Improvement (ISI) from the Kansas Learning

Network, Kansas MTSS and TASN projects.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The KSDE will not identify any additional categories of schools.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

The expectation in Kansas is that ALL students in the grades with state assessments will participate in those assessments. The goal for participation rate is 95 percent for all students and all subgroups. The state accreditation system known as the Kansas Education Systems Accreditation (KESA) also has a requirement of 95 percent participation on state assessments.

If a district, school, or subgroup misses the 95percent participation rate target for two consecutive years, the district will be flagged by the Kansas Integrated Accountability System (KIAS), which is the statewide accountability system for state and federal programs. The KIAS looks at many qualitative and quantitative risk factors around compliance and performance. The KIAS process holds buildings and districts accountable for each of these risk factors. Each risk factor is assigned a weight. The number of findings and the weight of such findings informs the corrective action process. Missing the 95% participation rate would trigger the implementation of a corrective action plan supported by the KSDE, the Technical Assistance Support Network, Kansas Education Service Centers, and other technical assistant partners. The KSDE will provide ongoing technical assistance to the district and the building in support of reaching the 95 percent participation rate.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Schools identified as eligible for CSI using the A+ methodology, or by moving into CSI status after being a Targeted Support and Improvement (TSI) school may be eligible to apply to exit CSI status after two years of working with the Kansas Learning Network.

In order to be granted exit status, schools must meet the following criteria:

- *Schools and the district maintain a school improvement plan within the KSDE online system for school improvement referred to as KansaStar that is aligned to the needs assessment and root cause analysis. KansaStar will provide documentation of implementation verified by the Kansas Learning Network.*
- *Schools and the district provide evidence that 1003 school improvement funds awarded have been utilized for evidence-based interventions that align to the needs assessment.*
- *Provide evidence that schools are improving in the risk factor data. Of the risk factors described in the A+ methodology described above, it is reasonable to expect schools to make improvements in the rate of suspensions and expulsions, and chronic absences.*

- *Provide evidence that progress is being made in the areas of English language arts and math proficiency. This data may include state assessment data and/or other valid and reliable assessment sources.*
- *The KSDE identifies CSI and TSI every three years. Schools that have met the requirements for exiting may be re-identified if data indicates the need for additional technical assistance.*

Exit applications and supporting documentation will be reviewed by the Kansas Integrated Accountability System (KIAS) team whose purpose is to provide general supervision in Kansas, the Director of the Kansas Learning Network, and other members of the KSDE Early Childhood, Special Education and Title Services team to determine eligibility to exit.

Schools who are identified as eligible for CSI by way of high school graduation rate may be eligible to apply to exit CSI status after two years. In order to be granted exit status, these schools must meet the following exit criteria:

- *Schools and the district maintain their school improvement plan within KansaStar that is aligned to the needs assessment and addresses the underlying issues that contribute to low graduation rates.*
- *Schools and the district provide evidence that the 1003 school improvement funds awarded have been utilized for interventions that align with the needs assessment.*
- *Data shows that schools are making progress in the area of graduation rates.*
- *The KSDE identifies CSI and TSI every three years. Schools that have met the requirements for exiting may be re-identified if data indicates the need for additional technical assistance.*

Exit applications will be reviewed for exit eligibility status by the Kansas Integrated Accountability System (KIAS) team. This team includes members of the KSDE Early Childhood, Special Education and Title Services department.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for TSI based on low-performing subgroups of students will remain in TSI status for three years, but may be eligible to apply for exit after two years.

In order to be eligible for exit status, schools and district must meet the following criteria:

- *Schools and the district maintain school improvement plan within the KSDE online system, KansaStar, which is aligned to the needs assessment and addresses the underlying issues that contribute to low-performing subgroups.*
- *Schools and the district provide evidence that utilization of technical assistance opportunities provided by the KSDE through the KSDE sponsored conferences, symposiums, institutes, trainings and the TASN have been targeted.*
- *Data shows that schools are making progress in closing the gaps for the low-performing subgroups of students for which they were identified.*

- *The KSDE identifies CSI and TSI every three years. Schools that have met the requirements for exiting may be re-identified if data indicates the need for additional technical assistance.*

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Any school identified for comprehensive support and improvement that fails to meet the exit criteria after three years will be provided with additional technical assistance from the Kansas Learning Network and the KSDE consultant assigned to the district. Technical assistance will be provided at the district level and focused on system changes supports. Agreed upon next steps may include, but are not limited to, Kansas MTSS, TASN, and regional education service centers.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The KSDE will conduct a resource review during the three year timeframe in which schools eligible for comprehensive or targeted support are implementing interventions. This review process will be integrated within the ongoing monitoring process implemented by the Kansas State Department of Education for identifying districts in need of additional fiscal and accountability support.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Kansas State Department of Education has developed a coordinated system of technical assistance for schools identified for comprehensive or targeted support and improvement. The technical assistance will look different in every school or district. The KSDE, along with our partners, help districts develop individualized plans for support and improvement that may include, but is not restricted to, the list of providers outlined later in this section.

All of the KSDE technical assistance providers have been chosen through an extensive vetting process that began with the implementation of the KSDE ESEA Flexibility Waiver. Through an RFP process, the KSDE chose providers that would offer technical assistance programs and services to Kansas districts and buildings that consist of evidence-based best practices. The KSDE continues to carefully vet any new partners through the RFP process.

Effective and meaningful implementation of the districts plans are achieved through an assessment of risk, as described above. Districts are supported by the KSDE coordinated technical assistance. Follow up is provided to the district by a KSDE team through on-site visits and/or development of Targeted Technical Assistance plan in coordination with existing plans. Subsequent follow up is provided in the mutually agreed identified area(s) needing further technical assistance.

The KSDE has coordinated effective technical assistance resources in the state of Kansas through the Kansas Technical Assistance System Network (TASN). Districts have access to any of the TASN partners by visiting one website. TASN partners include:

Families Together, Inc. - Families Together, Inc. is the Parent Training and Information Center (PTI) for Kansas. PTI provides support to families of children with disabilities. This support includes programs designed to build and sustain strong, healthy, informed, and actively involved family members who can work together to improve the lifelong outcomes for their child or sibling with a disability.

General Supervision, Timely and Accurate Data - The General Supervision, Timely and Accurate Data (GSTAD) project provides data management for the State Performance Plan and Annual Performance Report, including reporting district performance and supporting the Kansas Integrated Accountability System.

Infinitec - The Kansas Infinitec project provides educators in Kansas with access to resources, information, and training on state of the art assistive technology (AT) and Universal Design for Learning (UDL).

Kansas CHAMPS & DSC Training Cadre - The Kansas CHAMPS and Discipline in the Secondary Classroom (DSC) Training Cadre is a group of educators from across the state of Kansas who have received training and ongoing professional learning in order to provide the deep knowledge and use of positive behavior supports in classroom management, on an as needed basis, to educators and districts statewide.

KansaStar - Schools and the district in which they reside maintain their school improvement plan within the KSDE online system for school improvement referred to as KansaStar that is aligned to the needs assessment and root cause analysis. KansaStar will provide documentation of implementation verified by the Kansas Learning Network.

Kansas College & Career Competency Framework - The College and Career Competency (CCC) Framework supports middle and high school educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content. Free resources are available at www.cccframework.org.

Kansas Learning Network - The Kansas Learning Network (KLN) project provides targeted intensive support and ongoing coaching to districts and schools identified by the KSDE through an accountability systems.

Kansas LETRS Training Cadre - The Kansas LETRS Training Cadre is a group of educators from across the state of Kansas who have received training and ongoing professional development to be able to provide the deep knowledge contained with the LETRS professional development modules on an as needed basis to educators and districts statewide.

Kansas MTSS - The Kansas Multi-Tier System of Supports (MTSS) project provides resource development, training, and support for district wide implementation of the Kansas MTSS framework. This includes implementation preschool through high school and includes support for reading, math, behavior, early childhood, and secondary transition.

Kansas Parent Information Resource Center - The Kansas Parent Information Resource Center (KPIRC) project provides information, training and support to educators and families in developing and implementing effective parent engagement practices.

Kansas Recruitment & Retention - The Kansas Recruitment and Retention project provides support to Kansas districts, schools and educators through the Kansas Education Employment Board (KEEB) and to early career special education staff through the Kansas e-Mentoring for Student Success (eMSS) effort.

Kansas Enrichment Network - The Kansas Enrichment Network provides technical assistance, coaching, training and support for the 21st Century Community Learning Centers, and after school, before school and summer learning programs across the state.

TASN Coordination - The TASN Coordination project assists educators and families in connecting to resources and supports available through TASN and partners. In addition, they work closely with the KSDE ECSETS Leadership in ensuring that TASN is meeting statewide needs.

TASN Co-Teaching - The Kansas Co-Teaching project and training cadre provides training, coaching and support to districts and educators state wide to effectively use co-teaching practices within classrooms at all levels.

TASN Evaluation - The TASN Evaluation project assists the entire TASN system in designing and implementing an evaluation system that focuses on measuring the effectiveness, implementation, and sustainability of efforts.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Not applicable.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[8]

The KSDE will ensure that students taught in Title I buildings are not taught at a higher rate by unqualified, inexperienced, and ineffective teachers than their non-Title I peers. Kansans believe that all children in Kansas deserve an equal opportunity to a quality education. Kansas children, regardless of race, income or disability, deserve access to a

[8] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

safe and healthy place to learn, rigorous expectations, and excellent educators in every classroom. This plan will focus on ensuring that every Kansas child has the opportunity to learn from quality teachers.

Definitions

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher	*A teacher deemed to be ineffective in instructional practice and/or student growth measures on a state-approved educator evaluation, reported in school aggregates.*
Out-of-field teacher	*The staff member holds a standard or "non-standard" license but does not hold the correct subject and/or grade level endorsement for the listed assignment.*
Inexperienced teacher	*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.*
Low-income student	*Student qualifies for free and reduced price lunches.*
Minority student	*A student any race other than "white", as designated by parent/guardian.*

Questions considered by the KSDE when developing Kansas Plan to Ensure Equitable Access to Effective Educators:

- *Do schools with high poverty have a greater percentage of teachers with less than three years of experience compared to low poverty districts' percentage of teachers with less than three years of experience?*
- *Do schools with high poverty have a greater percentage of teachers teaching out-of-field compared to low poverty districts' percentage of teachers teaching out-of-field?*
- *Do schools with high poverty have a greater percentage of ineffective teachers compared to low poverty districts' percentage of ineffective teachers?*
- *Are schools with a high percentage of minority students taught by inexperienced teachers at a greater rate compared to the average number of inexperienced teachers in the lowest percent minority districts?*
- *Are schools with a high percentage of minority students taught by out-of-field teachers at a greater rate compared to the average number of out-of-field teachers in the lowest percent minority districts?*
- *Are schools with a high percentage of minority students taught by ineffective teachers at a greater rate compared to the average number of ineffective teachers in the lowest percent minority districts?*

Inexperienced

Scatterplot Representations of Data. In the following scatter plots, the KSDE has chosen to use the five percent of schools and districts at both extremes of the scatter plot to accentuate and calculate gaps in data around access to excellent educators in Kansas. Kansas also looked at the gaps between the upper and lower 10 percent and 25 percent of schools and districts. When the larger numbers of schools and/or districts were included, the gaps between teachers with less than three years of experience and percent

poverty or percent minority was diminished. Districts will be provided data for the upper and lower 10 percent and 25% to determine any discrepancies within their buildings.

