

MINUTES



ESEA Advisory Council

Details

Date April 3, 2025

Time 9:30 am to 12:30 pm

Location Zoom

Members (x present, blank absent):

x	Lisa Walker
x	Jamie Minneman
x	Billie Wallace
	Linn Exline
	Sherri Schwanz
x	Idalia Shuman
x	Jamie Finkeldei
x	Melanie Haas
x	Jessie Bloyd
x	Dr. Tamara Huff

KSDE Staff:

x	Bert Moore		Stacey Noll	x	Alysha Nichols
	Marissa Hales	x	Dr. Twyla Sprouse	x	Maureen Tabasko
x	Joe Jewett	x	Nicole Clark	x	Roxanne Zillinger
	Brian Dempsey		Pat Hill	x	Dean Zajic
x	Emily Scott				Chris Macy

Guests:

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Welcome • Dr. Twyla Sprouse
ESEA Staff Introductions • Various
ESEA Advisory Council Member Introductions • Various
Federally Identified Schools • Joe Jewett
Questions, Comments, and Thoughts • Various

ESEA Staff Introductions

Division of Learning Services

Special Education and Title Services Team

- Bert Moore, Director
 - Phone Number: 785-296-4949
 - Email address: Bert.Moore@ksde.gov
 - Area of Expertise: General supervision of Special Education and Title Services, Kansas Integrated Accountability System (KIAS), Kansas Multi-Tier System of Support (MTSS), and Kansas Technical Assistance and Program Accountability (TASN)
- Twyla Sprouse, PhD, Assistant Director
 - Phone Number: 785-296-6741
 - Email address: Twyla.Sprouse@ksde.gov
 - Area of Expertise: All ESEA programs, ESEA Consolidated Review, Local Consolidated Plan (LCP), State Director Title I Part C
- Joe Jewett, Assistant Director
 - Phone Number: 785-296-2600

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- Email address: Joe.Jewett@ksde.gov
 - Area of Expertise: All ESEA Programs, Federally Identified Buildings, Foster Care, Local Consolidated Plan (LCP), Title I Schoolwide
- Dean Zajic, Assistant Director
 - Phone Number: 785-296-2425
 - Email address: Dean.Zajic@ksde.gov
 - Area of Expertise: Coordination across programs, Fiscal requirements and accountability, Maintenance of Effort technical assistance and program accountability, Significant Disproportionality, ESSER, IDEA, and ESEA
- Christine Macy, Coordinator
 - Phone Number: 785-296-3287
 - Email address: Christine.Macy@ksde.gov
 - Area of Expertise: 21st Century Community Learning Centers, Local Consolidated Plan (LCP), Parent and Family Engagement, Private/Non-public Schools Ombudsman
- Emily Scott, Consultant
 - Phone Number: 785-296-4941
 - Email address: Emily.Scott@ksde.gov
 - Area of Expertise: Title III/ESOL
- Nicole Clark, Public Service Executive
 - Phone Number: 785-296-4925
 - Email address: Nicole.Clark@ksde.gov
 - Area of Expertise: ESEA Allocations, Local Consolidated Plan (LCP)
- Maureen Tabasko, Consultant
 - Phone Number: 785-296-1101
 - Email address: Maureen.Tabasko@ksde.gov
 - Area of Expertise: Education for Homeless Children and Youth (EHCY), McKinney-Vento Program, Local Consolidated Plan (LCP)
- Roxanne Zillinger, Coordinator
 - Phone Number: 785-296-7260
 - Email address: Roxanne.Zillinger@ksde.gov
 - Area of Expertise: Education for Homeless Children and Youth (EHCY), McKinney-Vento Program, Local Consolidated Plan (LCP), Stronger Connections Grant, Title IVA

