



ESEA Advisory Council

April 3, 2025



Agenda

- Welcome
- ESEA Staff Introductions
- ESEA Advisory Council Member Introductions
- Federally Identified Schools
- Questions, Comments, & Thoughts
- Next Meeting





ESEA Staff Introductions

Division of Learning Services
Special Education and Title Services (SETS) Team

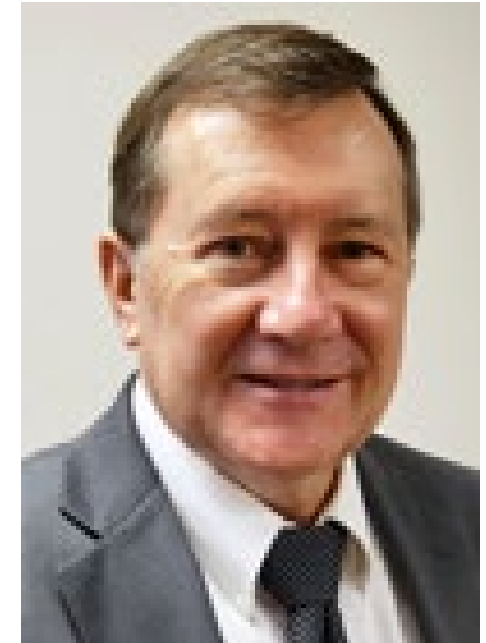


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Twyla Sprouse, PhD

Assistant Director, Special Education & Title Services



- All ESEA Programs
- ESEA Consolidated Review
- Local Consolidate Plan (LCP)
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- Local Consolidated Plan (LCP)
- Title I Schoolwide

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Dean Zajic

Assistant Director, Special Education & Title Services



- Coordination Across Programs
- Fiscal Requirements and Accountability
- Maintenance of Effort Technical Assistance and Program Accountability
- Significant Disproportionality
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- Title IVA

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Alysha Nichols

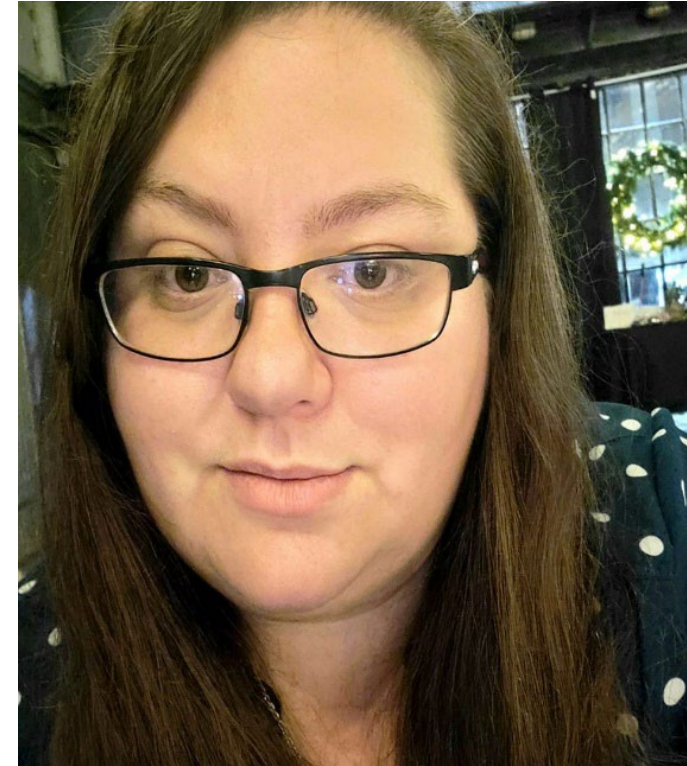
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- 21st Century Community Learning Centers
- Private School Consultation
- Title I Schoolwide
- Local Consolidated Plan (LCP)

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Federally Identified Schools

ESSA Requirements



Federally Identified Schools 101



- Identification of Schools
- Timeline for Identification and Exit
- Current Supports and Requirements
- Identified Schools and Accreditation
- Making Connections

Identification of Schools



Why are schools identified?

Kansas ESSA Plan

- [ESSA Consolidated Plan](#)

How are schools identified? A State must identify a school using its system of annual meaningful differentiation. Specifically, a State must identify schools based on indicators in the state's accountability system.

Indicators for Identification



- Academic Achievement: *Percent of students at level 3 and level 4*
- Gap Comparison: Difference between scores of subgroups and non-subgroups
- English Learner Progress: Growth against a determined growth progression
- Percent of students scoring at Level 1
- Graduation rate

Timeline for Identification



- Schools are identified every 3 years
- The 2025 identification cycle based upon appropriate indicators in late summer/early fall (dependent on availability of State Assessment results).

Comprehensive Support and Improvement (CSI)



- CSI Low Performing: Not less than the lowest-performing five (5) percent of all Title I schools.
- CSI Low Graduation Rate: All public high schools in the State (Title I and non-title I) failing to graduation one-third or more of their students.
- CSI Not Exiting ATS Status: Title I schools that were previously identified for additional targeted support and improvement (ATS) and that did not meet the statewide exit criteria for ATSI schools within the number of years determined by the state.
- CSI Intensive Support and Improvement (ISI): Title I schools that were previously identified for CSI and did not meet statewide exit criteria within the number of years determined by the state.

Targeted Support and Improvement



- Consistently Underperforming (TSI): Public schools (Title I and non-Title I) with one or more student groups that meet the State's definition of "consistently underperforming." **To be identified annually.*
- Additional Targeted and Support (ATS): Public schools (Title I and non-Title I) with one or more student groups performing as poorly as the low-performing Title I schools identified for CSI.

Improvement Process



- Schools identified must monitor and implement an improvement plan.
 - Based on all indicators
 - Include input from all stakeholders
 - Specifically address the reason for identification
 - The plan must be updated and housed in the KansaStar platform
 - Monitored and approved by the LEA and SEA
 - Submitted annually to demonstrate progress

Exiting the Improvement Cohort for Schools



Schools must establish statewide exit criteria for schools identified for support and improvement.

Exit criteria must ensure continued progress to improve academic achievement and school success.

Schools who do not meet exit criteria are subject to more rigorous state-determined action.

Data for Identification and Exit

- State Assessment Data

- Category requirements per law
- 3 years' worth of data
- Current year data included

Graduation Data for identification is based on:

- 67% threshold
- 4-year cohort
- 1 year of lag data
 - 23-24 data used for 2025 identification cycle



Support From KSDE

- Improvement Plans
- Federal Funding
- Technical Assistance





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The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.





Questions, thoughts, wonderings?

**What items or area of focus would
you like to see on future meeting
agendas?**



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