Kansas recognizes the research that supports the change in effectiveness between a first and second year teacher, however, when the KSDE analyzed data between the distribution of first and second year teachers in high poverty and high minority districts, no gap was found. Kansas chose to use the "less than three year" definition for an inexperienced teacher.

Percent Poverty Effect on Access to Excellent Educators

Figure 1

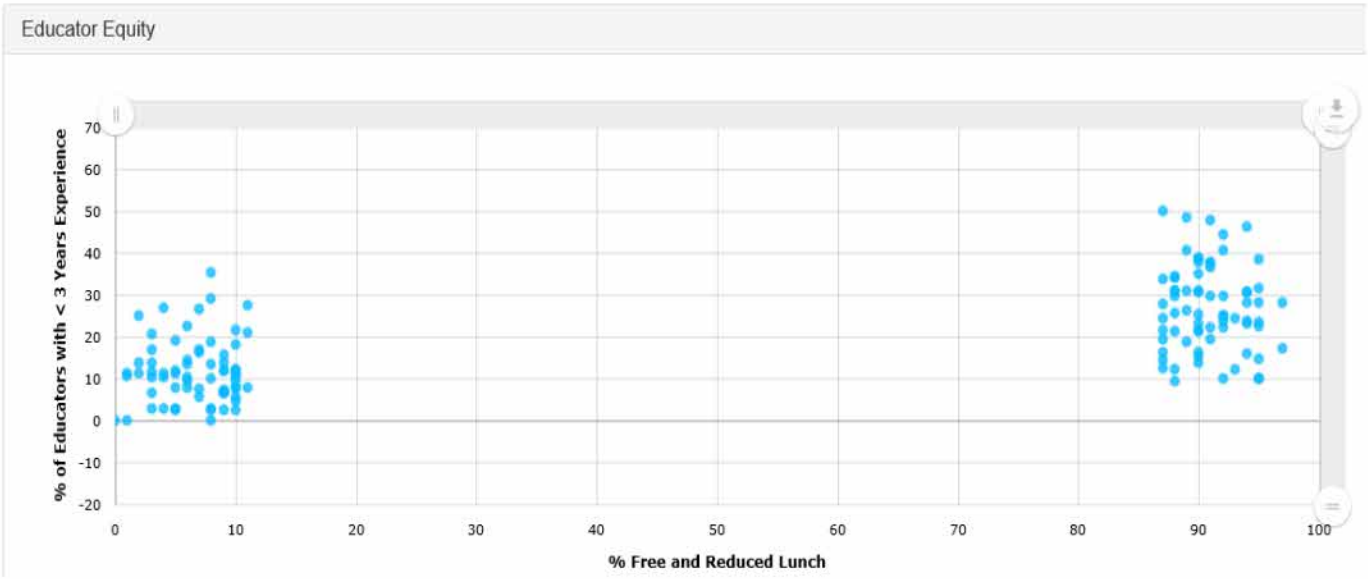


Figure 1 compares the 5 percent of buildings with the highest percent of poverty and the 5 percent with the lowest percent of poverty to the percent of teachers in a building with less than three years of experience. In the scatterplot above, teachers with less than three years of experience are more often seen in buildings with higher poverty rates.

Gap Calculation:	
Average percent of teachers with less than 3 years of experience in the 5% of buildings with the highest percent of free and reduced price lunches	27.3
Average percent of teachers with less than 3 years of experience in the 5% of buildings with the lowest percent of free and reduced price lunches	11.24
Inexperienced Teacher and Free and Reduced Gap, Building (difference between Row 1 and Row 2)	16.06

Figure 2

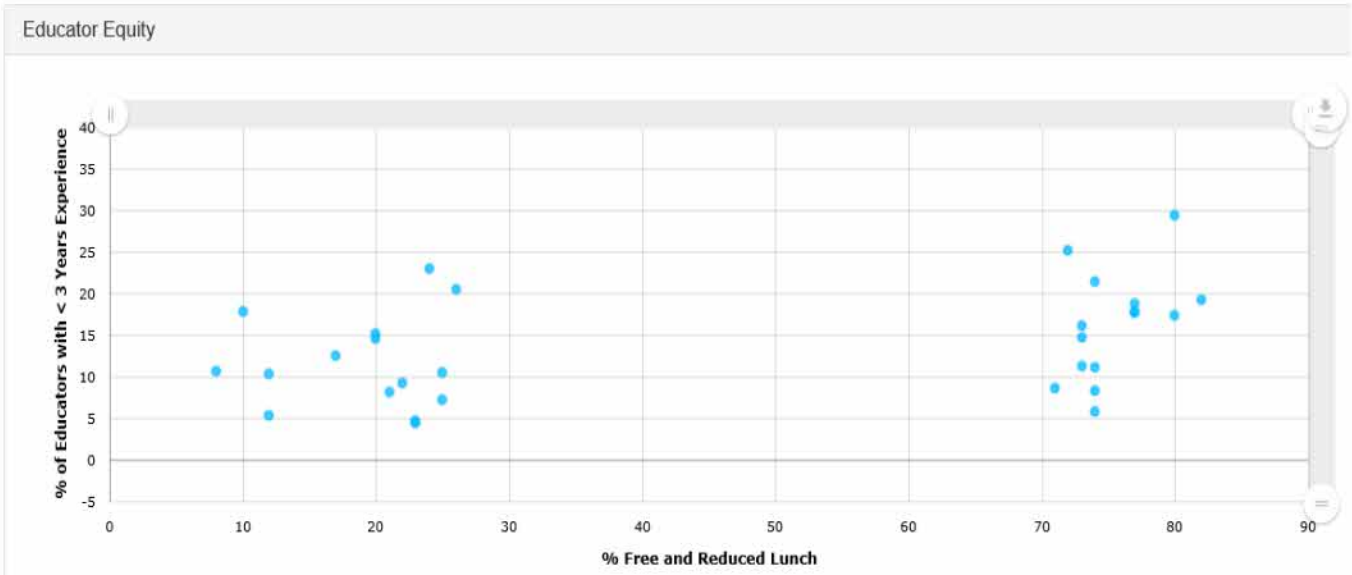


Figure 2 compares the 5 percent of districts with the highest percent of poverty and the 5 percent with the lowest percent of poverty to the percent of teachers in a district with less than three years of experience. The data shows a gap in distribution of experience. Teachers in districts with high poverty are more likely to employee teachers with less than three years of experience.

Gap Calculation:	
Average percent of teachers with less than three years of experience in the 5 percent of districts with the highest percent of free and reduced price lunches	16.71
Average percent of teachers with less than three years of experience in the 5 percent of districts with the lowest percent of free and reduced price lunches	10.93
Inexperienced Teacher and Free and Reduced Gap, District (difference between Row 1 and Row 2)	5.78

Figure 4

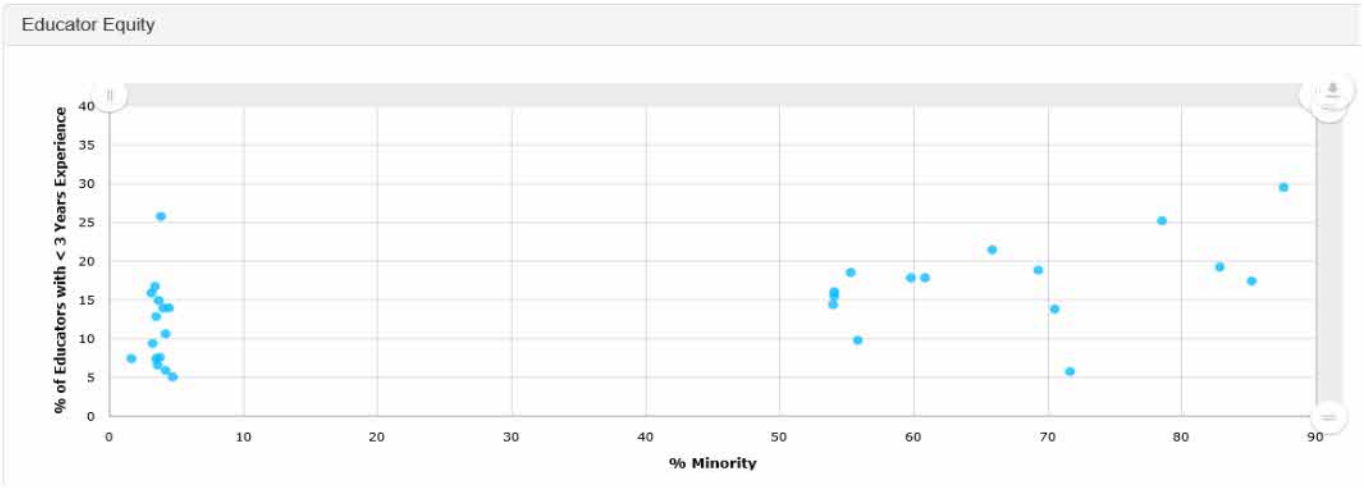


Figure 4 compares the 5 percent of districts with the highest percent minority population and the 5 percent with the lowest percent minority population to the percent of teachers in a district with less than three years of experience. The data shows a gap in distribution of experience. Teachers in districts with high minority populations are more likely to employee teachers with less than three years of experience.

Gap Calculation:	
Average percent of teachers with less than three years of experience in the 5 percent of districts with the highest percent minority students	17.56
Average percent of teachers with less than three years of experience in the 5 percent of districts with the lowest percent of minority students	12
Inexperienced Teachers and Minority Gap, District (difference between Row 1 and Row 2)	5.56

Out-of-Field

The table below illustrates the current reality in Kansas concerning out-of-field teachers. The KSDE studied out-of-field teachers, those teachers with a valid Kansas teaching license but without proper subject/area endorsements, and found that little to no gap existed. The KSDE understands that, even though no gap is apparent at the state level, there may be gaps at the individual district level. Each district will have access to the specifics of their district data provided by the KSDE.

	% Out-of – Field at Building Level in Low % F&R Buildings	% Out-of-Field at Building Level in High % F&R Buildings		% Out-of-Field at District Level in Low % F&R Districts	% Out-of-Field at Disrict Level in High % F&R Districts		% Out-of – Field at Building Level in Low % Minority Buildings	% Out-of-Field at Building Level in High % Minority Buildings		% Out-of-Field at District Level in Low % Minority Districts	% Out-of-Field at Disrict Level in High % Minority Districts
Ave	0.0295573	0.0664964	Ave	0.0765979	0.089657	Ave	0.0835582	0.0630853	Ave	0.1870795	0.1085507
Gap	**0.04%**		**Gap**	**0.01%**		**Gap**	**No Gap**		**Gap**	**No Gap**	

Ineffective

Kansas collects teacher effectiveness data at the school level. These measures are reported annually.

Conclusions

Data from the Kansas Educator Data Collection System, which is Kansas's system for collecting, analyzing, and reporting data on public school teachers, administrators and other staff, indicates that:

- *Gap 1: Students in buildings with high concentrations of low-income students are taught at higher rates by **inexperienced** teachers than students in buildings with low concentrations of low-income students.*
- *Gap 2: Students in districts with high concentrations of low-income students are taught at higher rates by **inexperienced** teachers than students in districts with low concentrations of low-income students.*
- *Gap 3: Students in schools with high concentrations of minority students are taught at higher rates by **inexperienced** teachers than students in schools with low concentrations of minority students.*
- *Gap 4: Students in districts with high concentrations of minority students are taught at higher rates by **inexperienced** teachers than students in districts with low concentrations of minority students.*

Likely Causes of Most Significant Differences

Root Cause Analysis. The root cause analysis consisted of two steps: (1) using available data to brainstorm a complete list of root causes behind the equity gaps and (2) categorizing these root causes by themes.