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- Stacey Noll, Data Coordinator
 - Phone Number: 785-296-3129
 - Email address: Stacey.Noll@ksde.gov
 - Area of Expertise: ESEA Data, Local Consolidated Plan (LCP)
- Marissa Hales, Senior Administrative Assistant
 - Phone Number: 785-296-1222
 - Email address: Marissa.Hales@ksde.gov
 - Area of Expertise: Foster Care, Migrant, Neglected and Delinquent, Schoolwide
- Pat Hill, Consultant
 - Phone Number: 785-296-3137
 - Email address: Pat.Hill@ksde.gov
 - Area of Expertise: Title IIA, Title I Schoolwide, Local Consolidated Plan (LCP)
- Alysha Nichols, Senior Administrative Assistant
 - Phone Number: 785-296-6066
 - Email address: Alysha.Nichols@ksde.gov
 - Area of Expertise: General program support, McKinney-Vento, Private School Consultation, Title I Schoolwide, Local Consolidated Plan (LCP)

ESEA Advisory Council Member Introductions

Lisa Walker

- Kansas City Kansas Public Schools; Executive Director of Federal Programs

Idalia Shuman

- Kansas National Education Association; Director of Teaching and Learning

Jamie Minneman

- Kansas Music Educators Association; President

Dr. Jamie Finkeldei

- Catholic Diocese of Wichita; Associate Superintendent

Billie Wallace

- Topeka Public Schools; Assistant Superintendent

Melanie Haas

- Kansas State Board of Education; District 2 Representative

Jessie Bloyd

- Southwest Plains Regional Service Center; Educational Consultant

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- Kansas Parent Information Resource Center; Project Coordinator

Federally Identified Schools

Joe Jewett

- 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

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- All public high schools in the State (Title I and non-Title I) failing to graduate 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 the 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
 - Question from Dr. Jamie Finkeldei: If you have multiple schools in one district that are identified, is there any requirement that they'd be working on the same thing? Any collaboration?
 - Response from Joe Jewett: That's a great question and that's actually a two-pronged answer. So one is, remember that each of the buildings their plan has to focus on why they were identified. So, you may have one building that is identified because of their free and reduced lunch population. You may have another building that's identified because of their graduation rate. So, each of their different action and improvement

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plans would be focused on why they were identified. However, the other piece is that if a district has more than one building identified, then they are considered to have a significant number, and the more than one building is what we do in Kansas, but this is a federal piece as well. As for Kansas, we have defined that a district who has more than one building identified has a significant number of buildings identified for support and improvement. And so, then that district is also subject to monitoring and support from the state. So, districts should be monitoring those multiple buildings, looking for trends and patterns, and putting support in all buildings though those building improvement plans will focus on why the buildings were identified. Then as a the State, with those districts who have significant numbers, we are also required to give them different support and efforts to make sure we are supporting them and how they need to get their buildings to improve.

- Question from Dr. Jamie Finkeldei: What is the level of collaboration between this and accreditation in terms of districts who have to have a plan for improving test scores?
 - Response from Joe Jewett: So, luckily, we have Lisa and Billie Wallace on here. Would either of you like to jump on here and talk about some of the conversations we've been having over these past couple of months?
 - Response from Lisa Walker: In 2019, KCKPS had 34 schools that were designated on school improvement, and many of those were patterns we saw at the district level, and we were able to then address through district level professional development, because of the scale and the number of schools that we had. We did look at individualizing for those buildings that did have different needs. So, we did a cohort model. But we started pulling all of those plans that were in KansaStar into alignment with our accreditation process to look at our board goals, the district's strategic plan and our focus and how does that get all the way down to the student desk. So, we ended up getting 14 of our schools in the last round of school improvement, and of the 20 schools remaining, 12 have moved to a less intensive list and are making their way off. So we're just continuing to look at the root cause analysis, both at the district and building levels, to see again what our patterns are that we need to support and clear the way for buildings to close some gaps that are within our control, and then beyond that, what might be additional things that each building might need. And so all of our schools chose three indicators of practice, and those are the schools that are either identified or not, we ask everyone to use KansaStar because we believe it is a phenomenal system that uses data and research-based practices to pull together school improvement planning as well. We can monitor it, and buildings can use it collaboratively. We are targeting KESA 2.0 this year, and we are targeting quality instruction, tiered support, and