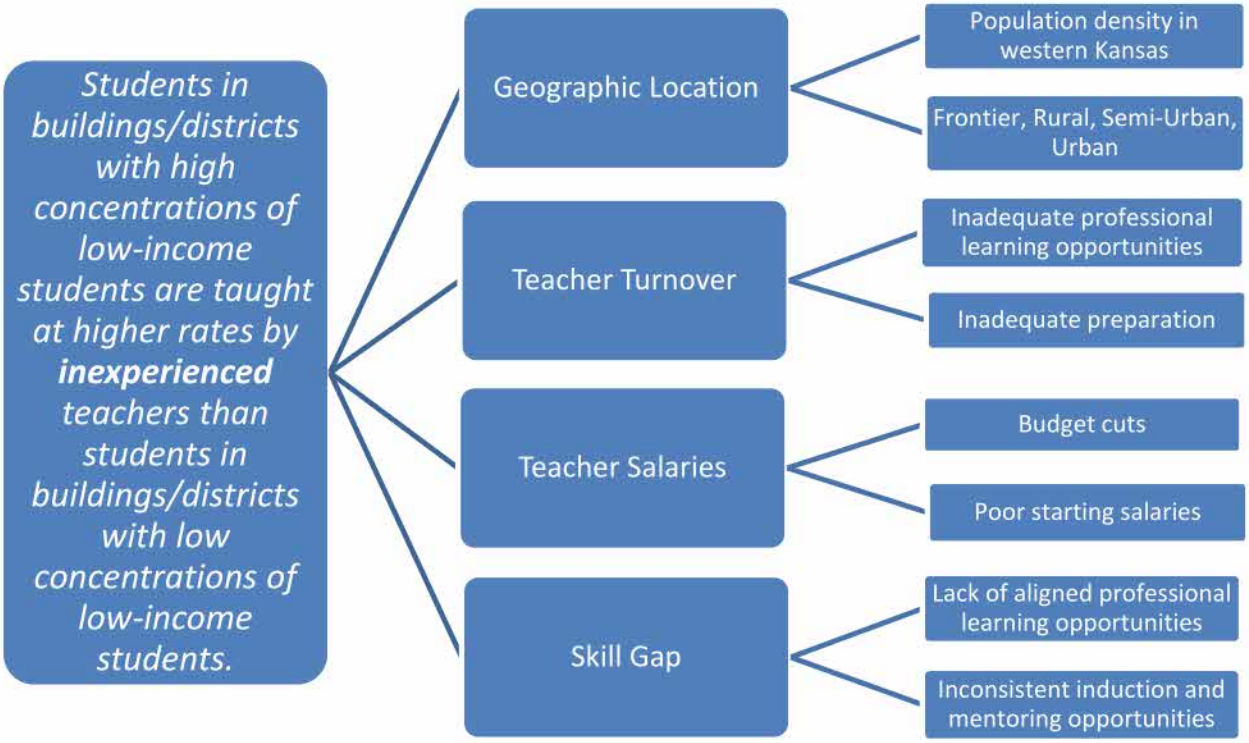
Because equity work happens at the state and district levels, the KSDE chose to combine Gaps 1 and 2, and Gaps 3 and 4. The KSDE created diagrams to illustrate the root causes believed to hinder student access to excellent teaching in Kansas in regard to these two gaps. Continuous root cause analysis of gaps appearing in current data, as well as future data, will be examined using a root cause analysis, and appropriate strategies will be implemented in order to ensure an excellent educator in every classroom.

The following two diagrams represent the process used for root cause analysis. The KSDE has analyzed data using:

- *Kansas maps for geographical comparisons,*
- *Teacher attrition rates,*
- *Teacher average salaries, and*
- *Input from various stakeholder groups.*

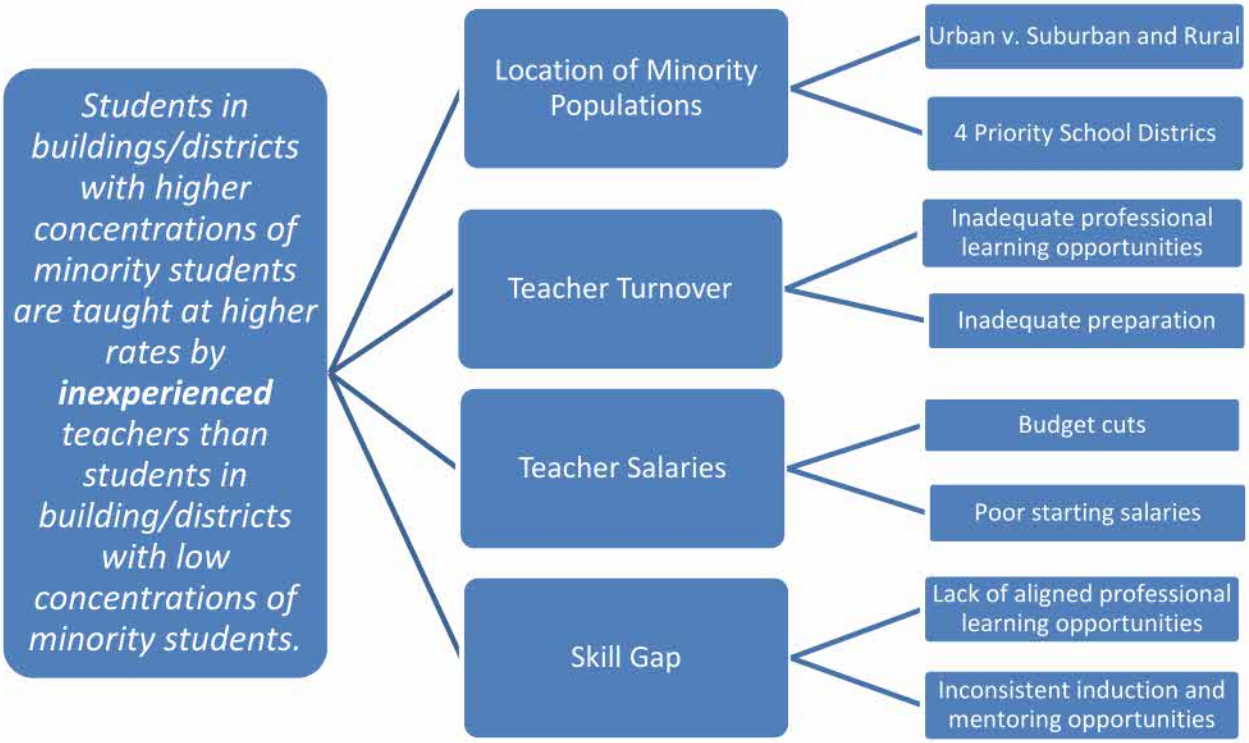
Root Cause Analysis, Equitable Access Gap to Excellent Educators

- *Gap 1: Students in buildings/districts with high concentrations of low-income students are taught at higher rates by **inexperienced** teachers than students in buildings with low concentrations of low-income students.*



Root Cause Analysis, Equitable Access Gap to Excellent Educators

- *Gap 2: Students in buildings/districts with higher concentrations of minority students are taught at higher rates by **inexperienced** teachers than students in building/districts with low concentrations of minority students.*



Kansans believe: If a comprehensive approach to ensuring all students have access to excellent educators is implemented and monitored over time,

Then Kansas school districts will be better able to recruit, retain, and develop excellent educators so that all students have equitable access to excellent teaching and learning to help students achieve their highest potential in school.

Core Principles as Seen in Theory of Action

- *The equitable access plan will provide benefits to all teachers and students. Consistent with regulatory language, Kansas's plan calls for the KSDE to focus on students who are from schools with larger populations of low income students and schools with larger populations of minority students and students with disabilities. However, the KSDE recognizes that there may be other features in Kansas that would prevent students from gaining equitable*

access to excellent teachers, e.g. rural schools, advanced degrees, English language learners.

- *The equitable access plan is driven by data. The KSDE has relied on multiple sources of data throughout its plan, using the Kansas Multi-Tier System of Supports' self-correcting feedback loop to analyze the data and identify gaps. Once gaps were discovered, additional data has been gathered for root cause analysis. Working with stakeholder groups, differing perspectives have improved the KSDE's ability to analyze the data and gain a better understanding of the root causes of lack of access to excellent teachers by all students, especially students from low income families and minority students.*

- *The equitable access plan will provide supports for experienced teachers, novice teachers and teacher candidates. As an initial proxy measure, the KSDE will report the percentage of teachers in a school who have three years of experience or less as well as those teachers with an initial license (generally, one year) and a professional license. In the future, schools will have the ability to use teacher effectiveness ratings as an additional consideration. It is true that some novice teachers produce excellent results, and, inversely, some experienced teachers do not see expected growth in individual classrooms. Therefore, the KSDE will continue to support both the experienced and novice teachers with the equitable access plan strategies.*

- *The equitable access plan offers flexibility when it comes to stakeholder input. As with any good strategic plan, the KSDE's plan must be flexible enough to evolve in response to new data and new needs. The KSDE has developed a structure to solicit feedback from stakeholders throughout implementation of the plan to ensure that the KSDE receives the input and information necessary to continuously improve the theory of action and improve equitable access.*

Four Key Strategies

To achieve Kansas's educator equity objectives, the KSDE intends to initially pursue four key strategies that correspond to the root causes behind the gaps:

1. *Ongoing professional learning;*
2. *Ongoing development, training and access to a secure system for educators to access data around the elements of the Equitable Access plan;*
3. *Teacher/Leader Preparation;*
4. *A system of teacher evaluation to include effectiveness ratings that will inform individual professional learning needs.*

These strategies were identified through root cause analysis with the input of key stakeholders. The KSDE is implementing the equitable access plan. As part of that plan, the KSDE provides professional learning opportunities in data analysis and root cause analysis to district staff, school staff, instructional coaches and education service centers. The KSDE will collect and report teacher experience, licensing data, and teacher effectiveness data at the district and school levels on the state, district, and school level report cards.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The Kansas State Department of Education understands the importance of improving school conditions and providing a safe learning environment for all kids in Kansas. As discussed in the Introduction, Social Emotional Character Development is one of the five board outcomes of the Kansas State Board of Education. The KSDE will provide supports to meet the outcome at the systems level, working with districts across Kansas that have self-identified the need for Universal Support and Improvement in the area of social emotional character development.

Creating positive learning environments is a responsibility of teachers while improving behaviors is a responsibility of schools[9]. The KSDE has a responsibility to establish policies and procedures to support schools in improving behaviors so that teachers may create positive learning environments.

The KSDE will seek out expertise in social and emotional character development, including the Kansas Technical Assistance System Network (TASN)[10] providers and Kansas MTSS[11]. Kansas has a history of implementing the CHAMPS program for increasing positive behaviors, interventions, and supports[12] and environments focused on instruction.

The KSDE makes available funds from Title I, Part A, or other included programs, to support efforts on prevention of bullying and harassment. These efforts include, but are not limited to, providing resources to district staff and families on bullying prevention, the promotion of Anti-Bullying Awareness Week, providing technical assistance on positive behavior supports, and de-escalation techniques. Resources are available through TASN and Kansas Safe Schools Resource Center. The Kansas Safe Schools Hotline is available to educators and families. The KSDE collects and analyzes data on incidents of bullying and harassment, seclusion and restraint in order to make informed decisions about supports to school districts.

The KSDE makes available funds from Title I, Part A, or other included programs, to continue the efforts on prevention of the overuse of discipline practices that remove students from the classroom that the KSDE has ongoing. These efforts include, but are not limited to, the analysis of all in-school suspension, out-of-school suspension, and expulsion data for inclusion in the data analysis used to provide targeted technical assistance to school districts. If a district's data indicates that district staff may be overusing discipline practices that remove students from the classroom, the KSDE would work with the district to try to determine the cause of this practice. The KSDE would then point district staff to resources that will help provide staff with additional tools to keep students in the classroom and not overuse exclusionary discipline.

[9] www.osepideasthatwork.org
[10] www.ksdetasn.org
[11] www.kansasmtss.org
[12] www.pbis.org

The KSDE make available funds from Title I, Part A, or other included programs, to continue the efforts on prevention of the use of aversive behavioral interventions that compromise student health and safety. These efforts include, but are not limited to, providing resources to district staff and families to help them understand the Kansas laws on the use of aversive behavioral interventions; training for district staff in prevention techniques, de-escalation techniques and positive behavioral intervention strategies; data analysis of the use of seclusion and physical restraint; and targeted technical assistance for those schools reporting high numbers of seclusion and physical restraint duration and incidents.

The KSDE makes available funds from Title I, Part A, or other included programs, to partner with 21st CCLC after school programs, sharing transportation costs and expanding what current takes place.

The KSDE provides support to districts through Kansas Multi-Tier System of Supports (MTSS) training, a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making. Through MTSS, the Kansas IDEA (IDEA) State Performance Plan, State Systemic Improvement Plan (SSIP), Indicator 17 coherent improvement strategy results in a realigned, reallocated, collaborative professional learning infrastructure, which increases the capacity of districts to implement evidence-based instruction and interventions for each student. The IDEA SSIP Short-term, medium, and long-term outcomes, informed by stakeholder involvement, directly align with the Kansas ESEA state plan. District adoption of the Kansas MTSS Integrated Framework includes a proactive approach to improving academic performance, positive behavioral supports and interventions that promote student health and safety, improved social and emotional competency, and decreased removals from the classroom.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

   Within the KSDE TASN network, there is a focus on decreasing dropout rates, increasing graduation rates, and improving the preparedness of middle school students for transitioning high school and staying on-track for graduation. Within the Kansas MTSS framework, participating districts analyze early warning systems data in conjunction with the social, emotional, and behavioral content they develop and implement.

   The term Early Warning Systems comes from the tool created by the National High School Center, which was based on Chicago Schools Research that indicated that the combination of attendance and failing at least one course in ninth grade had a significant impact on whether students stayed on-track to graduate in four years[13].

[13] Stuit, D., O'Cummings, M., Norbury, H., Heppen, J., Lindsay, J. , & Shu, B. (2016). *Identifying Early Warning Indicators in Three Ohio School Districts.* IES Report retrieved from http://www.earlywarningsystems.org/wp-content/uploads/2016/10/REL_2016118.pdf.

Kansas MTSS takes the early warning indicators a step further in implementation by working with districts to set up sustainable systems to connect at-risk students to targeted interventions at a rapid response rate to reduce the impact these risk factors pose. This rapid response system is in place for elementary, middle, and high school students to improve successful transitions between schools, as well as decrease the impact the risk factors can have on a student's preparedness and success in high school coursework.

Additionally, the state of Kansas has established five State Board of Education outcomes that are associated directly with positive and productive transitions between middle and high school as well as transition to post-secondary education and careers. A focus on career awareness, graduation rates, post-secondary attendance and completion, social emotional growth and individual plans of study provide the school districts across the state with guidance and fundamental activities to conduct to impact the positive transitions of all students.

Individual Plans of Study is a board objective for the Kansas State Board of Education. Kansas has implemented a plan that would ensure that every middle school and high school student in Kansas would have an individual plan of study (IPS). The IPS helps prepare students for the transition from high school to post-secondary aspirations.

The scope of projects as well as content devoted to increasing graduation rates and preparing students for high school and beyond is widespread in the state of Kansas. Kansas MTSS as a TASN project is dedicated to ensuring that middle and high schools implementing MTSS increase student engagement and improve the opportunities for college and career readiness for all students. Kansas MTSS addresses all KSBE board outcomes to include the kindergarten readiness outcome as well as the more secondary and career focused outcomes mentioned earlier. The TASN Research Collaboration group, as well as the TASN Autism Tertiary Behavior Supports group, also contribute significantly to the awareness and connection to college and career readiness across the state.

With the board outcomes and the various opportunities for content and trainings within TASN, an emphasis on smooth transitions from middle to high school and high school to adulthood is well represented.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
    i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
    ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
    iii. The integration of services available under Title I, Part C with services provided by those other programs; and
    iv. Measurable program objectives and outcomes.

    The Kansas statewide recruiting system provides year-round Identification and Recruitment (ID&R) coverage for the entire state with a focus on all aspects of the migrant population. It supports services required by the unique demands of the migrant lifestyle and blends local and statewide perspectives into a substantial and resourceful system of migrant support. In all regions of the state, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective to ensure all eligible migrant students have the opportunity to meet the same academic and content standards as non-migratory students. The responsibilities of the statewide recruitment specialists are as follows:

    - *Review of time and effort logs of all recruiters*
    - *Directing the identification and recruitment efforts for the State of Kansas*
    - *Coordination of activities of Tier II recruiters*
    - *Identification of training/mentor needs of individual recruiters*
    - *Collaboration with the Staff Development Specialist*
    - *Review of Qualifying Activities*
    - *Evaluation of the quality of recruiter performance, and*
    - *Evaluation of the effective use of staff development*

    One of the strategies used to increase the effectiveness of the ID&R efforts is creating networks by coordinating with organizations and agencies that provide services to migrant workers and families. The recruiter prioritizes the resources that migrant students, youth or workers may need during home visit to determine if the family may qualify as migrant under the statute.

    The state of Kansas uses the continuous improvement cycle as outlined by the Office of Migrant Education. A Comprehensive Needs Assessment (CNA) is conducted to identify concerns and determine the needs of migrant children ages 3-21. A committee of stakeholders convenes to review the results of the CNA and develop recommendations to address those needs. The Needs Assessment Committee (NAC) is made up of members representing the state and districts at both the district and school level, recruiters, service centers, state and local parent advisory committee members, technical assistance providers and quality control personnel. The NAC meets to review the CNA, study current data, and identify and establish Concern Statements regarding the unique educational factors influencing migrant student

achievement for preschool children, students grades K-12, and out-of-school youth. This information is then passed on to the Service Delivery Plan committee for development of strategies to address these needs.

The results of the CNA are included in the Kansas Migrant Education Service Delivery Plan (SDP), which targets student needs and provides recommendations and strategies to meet those needs. Each year, districts receiving migrant funds, as part of their Local Consolidated Plan, submit details as to how to address the needs identified in the SDP.

To ensure unique needs of preschool migratory children and migratory children who have dropped out of school are identified and addressed, the KSDE:

- *generates a monthly list of newly turned three year olds and sends to recruiters to verify residence in the state and offer services in the program, and*
- *utilizes the statewide Out-of-School Youth (OSY) project, which tracks Kansas dropouts, to contact all out-of-school youth for residence verification and to provide services.*

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Coordination of services in Kansas is supported through an ID&R Staff Development Coordinator responsible for the staff development statewide to ensure the quality of ID&R services. This Coordinator develops and presents fall and spring ID&R meetings in the regions; provides staff development sessions at a Summer State Migrant Education Program (MEP) workshop; develops and provides training for all new recruiters and seasoned recruiters for the State; implements individual ID&R staff development plans addressing the specific training needs of the recruiter; and provides one-day onsite visitations with each recruiter to review the staff development plans and the progress toward meeting its objectives.

Currently, the KSDE participates in two Consortium Incentive Grants (CIG's): the Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) CIG, and the Identification and Recruitment Rapid Response Consortium (IRRC) CIG.

Kansas serves as the lead state for the GOSOSY CIG, which partners with 16 other states. The goal of GOSOSY is to:

- *design, develop, and disseminate a system to identify, recruit, assess, and develop/deliver services to migrant out-of-school youth,*
- *provide professional development to support these activities, and*
- *institutionalize GOSOSY services into State plans to elevate the quantity and quality of services to this large, underserved population.*

Kansas is also an active member in the Identification and Recruitment Rapid Response Consortium IRRC CIG, which includes 13 other states. The goal of the IRRC is to:

- *Design and develop systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts.*
- *Expand states' capacity through the sharing of resources, mentoring, and the deployment of a rapid response team of veteran ID&R specialists; and*
- *Disseminate effective evidence-based ID&R practices throughout the MEP community.*

The Kansas MEP is responsible for promoting inter- and intra-state coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, the Kansas migrant data system houses Certificates of Eligibility (COE), as well as information on student enrollment, PFS, courses, and services/referrals for migrant-eligible children in Kansas.

The Kansas Migrant System interfaces with the U.S. Department of Education's Migrant Student Information Exchange (MSIX) to allow the State to complete inter- and intra-state student reports and support the linkage of migrant student record systems across the country. The KSDE uses the MSIX to ensure appropriate enrollment, placement and accrual of credits for Kansas migrant students. The KSDE uses the Kansas Migrant System to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements.

Based on the state of Kansas' most recent Migrant Comprehensive Needs Assessment, the following Needs/Concerns were identified:

1. *The KSDE is concerned that, as a result of migrancy, migrant children ages three through five are not prepared for school.*
2. *The KSDE is concerned that, as a result of migrancy and mobility, fewer migrant students* score proficient or above on the Kansas English language arts and math assessments than non-migrant students*
3. *The KSDE is concerned that, as a result of migrancy, migrant students* are not accruing adequate credits to graduate on time.*
4. *The KSDE is concerned that, as a result of migrancy, only a small percentage of migrant OSY that are served are engaged in activities that lead to school re-engagement, GED prep, or other educational offerings (i.e., reading/math instruction).*

3. Use of Funds *(ESEA section 1304(b)3))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes, are consistent with section 1304(b)(1)(D) of the ESEA.

MPO 1: School Readiness
1a) By the end of the 2014-15 school year and each year thereafter, 70 percent of 4 year old preschool students that have attended a migrant-funded family literacy or preschool program for at least one school year will score kindergarten ready on an appropriate assessment.

1b) By the end of the 2014-15 school year and each year thereafter, 80 percent of migrant parents surveyed who attend at least two migrant-funded parent involvement events will

assign a rating of four or five (on a five-point scale) indicating that the events helped them learn ways to help their children become ready for school.

Strategies:

1.1 Provide supplemental school readiness instruction during the regular year and summer programs to migrant three year old children that are not yet in school.

1.2 Coordinate with existing community programs and social services agencies addressing the needs of migrant children from birth to school age.

1.3 Distribute information to migrant families about early childhood school readiness programs available to enroll migrant infants and toddlers as well as three and four year old migrant children, as appropriate.

1.4 Provide parent education events, family literacy events, book distributions, literature/ educational materials, and strategies for parents to promote school readiness for their children.