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professional collaboration, so we asked each of our buildings to make sure that one of their indicators of practice fell under quality instruction, one needed to be tiered support. So those two feed up into the accreditation then for the district. Then the third indicator would be something that was specific to their building. We were a district at the end of KESA 1.0, that had conditional accreditation and within one year we put in a very focused plan around the feedback that the OVT gave us, and we moved to a district being fully accredited at the end of last school year. We still have a lot of work to do, but we feel like we are doing the right work, and that we have the data that shows it's having a positive impact

- Response from Billie Walker: We are very similar to that. We currently have seven schools on improvement in Topeka Public Schools. We look at our strategic plan. We've looked at accreditation to identify what indicators in KansaStar our schools will focus on. We did a comprehensive root cause analysis with each of the schools last year and so they are currently working on their school improvement plan and adjustments for next year. Using all of the data, we have a lot of data in our district, so using all that data along with feedback from staff they are using that as a building leadership team. I think for the last 9 or 10 years, KansaStar has really become our platform too, all 30 schools use it for their school improvement plans
- 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
 - 2023-2024 data used for 2025 identification cycle

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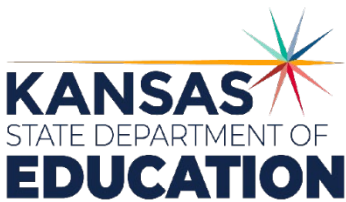
- Comment from Lisa Walker: I would just like to add, as I always do in this space, and I always appreciate your team's patience with allowing me to say it one more time. But we totally believe that state assessments are important. They are definitely a summative measure for our systems. And we need that right, however, in our district we have 41% of our students that are ELL supported. And we don't see that as a deficit, those are emergent bilingual students that are going to be major contributors when they exit post-secondary, to our communities, however, and I know you have Title III ELL specialists on your team, we know what the research says about how many years it takes students who come in with a primary language that is not English, not bilingual, and having to progress through the supports and the learning to be able to demonstrate mastery on a state assessment that even English speakers are not doing great on. We don't have anyone that's in the 80th percentile. So, I would just like to continue to advocate that the state considers other things like the KELPA. We know the shift in the ELA standards has not been updated and aligned but here is the WIDA test. I just think that for our schools, we will continue with the number of students that continue to come in and need that support before they progress out, and we will continue to be struggling in this area if that is the only assessment that's used. Given 41% of our population is a super large subgroup that is larger than some entire school districts in Kansas. I'm just trying to help people understand that it's something we think is of value, but that needs to be considered, and we would appreciate continued exploration on that.
 - Response from Joe Jewett: And so I want to take a moment and remind this group of our purpose. It is not just to inform you all of everything that's going on. This is a time where members can bring out thoughts, suggestions, wonderings, advocate- because this really is a group where we are trying to figure out what is best for ESEA programs across the state, so please do not take this as an informative session. Take this as a chance to ask questions, probe us, work together collaboratively and establish supports across the state.
- Question from Dr. Jamie Finkeldei: So, I appreciate what you are saying about these large districts and large numbers. The one thing we've struggled with on the ARC, which I think I'm sure you guys struggle with too, and just to throw it out there to continue to consider all the really small districts. When you have so small numbers, the percentage goes up and down. If they had a 30 percent drop in their score, it could be because one kid did badly. How do you adjust for growth over time or demonstrate growth when you have such small numbers in some of these school districts?
 - Response from Joe Jewett: That is another great point. These are questions we have met and talked about with other states, how do you handle small schools or small subgroups, what does that look like, what is the impact, and this is a great time when you talk about small schools

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to also bring up your point on subgroup size. If the subgroup is a total of 30 students over 3 years, there are a lot of little nuances that tie together and that really have to be flushed out and continuously looked at and examined as we continue to move forward in the school support and improvement process

- Comment from Bert Moore: We have a new state assessment this year and cut scores will be set. If you have any teachers that you want to volunteer to participate in setting the cut scores, make sure you get them to the table. We don't want to end up with it being set at the 3rd quartile like it seems to have been in the last iteration where it was set at the 70th or 75th percentile. We need a realistic setting of targets.
- Support from KSDE
 - Improvement plans
 - Federal funding
 - Technical assistance

For more information, contact:



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