1.5 Provide access to pre-school services for a greater number of migrant students.

MPO 2: Proficiency in English Language Arts and Mathematics

2a) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant and non-migrant elementary/middle school-aged students meeting state standards on the district/state approved English language arts assessment will decrease by two percent.*

2b) By the end of the 2014-15 year and each year there-after, 75 percent of migrant students participating in a migrant-funded summer program for at least 3 weeks will demonstrate a five percent gain on a local assessment in English language arts administered at the beginning and end of the summer program.*

2c) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant and non-migrant elementary/middle school-aged students meeting state standards on the district/state approved math assessment will decrease by two percent.*

2d) By the end of the 2014-15 year and each year thereafter, 75 percent of migrant students participating in a migrant-funded summer program for at least 3 weeks will demonstrate a 5 percent gain on a local assessment in math administered at the beginning and end of the summer program.*

2e) By the end of the 2014-15 school year and each year thereafter, 35 percent of migrant students who enter 11th grade will have received full credit for Algebra or another high math course.*

2f) By the end of the 2014-15 year and each year thereafter, the percentage gap between migrant and non-migrant students meeting state standards on the district/state approved English language proficiency assessment will decrease by 2 percent.*

2g) By the end of the 2014-15 school year and each year thereafter, there will be a quality implementation rating of four or five (on a five-point Fidelity of Implementation Index scale) for 90 percent of the academic and support services offered to migrant students in non-project areas.

2h) By the end of the 2014-15 school year and each year thereafter, there will be a 2 percent decrease in non-proficient migrant students on the State-approved English language arts assessment.*

2i) By the end of the 2014-15 school year and each year thereafter, there will be a 2 percent decrease in non-proficient migrant students on the State-approved math assessment.*

Strategies:

2.1 Provide supplemental needs-based, research-based reading instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.

2.2 Provide supplemental needs-based, research-based mathematics instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.

2.3 Provide supplemental needs-based, research-based English language instruction with appropriate progress monitoring and instructional adjustments for migrant students during the regular term and summer term.

2.4 Provide academic and support services to non-project areas through the northwest and southwest Kansas service centers.

MPO 3: Graduation from High School and Services to OSY

3a) By the end of the program year, the percent of migrant students dropping out of high school will decrease by .1 percent.

3b) By the end of the program year, 80 percent of migrant secondary students enrolled in credit accrual opportunities (e.g., PASS, summer academies, district opportunities) will earn ½ credit toward high school graduation.

*3c) By the end of the program year, 90 percent of migrant **OSY** enrolled in instructional and supportive services will be on track in an OSY Learning Plan based on an OSY Profile [as indicated on the Quality of Strategy Implementation tool (QSI]*

Strategies:

3.1 During the regular term and summer term, offer supplemental credit accrual options and supplemental instruction leading to graduation.

3.2 During the regular term and summer term, provide educational opportunities to help middle school and high school-aged migrant students plan for postsecondary education and a career.

3.3 During the regular term and summer term, provide supplemental education for OSY appropriate for academic needs through a statewide OSY project.

3.4 During the regular term and summer term, promote academies and workshops focused on credit accrual.

3.5 Participate in interstate projects to support student achievement and outcomes such as migrant Consortium Incentive Grants, PASS programing, and other appropriate interstate collaboration efforts.

MPO 4: Non-Instructional Support Services

4a) By the end of the program year, 50 percent of migrant parents will participate in two family involvement activities (e.g., parent literacy night, parent workshops, etc.) focusing on increasing the ability to support the child's academics.

4b) By the end of the program year, 50 percent of migrant parents of students in grades 7-12 will report on a parent survey the participation in the development of the child's IPS.

4c) By the end of the program year, 80 percent of migrant parents will report an increased awareness of available resources and support.

Strategies:

4.1 Provide activities and resources to facilitate parent involvement and parent education in the schools including family literacy nights (e.g., transportation, child care, alternate meeting times, meals).

4.2 Involve migrant parents and staff in the development and communication of the importance of migrant students' IPS.

4.3 During the regular term and summer term, collaborate with other funding sources and agencies to include migrant students in supportive programs based on student needs (e.g., general health, nutrition, medical services).

In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migrant parents. The Kansas MEP requires that a local school district receiving MEP funds consult with a Migrant Parent Advisory Council (MPAC) in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP.

Parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff about the student's education. Kansas offers information for parents to learn about the MEP, to understand the ID&R process to determine qualification for the program, and ideas on ensuring the child's success in school. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities to which parents are invited to participate and bring their families. The Kansas MEP and local projects consult with the MPAC about CNA and the design of the comprehensive SDP by participation of MPAC representatives on the Kansas MEP CNA and SDP committees. The Kansas MEP Policy Guidance governs the MPAC.

The State MPAC goals and objectives are to:

- *have an active MPAC at every MEP project in the State of Kansas;*

- *train local MPAC representatives to become advocates and leaders of their communities;*
- *create a strong MPAC network throughout the State; and*
- *empower parents as primary educators of the children.*

Local MPACs are supported by the State MEP, but have autonomy to make decisions about parent involvement at the local and State levels. They must:

- *be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents;*
- *meet once per month during the regular school year;*
- *be provided by districts with a meeting location. With the assistance of the district, the MPACs plan the time, and agenda well in advance;*
- *schedule meetings convenient for parents to accommodate their work schedules;*
- *provide meeting agendas, minutes, and other materials in a language and format that parents understand; and*
- *establish meeting rules that support open discussion.*

The following criteria are used to determine Priority for Service:

- *Interruption of education during the regular school year including: a move during the previous performance period, a move during the current performance period, absent for two or more weeks and then returns due to migrant lifestyle, withdraws for two weeks and re-enrolls due to migrant lifestyle, or is an Out-of-School Youth.*
- *At Risk of Failing.*
- *Scored level 1 on Kansas English language arts or math assessment, scored level 1 or 2 on Kansas Science Assessment, Scored below proficient on another states assessment, scored below the 50th percentile on norm referenced math or English language arts test, is below grade level on K-3 English language arts diagnostic, is behind in accruing credits for graduation, in a class that is not age appropriate, grades indicating below average performance in any grade level, classified as non-English or limited English proficient, and has repeated a grade level or course.*

Districts, including school districts and service centers, that receive migrant allocations are responsible for making PFS determinations as soon as students enroll. A technical assistance provider visits each district at least twice per performance period to verify that PFS is being recorded.

OR

Every Kansas MEP is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services. The eligibility list indicates whether a student is determined to have PFS. The Priority for Services Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services as a priority. Completed forms are kept on file at the district and readily available upon request.

Whether or not an eligible migrant student meets the PFS criteria, it is important that every MEP enter into the Migrant System the student's "at-risk information" as it provides documentation if the student moves to another district or state. Further, the at-risk designation is data that is used in determining a district's MEP allocation. The Priority for Services form is one method for collecting the information that is then entered into the migrant database.

All Kansas Migrant Education Programs (MEP) are to have the documentation below.

- *List of eligible migrant students*
- *List of students identified as Priority for Services students*
- *List of services available*
- *List of students receiving migrant services*

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

   The Kansas State Board of Education, along with local education agencies and the Kansas Department of Corrections, strongly supports all students in the educational journey and communicates with all stakeholders to ensure a successful transition between programs and/or facilities. The Kansas State Board of Education will provide the following services and supports for children and youth entering, exiting, and transferring between correctional facilities and/or locally operated programs:

   - *Assignment of a Kansas Individual Data on Students (KIDS) identifier for each neglected, delinquent and/or at risk youth. The KIDS system assigns a unique, randomly generated state identification number for every student attending accredited public or private schools in Kansas. This ID number follows the student throughout his/her preK-12 education in Kansas schools. The KIDS identifier follows students between correctional facilities and locally operated programs as well; the KIDS identifier is essential in tracking records and data for students.*
   - *Adoption of graduation expectations that meet or exceed state standards.*
   - *Implementation of an Individual Plan of Study for all students in grades 8 through 12 and modification of the plans as often as needed as new student data becomes available. The Kansas State Board of Education strongly recommends that educational entities implement Individual Plans of Study (IPS) for every student. As students navigate through high school and into career and college, it is imperative that students set educational goals and create a roadmap for success in high school and beyond. This roadmap, or IPS, includes development of a flexible career focus and an education plan that improves the career and technical skills of the student. The IPS is clearly defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce. In addition, the IPS will help develop areas of career interest, exploration of career pathways, and search for technical schools, colleges, and training related to areas of interest for each student.*
   - *Transfer and data share of student records, including student assessment data, between facilities/programs, including local education agencies to correctional facilities and/or locally operated programs, and from correctional facilities or locally operated programs to local education agencies, to ensure continuity between programs and facilities using student information systems.*
   - *Allowance for students to continue working on credits after exiting a correctional facility through a Kansas education service center or a local education agency.*
   - *Conducting individual student progress meetings as needed between facilities, to include social workers, counselors, transition mentors, and caseworkers, to evaluate student progress using student records, assessment data, and observations of social/emotional skills.*

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness

of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Kansas has established the following objectives and outcomes to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program:

Objective 1: *Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in English language arts and math.*

> ***Outcome:*** *Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards as well as accrue school credits that meet state requirements for grade promotion or secondary school graduation.*

Objective 2*: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by a district, complete secondary school, and/or obtain employment after leaving the facility.*

> ***Outcome****: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school, and/or obtained employment after leaving the facility.*

Objective 3*: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs.*

> ***Outcome****: The Kansas State Board of Education strongly recommends that educational entities implement Individual Plans of Study (IPS) for students in grades 8 through 12. As students navigate through high school and into career and college, it is imperative that students set educational goals and create a roadmap for success in high school and beyond. This roadmap, or IPS, includes development of a flexible career focus and an education plan that improves the career and technical skills of the student. The IPS is clearly defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce. To assess the effectiveness of the IPS, Title I, Part D programs will annually report on the number of neglected and delinquent students who participate in postsecondary education, job training programs, receive a recognized certification, or are successfully employed.*

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   The KSDE will use Title II Part A funds to support the following activities that are evidence-based and shown to improve and support student achievement for all schools, including comprehensive support and improvement schools:

   - *School leader evaluation and support systems, including induction and mentoring;*
   - *Teacher evaluation and support systems, including induction and mentoring;*
   - *Recruiting and retaining teachers and leaders;*
   - *Teacher and principal professional learning opportunities, including technology in the classroom;*
   - *KansaStar evidence-based indicators of effective practices as the school improvement system;*
   - *Training regarding how to recognize and prevent child abuse; and*
   - *Other supporting activities that meet the purpose of Title IIA.*

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   Not applicable. Kansas does not intend to use Title II Part A funds to improve equitable access to effective teachers.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders

   The KSDE works closely with public and private institutes of higher education in order to graduate teacher and leader candidates who are prepared for a career in teaching and leading. The KSDE has a licensing system that involves multiple types of licenses and endorsements. Licenses include: Initial, Professional, Accomplished, Transitional, and Provisional. The KSDE has implemented alternative routes to the classroom including hard-to-fill positions in science, technology, engineering and math, for those that have a degree in the subject area but do not have a teaching degree, and those that have work and/or skill experience but do not have a teaching degree. This system of certification and licensing is outlined in the "Routes to the Classroom" tables and graphic to follow.

Routes to the Classroom

Background of Applicant	Credential Option(s)	Requirements	Examples or notes
	Add needed teaching endorsement by testing	• Complete Praxis content test with passing score • Submit Form 22 application	• Middle, secondary or all-level teaching subject endorsements can be added to any existing elementary, early childhood, middle level or secondary license • CANNOT add early childhood, elementary, SPED based only on testing *Examples: Elementary education adding middle level math; Biology adding physics; Speech/theatre adding all level music...*
	Plan of study: waiver/provisional sequence as complete coursework on plan	• Enrolled in coursework on plan of study for completing an approved program • Waiver/provisional pathway allows teaching full-time while completing program requirements • Maximum 3 years on waiver to move to provisional. Provisional=2 years, renewable	• Elementary education not available as a waiver/provisional • Leadership licenses not available as a waiver/provisional
Traditionally prepared teacher	Initial license One-year temporary nonrenewable (TN)	• Degree; Teacher preparation program completed • Testing (TN if testing not complete) • Recency means having teaching experience or credit hours in the last six years.	• Kansas program completers To access annual summary data choose the LPR Board presentation and/or LPR Summary document located at www.ksde.org/Default.aspx?tabid=812
		• Submit application to request • Valid for current school year • Allows full-time teaching	• Can complete the school year teaching full-time without meeting any requirements • Available for teaching, school specialist, leadership expired licenses • Provides time for the educator to complete professional development to renew their expired license if they wish to continue to teach *Examples: retired district administrator serving a school year while district conducts search; retired Family and Consumer Sciences (FACS) teacher returning for a semester/supervising student teacher who will then be hired by district*
		• Retired educators only need to complete 50% of the professional development points in order to renew expired license • 60 with advanced degree; 80 with bachelor's	• Retiree could teach for a school year under a transitional license while earning the reduced professional development requirement to renew the professional license if desired

	STEM license	• Degree
		  ○ Life, Physical or Earth Space Science
		  ○ Mathematics
		  ○ Engineering
		  ○ Computer Technology
		  ○ Finance or Accounting
		• Five years of professional work experience in the same subject
		• Employed and assigned by a district to teach only the subject specified based on the degree and experience
			• If individual does not have the required years of professional experience, they will qualify for a restricted teaching license, which does not require the experience.

Background of Applicant	Credential Option(s)	Requirements	Examples or notes
	Restricted Teaching License *Transition to Teaching program)*	• Pass appropriate content test • Teach full-time while completing pedagogy coursework during 1st two years • Collaborative effort between IHE, district, mentor	• Available for any middle level, secondary or all level teaching subject endorsement
	Traditionally Prepared: Initial license; Professional license; Accomplished license; TN; Exchange license, or Transitional license	• Type and level of license determined by the amount of experience or comparable testing, and if recency is met	To access annual summary data choose the LPR Board presentation and/or LPR Summary document located at www.ksde.org/Default.aspx?tabid=812
	Alternative Route prepared: Professional license OR Licensure Review Process (LRC)	Professional License • Five or more years of accredited experience, three of which are consecutive in the same district LRC process • Interim alternative license issues-allows full-time teaching while going through LRC process • LRC reviews file/in person appearance before LRC follows	
	Secondary teacher Issued Kansas license for same subject(s) 8-12	• Valid out-of-state license at the secondary level • Offer for hire by a Kansas district • Preparation program not required to be verified • Type of license determined by testing history and/or exemptions from testing based on experience	
	Career and Technical Education (CTE) Specialized Certificate (employment in CTE pathways)	Full-time assignment • Five years of experience plus industry recognized credential .5 Full-time Equivalent (FTE) or less assignment Verify occupational competency via one of multiple ways: two years of experience OR License OR trade competency OR industry credential	• Requested by hiring district • Three years, renewable upon request • Grades 8-12 • Teachers licensed in academic subject area can apply for a CTE Specialized by verifying their occupational competency
	CTE Restricted/Full Certificate *(employment in CTE pathways)*	• Restricted issued based on verifying occupational experience/competency • Teach full-time while competing pedagogy • Parallel to restricted license but based on occupational skills rather than educational background	• Grades 8-12 • Restricted=two years, renewable. Full certificate is for five years. • This certificate has been available for many years • Updated to align with pathways language and to increase the number of pathways where a technical certificate is appropriate • Can add additional subject by trade competency only

Background of Applicant	Credential Option(s)	Requirements	Examples or notes

Individual with distinction in their field through a combination of:
• experience
• advanced studies
• talent
	Visiting Scholar License	Must meet 2 of the following criteria:
		• Advanced degree in the subject
		• Significant related occupational experience
		• Outstanding talent or distinction in the field
			• Average of **5-7** per year
			• Examples
			  ○ Law and Public Safety
			  ○ Foundations of Medicine/Medical Simulator
			  ○ Business and Global Marketing
			  ○ Arabic
			  ○ Japanese
			  ○ Symphonic band

Visiting International Teachers Program (VIT)	Foreign Exchange License	• Individual has completed teacher preparation and is credentialed in their country. (International Credential Evaluation Report is required as part of application) • MOU exists between the State Board and the Education authority in participating country • Districts place teacher in assignment teaching the language (Spanish or Chinese) OR the subject area they were prepared to teach (elementary, math, etc.)	• Intensive, collaborative interview process between the Kansas State Department of Education (KSDE) and sponsoring program • Districts pay KSDE $2000 fee per teacher (for a stay of 1-3 years) • KSDE/sponsoring program provide support, training, inservice prior to start of school and during the year including work VISA issuance

Routes to the Classroom

Kansas State Department of Education
Teacher Licensure and Accreditation
www.ksde.org

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 106
Topeka, KS 66612-1212
(785) 296-2288

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Revised September 2, 2015

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   Every beginning administrator in Kansas must complete an induction and mentoring program as a condition of moving from the leadership license to the professional level leadership license. The KSDE partners with the Kansas Educational Leadership Institute (KELI) housed at Kansas State University, to operate a mentoring and induction support program for new superintendents and principals. The program matches mentors to mentees and provides ongoing supports on a monthly basis. Support includes face-to-face dialogues, ongoing telecommunication, cluster workshops, and other professional learning opportunities. Hallmarks of the program include mentor work focusing on the Professional Standards for Educational Leaders (formerly called ISSLC) and targeted to meet the individual needs of the mentee. The mentoring must minimally be a two-year program, with support continuing beyond as needed.

   Further, the Kansas Multi-Tier System of Supports (MTSS) framework is a system-level coherent continuum of evidence based, system-wide practices to support a rapid response to academic, behavioral, and social skill needs. The Kansas MTSS framework intentionally focuses on leadership, professional development, and an empowering culture. This focus builds the specific skills *of teachers, principals and other school leaders to recognize and address the needs of students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.*

   In addition to induction and mentoring programs and the Kansas MTSS, the KSDE offers professional learning opportunities to build the capacity of teachers and administrators across the state to affect change of systems in regard to proper identification and interventions of all students. Additional opportunities include:

   - *Kansas Summer Leadership Conference (Special Education and Title Services)*
   - *Kansas Impact Institutes*
   - *Kansas MTSS Symposium*
   - *KSDE Annual Conference*

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

   The KSDE will evaluate data around equitable access to excellent educators, student assessments, teacher retention, teacher evaluation and other KSDE data sources to inform decisions in order to improve activities supported under Title II, Part A.

   The KSDE will continue to seek ongoing consultation with its advising partners, including but not limited to, the ESEA Advisory Council, the Special Education Advisory Council, the Kansas Professional Learning Team, Kansas Educational Systems Accreditation Advisory Council, the advisory team for Kansas Teacher and Leader Evaluation, the Kansas Parent Information Resource Center and Families Together.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

The Kansas State Board of Education has adopted a set of educator program standards. These standards provide guidance to institutes of higher education as well as providing standards for professional learning at the state and district levels. The standards cover a wide range of topics, including learner development, learning differences, learning environment, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning, ethical practices, leadership and collaboration.

Kansas Educator Preparation Program Standards for Professional Education

Definitions:
Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

   The KSDE has worked with its partners, including all EL program directors, the ESEA Advisory Council, and federal program directors, to establish entrance and exit procedures for English learners. The KSDE requires LEAs to assess and identify English learners within 30 days of enrollment in a school in Kansas.

   Students are identified as English learners based on the home language survey and the score on a state-approved English language proficiency screener. Currently, Kansas has a list of approved screeners that will be replaced with the KELPA2 screener when it is available in 2018. No other measures are used to determine eligibility.

   The KSDE will transition to the Kansas English Language Proficiency screener in the 2017-18 school year with full implementation in the 2018-19 school year. Fluent English scores for Kansas's English Language Proficiency screener will be available after piloting in spring 2018.

   English learners are tested annually on the state-approved English language proficiency assessments, KELPA2. The KELPA2 is based on the state English language proficiency standards and addresses the language demands needed to reach college and career readiness. KELPA2 assesses the language domains of reading, writing, listening, and speaking. The student's results on the annual assessment is the single criterion used to measure a student's proficiency in English and exit the student from English language development services.

   Kansas will be using Former English learners as an additional subgroup for reporting purposes. Former English learners are those students that have scored an overall "proficient" score on the Kansas English Language Proficiency Assessment 2 (KELPA2) and is no longer receiving direct EL services. The student's assessment scores on the Kansas English language arts and mathematics assessments will be reported for four years following exiting the EL program.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress toward meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

   Kansas has established long-term goals and measurements of interim progress under Title I, Part A. The long-term goal for ELs is based on "speed-to-proficiency." The KSDE will collect data and conduct analyses to set the long-term goal in 2021 and measures of interim progress to 2030.

In the interim, Kansas will use a long-term goal and measures of interim progress around "progress toward proficiency." The progress toward proficiency goals and interim measures will be set using 2017 KELPAs data, and measured and reported following the 2018 -2021 KELPA2 administration.

The KSDE will support English learners by providing schools and districts technical assistance and professional learning, including face-to-face trainings, webinars, and individual communications to meet the long-term goal and measurements of interim progress and challenging State academic standards.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

The KSDE monitors all districts' that receive Title III funds through the Kansas Integrated Accountability System (KIAS). The KIAS is the statewide accountability system for state and federal programs. The KIAS looks at many qualitative and quantitative risk factors around compliance and performance. The KIAS process holds buildings and districts accountable for each of these risk factors. Each risk factor is assigned a weight. The number of findings and the weight of such findings informs the corrective action process. Not meeting Title III program requirements would trigger the implementation of a corrective action plan supported by the KSDE, the Technical Assistance Support Network, Kansas Education Service Centers, and other technical assistant partners. The KSDE will provide ongoing technical assistance to the district and the building in support of meeting all Title III program requirements.

The KIAS includes monitoring districts' Local Consolidated Plans (LCP) to ensure that Title III funds are spent on allowable activities under Title III.

Additionally, the KIAS, analyzes data and risk factors for all districts receiving Title III funds to determine if additional support and professional learning is needed. The KSDE and partners will provide differentiated technical assistance to ensure progress toward proficiency for all language learners in Kansas.

   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Districts will be identified for further technical assistance based on needs and achievement outcomes. Multiple indicators are used to establish English Learner language acquisition and academic progress. Additionally, the identification process looks at the needs the districts have for professional learning, including instructional materials, increasing parent engagement and district communication with parents, student academic support, and potentially coaches provided to districts. Individualized support is available to districts based upon district root cause analysis and needs assessment.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

   The Kansas State Department of Education (KSDE) has been working with stakeholders groups including the Kansas ESEA Advisory Council to determine the best use of Title IV funds at the state level. The goal is to discuss and recommend promising evidenced-based practices for Kansas districts to consider.

   The KSDE also has a Technical Assistance System Network (TASN) providing many of the evidence-based professional learning opportunities authorized under Title IV, Part A of the Every Student Succeeds Act (ESSA). The KSDE hopes to be able to expand the work that is being done by TASN as well as be able to involve more local districts in the evidence-based activities that are already in place. One example of the programs that are already in place under TASN that work very well under Title IV, Part A includes, but is not limited to, the School Mental Health Initiative. This initiative includes evidenced based interventions around mindfulness and self-care, restorative practices, resiliency, mental health disorders of childhood and adolescence, and trauma informed schools.

   The KSDE plans to receive feedback from school districts, schools, businesses, communities, and other state agencies in ways in which the Title IV, Part A funds can be most helpful in helping the children of Kansas become more successful. Once final allocations are determined and the KSDE has a final amount of how much funding will be available, the KSDE will work with these groups to determine the best use of these funds.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   The KSDE will distribute Title IV, Part A, Subpart 1 allocations using a formula grant. The KSDE will ensure that allocations are used for activities consistent with Title IV.

   Once preliminary allocation amounts are determined by USDoE, the KSDE will send the districts preliminary allocation. The KSDE will notify any district whose allocation would be less than $10,000 that they may form a consortium in order to combine funds with other districts in order to meet the $10,000 allocation threshold. For those districts wishing to join a consortium, The KSDE will group the allocation to verify the $10,000 minimum and solicit districts and service centers to coordinate establishment of a lead agency for the consortium.

   Districts and consortiums with over $10,000 will apply for the funding through our Local Consolidated Application (LCP), which will require a budget and how the funds are expected to be used by the districts based on the needs assessments that have been done at the local level. The use of the funding will be divided into the three appropriate sections (Well-Rounded Education {Section 4107}, Safe and Healthy Students {Section 4108}, and Supporting the Effective Use of Technology {Section 4109}. The Early Childhood, Special Education and Title Services (ECSETS) financial team is working with the Information Technology team to update the LCP to be in line with ESEA section 4105(a)(2). Districts that are retaining the funds to transfer to another allowable program under Title IV, Part A will be able to do this through the LCP application process as well.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   The Kansas 21st Century Community Learning Centers program supplements, during non-school hours, instruction that took place during the regular school day. The purpose of the grant program is to provide academic enrichment opportunities for children, particularly in grades Pre-K – 12, who attend high poverty and low-performing schools, to meet state and local academic standards in core subjects.

   The Kansas 21st CCLC program collaborates with other state and federal programs and grants to provide services and activities to support the whole child regardless of status and/or background. Collaborations between 21st CCLC and other programs include:

   - *Partnering with Title I after school programs, sharing transportation costs and expanding what currently takes place;*
   - *Providing services to families of students who attend the program to help them support students (i.e. language classes, literacy classes, translation, etc.);*
   - *The program ensures that all eligible students are served no matter the financial status (foster, homeless, free and reduce priced meals, etc.);*
   - *Migrant funding provides staffing and/or transportation for migrant students participating in the 21st CCLC program;*
   - *The program does not prohibit any student from attending. If accommodations are needed, the 21st CCLC program works with the school to determine the best supports for the student; Homeless funds provide transportation for students in a homeless situation to attend out of school programming;*
   - *Program partners with the USDA snack program;*
   - *Kansas Reading Roadmap partners with the 21st CCLC program providing academic, physical activity and family engagement curriculum for K-3 students; and*
   - *Transportation allowance is available for programs serving students that attend a program in a district eligible for REAP (Rural Education Achievement Program). This allowance provides the opportunity for students in small rural communities to attend the out of school program.*

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

   The KSDE utilizes a competitive grant award process to award 21st Century Community Learning Center Funds, starting with an RFA for the 21st CCLC Grant that follows the U. S. Department of Education format and includes:

   Statement of need – Needs to be presented include academic achievement status; poverty, drug and alcohol use; violence; Title I status, demographics, including free- and reduced-lunch percentages; and others.

Quality of proposed program design – Applicants will be required not only to show need but also to provide evidence that the proposed program will address and meet the documented needs. Successful applications will explain how the program offers high quality, evidence-based academic content using appropriate methods of teaching and learning. Furthermore, applicants must describe how the programs will attract and attain the students that the program targets. The collaboration among the school, community partners, and local advisory board needs to be shown to be genuine, with responsibilities of each clearly defined. Transportation issues must be clearly explained. This section should include a description of specific goals, objectives, and measurable outcomes.

Adequacy of resources – Evidence must include committed support from the school board, superintendent, principal(s), teachers, and appropriate leaders of the community-based organization or faith-based partner. Such "committed support" will include formal assurances of collaboration in the areas of curriculum planning and delivery, objectives, and data gathering. The applications should explain the space to be used and assure its accessibility. This section will explain the availability and collaborative use of various funds, the role of the advisory board in securing these and additional funds, and how the 21st CCLC funds fit into the overall project. Applications must assure that the applicant partners have the fiscal capacity to carry out the program.

Management plan – In the experience of Kansas 21st CCLC programs, it has been found that the most successful programs have been developed and led by Project Directors with school and management experience. While the Kansas program will not require such experience, teacher or administrator certification is preferred. In any case, the applications need to explain how the experience of the project director and other leaders of the program will support the program. Charts and timetables are particularly helpful in describing the program's structure, especially with regard to teachers, tutors, volunteers, and students served.

Evaluation design – The applications will explain the extent to which the methods of evaluation include the use of performance targets and measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. The evaluation will show how participating students meet the challenging State academic standards and any local academic standards. The evaluation should reference every Performance Goal, Indicator, and Target included in the project design and describe how those components will be measured.

Sustainability plan – This section will include a clearly explained, proposed plan for sustaining the program.

Budget – Budgets for each grant year should appear in chart format, following the federal design, which will be included in the RFA. A budget narrative may be included as well.

In order to ensure the quality of the application, Kansas developed an RFA with precise instructions, as described briefly above. The RFA includes guidelines for Principles of Effectiveness and uses the Sixteen Characteristics that Lead to Comprehensive Program Planning for the Integration of 21st CCLC with Regular-Day Programs and Community Partners. Those principles include: climate for inclusion; community partnerships; coordination with regular school-day learning program; culturally sensitive climate; evaluation design; facilities management; family literacy; focus on at-risk students; funding; leadership and governance; linkages between out of school and regular school personnel;

family engagement; engaging the public; recreational programming; safe and healthy environment; staffing, staff qualifications and training; and volunteers.

Applications are reviewed by a judging panel. Regardless of the size of the grant proposed, applicants must convince the judging panel that costs are reasonable and necessary to carry out the program's purposes and objectives. The KSDE then makes awards for selected programs for a period of not less than three years and not more than five years. Local applicants are required to submit a plan describing how the program will continue after funding ends.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   By 2029-2030 75 percent of students will reach college and career ready benchmarks in English language arts and math.

   By 2029-2030 95 percent of students in the four-year adjusted cohort will graduate high school. This includes all subgroups.

   All English learners will be proficient in English and reach high academic standards, at a minimum showing growth to reach proficiency or better in English language arts and math.

   The Kansas State Department of Education (KSDE) has been working with stakeholders groups and the Kansas ESEA Advisory Council to determine the best use of Title V funds for the large amount of rural schools across the state. The KSDE plans to receive feedback from school districts, schools, businesses, communities, and other state agencies in ways in which the Title V funds can be most helpful in helping the children of Kansas become more successful. Once final allocations are determined and the KSDE has a final amount of how much funding will be available, the KSDE will work with these groups to determine the best use of these funds. Some possible examples of how the use of funds may be used include, but are not limited to, programs for English Learners, well-rounded education, safe and healthy students, professional development in technology, expanding broadband access, increase educator access to evidence-based professional development.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

   The Kansas State Department of Education (KSDE) provides technical assistance to Kansas school districts in a variety of ways. The Early Childhood, Special Education, and Title Services (ECSETS) team has consultants that work with each district on how the district plans to use federal funding to develop and implement programs at the local level. These consultants are part of the Kansas Integrated Accountability System (KIAS) which is the statewide accountability system for state and federal programs. The KIAS looks at many qualitative and quantitative risk factors around compliance and performance. The KIAS process holds buildings and districts accountable for each of these risk factors. Each risk factor is assigned a weight. The number of findings and the weight of those findings inform the corrective action process. Not meeting the program requirements of Title V would trigger the implementation of a corrective action plan supported by the KSDE, the Technical Assistance Support Network, Kansas Education Service Centers, and other technical assistant partners. The KSDE will provide ongoing technical assistance to the district and the building in support of meeting all Title V program requirements.

   This team also has a program specialist and a finance specialist that work directly with districts and as liaisons to the USDoE on the programs such as these. Both specialists attend the same webinars provided by the USDoE that districts are expected to attend, including the webinars on the new application process for districts to apply for Small Rural Schools Achievement (SRSA) grants.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   The Kansas State Department of Education (KSDE) has a state coordinator who is responsible for ensuring that districts identify a homeless liaison as required by federal law. The state coordinator will inform the district's homeless liaisons of duties, including the identification of homeless children and youth, as described in the McKinney-Vento Homeless Assistance Act. The state coordinator will also direct the liaisons to briefs and the Local Homeless Education Liaison toolkit provided by the National Center for Homeless Education (NCHE).

   The state coordinator will require identification of the numbers of homeless children within each district to be included on the End of Year Accountability (EOYA) report through the Kansas Individual Data on Students (KIDS) report. The state coordinator will continue to require McKinney-Vento sub grantees to provide an annual evaluation that includes the number of children and youth identified and served and a district specific identification of the needs and services provided, or required, including barriers to the education of homeless children and youth.

   School districts are able to individually identify the homeless students, and during the interview/verification process the needs of the student are assessed and the families with whom they are working. Many districts have started to add a needs assessment to the residency questionnaire, others wait until the formal verification has been confirmed to assess the needs of the student and family.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

   Disagreements and disputes are to be settled as close to the point of conflict as possible. Each local homeless education liaison shall assist the family and school to ensure compliance with federal and state legislation and policy governing the education of children and youth experiencing homelessness. The liaison shall work with the appropriate school division representatives to address any policies or procedures that are identified as barriers in the access to and success within a free appropriate public education.

   The Office of the State Coordinator of Homeless Education may be consulted at any time for technical assistance. Disagreements and disputes are to be settled as close to the point of conflict as possible. Each local homeless education liaison shall assist the family and school to ensure compliance with federal and state legislation and policy governing the education of children and youth experiencing homelessness. The liaison shall work with the appropriate school division representatives to address any policies or procedures that are identified as barriers in the access to and success within a free appropriate public education.

   If a school chooses to send a child or youth to a school other than the school of origin or the school of residency selected by the family or unaccompanied youth, the school shall consult with the local homeless liaison prior to making a final placement determination. If the

school's denial of enrollment is supported by a review of feasibility and best interest, the school shall provide the parent or guardian of the child or youth with a written explanation of the school's decision regarding school selection or enrollment, including the rights to the parent, guardian, or unaccompanied youth to appeal the decision. The local homeless education liaison shall maintain a copy of such written notification. If an appeal is requested either in writing or verbally, the school shall: immediately admit the student to the school in which enrollment is sought and provide all services for which the student is eligible, pending resolution of the dispute; and, refer the child, unaccompanied youth, parent, or guardian to the designated local homeless education liaison who should carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute.

When the liaison is notified of an enrollment dispute by the State Coordinator, a school district staff member, a family, or unaccompanied youth experiencing homelessness, or another entity, the liaison shall:

- *Initiate the documentation on the Enrollment Dispute Resolution form;*
- *Ensure the child or unaccompanied youth is immediately admitted to the school in which enrollment is sought and provided with all services for which the student is eligible, pending resolution of the dispute. Transportation must be arranged while the dispute is being resolved;*
- *Review feasibility and best interest guidance documents with the school and appropriate district office personnel.*
- *Contact any associated district's local homeless education liaison to participate in the decision making process if another school district is involved;*
- *Consult with the State Coordinator for additional technical assistance, as needed; and*
- *Provide the family or unaccompanied youth with a written determination of the district's placement decision, including the ability to appeal the decision at the state level by contacting the Kansas State Homeless Coordinator within 10 business days.*

A parent, guardian, or unaccompanied youth appeal of a school district's decision must be submitted to The Kansas State Homeless Coordinator within 10 business days of receiving the school district's notice. When an appeal is made to the state level, the State Coordinator or designee shall:

- *Review school district records and information provided by the appealing family or unaccompanied youth to ensure proper procedures were followed; and*
- *Forward a recommendation to the Director of Early Childhood Special Education and Title Services (ECSETS) regarding the appropriate placement for the student within five working days of receiving the appeal based on the review of school district records, any supplemental information provided when appropriate.*

The Director of ECSETS or designee will make the final determination. The family or unaccompanied youth and the school district(s) will be informed of the final disposition within 10 business days of receiving the case and recommendation from the State Coordinator for Homeless Education. Upon notification by the Director of ECSETS, or designee, the State Coordinator will:

- *Provide technical assistance to the school district, as needed, to comply with the final determination.*
- *Contact the school district within 30 business days from the final disposition by the Director of ECSETS, or designee, to determine the status of the child or youth's enrollment.*

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   The state coordinator will provide on the Kansas State Department of Education (KSDE) Education of Homeless Children and Youth (EHCY) website to allow for access to program information and links to other resources for districts. The state coordinator will develop and disseminate, via the KSDE homeless website, a database of contact information for all local school districts' homeless liaisons that includes the district name and number, liaison's name, position, addresses, phone numbers, and e-mail addresses. This will be updated annually and as necessary during the school year as changes occur.

   The state coordinator will provide assistance when requested through phone calls, e-mails, and in-person trainings to educational staff across the state of Kansas. These trainings include in-person trainings, live webinars, and archived webinars. Currently, the webinars provided are from the National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEHCY). The KSDE will be providing webinars produced by the Kansas State Coordinator starting with the 2017-2018 school year. All trainings are open to all district level staff and community agency personnel.

   The KSDE strongly encourages liaisons to do specific trainings for staff to provide awareness for school leaders, attendance officers/registrars, attendance/truancy officers, teachers, paraprofessionals, custodial staff, transportation staff including bus drivers, and nutrition services staff. Some districts choose to bring these support staff with them to local and national trainings as well as having them participate in state and national level webinars.

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The state coordinator, who is part of the Early Childhood, Special Education, and Title Services team, will coordinate with early childhood programs through the KSDE, Kansas Department of Health and Environment (KDHE), and the Kansas Department of Children and Families (DCF) to ensure that homeless preschool students have access to relevant programs to meet the needs of the preschool students. The KSDE works with these organizations and district staff to ensure that children of preschool age have access to and are prioritized for placement in public preschool programs. Districts are expected to work with private providers if there are no preschool openings available for homeless students when identified.

The state coordinator will work with the Kansas State High School Athletics Association (KSHSAA), local homeless liaisons, and local activities and athletics directors to provide information to make sure that all homeless students have the same access to extracurricular activities as non-homeless students. The state coordinator will routinely work with the KSDE Nutrition and Wellness staff and local nutrition staff to make sure that all homeless students immediately qualify for the free breakfast, lunch, and snack programs that are available.

The KSDE works with local districts and the Kansas Association of School Boards (KASB) to help districts develop locally driven policies and procedures to support children and youth experiencing homelessness and ensure that barriers are removed that may prevent the homeless children from receiving appropriate credit for full and partial coursework satisfactorily completed while attending a prior school. The KSDE is working with local liaisons to develop more formal processes for students to receive the credit the have earned, either partial or full credit. The KSDE is using successful plans from other states and local school districts in order to make sure credit is received for all successful coursework that is completed. The KSDE also encourages students to apply to their district for graduation when they have met the 21 credit state requirement for graduation.

Trainings provided for liaisons include best practices on how athletic directors and coaches work with homeless children and youth while respecting their privacy. The professional learning trainings also address how homeless children and youth should have the same access as non-homeless students to career and technical education programs, summer school, Advanced Placement classes, International Baccalaureate classes and the removal of all barriers that will allow homeless children and youth access to these programs. In Kansas, magnet schools and charter schools fall directly under the authority of the school districts. Therefore, homeless children and youth have the same access to these programs as non- homeless children and youth.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
    i. requirements of immunization and other required health records;
    ii. residency requirements;
    iii. lack of birth certificates, school records, or other documentation;
    iv. guardianship issues; or
    v. uniform or dress code requirements.

The state coordinator has reviewed with the KSDE attorney current laws, regulations, practices and policies that may act as barriers to the enrollment, attendance and academic

success of homeless children and youth. The state coordinator has consulted with appropriate KSDE staff to identify potential revisions to the state's enrollment dispute resolution process to align with the McKinney- Vento Act. The state coordinator has worked with local school districts to ensure that homeless children and youth are not stigmatized or isolated from peers. Homeless students and families will have at least 30 to 90 days to work with local liaisons to retrieve records and or receive the required immunizations. Students are to be allowed to attend class during this timeframe unless there is an outbreak. Districts may not keep students out of class for lack of any other medical records, a lack of birth certificates, school records, or any other documentation required for enrollment and attendance. These records need to be obtained by the district and family working together to retrieve the records or attending doctors' appointments where new records may be obtained. If there is a cost that the family cannot afford, these activities should be paid by the district.

If a family is determined to be homeless, they automatically qualify as a resident of the district based on Kansas state statute. If a district or school requires a uniform for school attendance or specific classes, the uniforms need to be provided for any homeless student.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The state coordinator has reviewed with the KSDE attorney current laws, regulations, practices and policies that may act as barriers to the enrollment, attendance and academic success of homeless children and youth. The state coordinator has consulted with appropriate KSDE staff to identify potential revisions to the state's enrollment dispute resolution process to align with the McKinney- Vento Act. The state coordinator will work with local educational agencies to ensure that homeless children and youth are not stigmatized or isolated from their peers.

All districts in Kansas are required to have in place a homeless children education policy. The policy is monitored for compliance through the Kansas Integrated Accountability System. The Kansas Association of School Boards provides support to districts in developing these policies.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Counselors in Kansas will provide resources and will advise homeless youth in preparation for going to post-secondary institutions. Counselors will provide resources from the American School Counselor Association (ASCA), the National Center on Homeless Education (NCHE), the National Association for the Education of Homeless Children and Youth (NAEHCY), the Free Application for Federal Student Aid (FAFSA), along with other local resources such as specific contacts in financial aid and registrar offices at post-secondary institutions. Counselors will also make sure the students continue to work and update Individual Plans of Study (IPS) that provides a suitable vision for the student's path toward college and career readiness. This is the student's individualized plan to assist and guide the student to prepare for success after high school graduation.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement – Academic achievement long-term goal and interim measures of progress will be provided and reported for each district and school in Kansas.

State-Level Data

Subgroups	Reading/ Language Arts: Baseline Data (% scoring in Level 3 & Level 4) 2017	Reading/Language Arts: Interim Measures of Progress. (Yearly rate of gain to reach Goal) 2017-2030	Reading/ Language Arts: Long-term Goal (% scoring in Level 3 & Level 4) 2030	Math: Baseline Data (% scoring in Level 3 & Level 4) 2017	Math: Interim Measures of Progress. (Yearly rate of gain to reach Goal) 2017-2030	Math: Long-term Goal (% scoring in Level 3 & Level 4) 2030
All students	**42.0**	**2.53**	**75.0**	**33.0**	**3.23**	**75.0**
Economically disadvantaged students	**27.7**	**3.63**	**75.0**	**19.8**	**4.24**	**75.0**
Children with disabilities	**15.4**	**4.58**	**75.0**	**10.9**	**4.93**	**75.0**
English learners	**19.7**	**4.25**	**75.0**	**15.4**	**4.58**	**75.0**
African-American students	**21.0**	**4.15**	**75.0**	**13.2**	**4.75**	**75.0**
Hispanic students	**26.1**	**3.76**	**75.0**	**18.7**	**4.33**	**75.0**
White students	**48.4**	**2.04**	**75.0**	**38.7**	**2.79**	**75.0**
Asian students	**55.7**	**1.48**	**75.0**	**54.6**	**1.56**	**75.0**
American Indian or Alaska Native students	**31.5**	**3.34**	**75.0**	**21.8**	**4.09**	**75.0**

B. Graduation Rate – Graduation rate long-term goal and interim measures of progress will be provided and reported for each district and school in Kansas.

State-Level Data

Subgroups	Graduation (Interim Measure of Progress) 2016	Graduation: Interim Measures of Progress. (Yearly rate of gain to reach Goal) 2017-2030	Graduation: Long-term Goal (End Measure of Progress) 2030
All students	**86.1**	**0.68**	**95.0**
Economically disadvantaged students	**77.7**	**1.33**	**95.0**
Children with disabilities	**77.4**	**1.35**	**95.0**
English learners	**77.7**	**1.33**	**95.0**
African-American students	**77.1**	**1.38**	**95.0**
Native Hawaiian/Pacific Islander	**82.6**	**0.95**	**95.0**
Hispanic students	**79.9**	**1.16**	**95.0**
White students	**88.8**	**0.48**	**95.0**
Asian students	**93.1**	**0.15**	**95.0**
American Indian or Alaska Native students	**72.5**	**1.73**	**95.0**
Multi-Racial	**81.9**	**1.01**	**95.0**

C. Progress Toward English Language Proficiency – English language proficiency long-term goal and interim measures of progress will be provided and reported for each district and school in Kansas.

State/District/ School	Baseline Data (% of students making progress toward proficiency) 2017	Baseline Data (% of students making progress toward proficiency) 2018	Long-term Goal (% of students making progress) 2030	Interim Measures of Progress. (Yearly rate of gain to reach Goal) 2018-2030
English Learners State of Kansas	**27.5%**	**N/A**	**95**	**TBD**
English Learners District A	**15.0%**	**N/A**	**95**	**TBD**
English Learners School A	**9.8%**	**N/A**	**95**	**TBD**

Appendix B: General Education Provisions Act (GEPA) Section 427

All applicants for new awards must include information in their applications to address GEPA, Section 427 in order to receive funding under this program. GEPA 427 requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. For a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 to the State.

The Kansas State Department of Education takes numerous steps to ensure equitable access to, and participation in, its federally assisted programs for students, teachers, and other beneficiaries with students with disabilities and English learners. The first step is to include the requirement that an EEO statement must be on all applications. As KSDE staff review applications, provide technical assistance, and monitor programs, consideration is given to equitable access to federal programs. In addition, KSDE has a complaint procedure an individual uses when a complaint regarding discrimination is made. On occasion, KSDE staff are included in Office of Civil Rights (OCR) visits as a result of a complaint.

The KSDE arranges for special accommodations upon request for any participant with special needs. For example, interpreters are available for signing to the deaf participants at workshops and meetings.

KSDE requires all LEAs and education service centers who receive federal funds to update GEPA information. This information is kept on file at KSDE.