



The Kansas Department of Education has released for public comment its [Consolidated State Plan](#) to comply with the "Every Student Succeeds Act" (ESSA). The Kansas Consolidated Plan includes Title I Part A, Part C and Part D, Title II Part A, Title III Part A, Title IV Part A and Part B, Title V Part B and Title VII Subpart B. The plan is written to meet the federal requirements under each of the Title programs.

Public comments on the Kansas Consolidated plan are due to waiver@ksde.org by Aug. 31. KSDE must submit the plan to the U.S. Department of Education by September 18.

President Obama signed ESSA into law in 2015. The measure reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA revised the No Child Left Behind Act and includes many reforms that KSDE says return flexibility to the state while maintaining accountability for the success of all children.

The KSDE ESSA compliance plan sets ambitious and unprecedented goals for academic proficiency and graduation rates for Kansas students by the year 2030, including demographic subgroups that currently show substantially lower achievement rates than their overall peers. Successful implementation of the plan will depend on extensive commitment, coordination and cooperation between school board members, administrators, state and federal lawmakers and the State Board of Education.

For example, the department says its long term high school graduation goal under Title I is for 95 percent of all students across districts, schools and demographic subgroups to graduate by 2030. In 2016, 86 percent of all Kansas students graduated. While White and Asian student subgroups showed graduation rates of 88 percent and 93 percent respectively in 2016, many student subgroups that will also be held to the 95 percent standard in 2030 graduated with rates in the low to upper 70th percentile (see chart on page 3 of this report).

KSDE's Title I academic proficiency goals appear equally daunting. Its long-term goal for 2030 is for 75 percent of all students to score at Level 3 ("effective") or Level 4 ("excellent") combined on the state's English and math assessments. In 2016, the all-student combined achievement rate was 42 percent for English Language Arts (ELA) and 33 percent for math. White students were at 48.4 percent for ELA and 38.7 percent for math; Asian students scored 55.7 percent on ELA and 54.6 percent on math. Other demographic subgroups, however, showed substantially lower rates that would seem to require significant investment of resources to reach the 75 percent state goal (see the chart on page 2 of this report).

Meanwhile, the status of the Title programs that fund ESSA are unclear as of late August. The Trump Administration has proposed eliminating \$16 million in Title II grants to Kansas schools for supporting effective instruction and substantial cuts to the \$8 million 21st Century Community Learning Center program that offers before- and after-school and summer school programs to Kansas students. While Title I funds have not been targeted for cuts, the federal Department of Education appears to be pursuing a course of promoting "school choice" initiatives at the expense of public schools.

TITLE I: IMPROVING BASIC PROGRAMS; EDUCATION OF MIGRANT CHILDREN; PROGRAMS FOR NEGLECTED AND AT-RISK STUDENTS

Title I provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Kansas receives roughly \$107 million in annual Title I funds.

Long-term goals

State Assessments in English Language Arts and Math

In describing its long-term goals for improved academic achievement, KSDE says it wants 75 percent of students at the state, district, school and subgroup level to score on performance levels 3 and 4 on the Kansas state assessments for English Language Arts (ELA) and math by 2030. A Level 3 score indicates a student has demonstrated an **effective** ability to understand and use the skills and knowledge needed for college and career readiness. A Level 4 score means the student has demonstrated **excellent** ability. (Level 1 scores indicate **limited** ability to understand and use the necessary skills; a Level 2 score indicates a **basic** ability.)

The subgroups identified by KSDE are: free or reduced 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, and multi-racial students.

Subgroups	Reading/ Language Arts: Baseline Data	Reading/ Language Arts: Long-term Goal	Math: Baseline Data	Math: Long-term Goal
	(% scoring in Level 3 & Level 4)	(% scoring in Level 3 & Level 4)	(% scoring in Level 3 & Level 4)	(% scoring in Level 3 & Level 4)
	2016	2030	2016	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

The KSDE plan references the State Board of Education's vision that Kansas will lead the world in the success of each student and says the rigor of the state assessments and the long-term goal demonstrate

commitment to the vision. The plan also notes research from the Georgetown Public Policy Institute demonstrating that in the wake of the Great Recession, workers with a high school diploma or less "must earn postsecondary credentials in order to compete effectively in growing high-skill job fields" and that 71 percent of Kansas jobs will require a postsecondary degree or certificate by 2020. Additionally, the KSDE document cites the department's work to align student ACT scores with 10th grade math and ELA assessment results to predict whether a high school sophomore is on track to have a 12th grade ACT score that will qualify him or her for postsecondary entrance without the need for remediation as evidence of high expectations for accountability for all students.

Graduation rate

The state's long-term goal for high school graduation is that 95 percent of all districts, schools and subgroups will graduate by 2030. The state will apply a four-year graduate adjusted cohort to each subgroup and require interim measures of progress to close achievement gaps:

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

English Language Proficiency

KSDE says beginning in 2021, the state will use "speed to proficiency" on the KELPA2 (Kansas English Language Proficiency Assessment) to measure the progress of English language learners and to set long term goals. A more detailed analysis of variables and goals for English learners begins on page 24 of the KSDE plan.

How will the state identify students and schools that need additional support?

KSDE's plan says schools will be identified as eligible for comprehensive support and improvement (CSI), targeted support and improvement (TSI) and universal support and improvement (USI), depending on Title I status, graduation rates, academic achievement and gaps in achievement, subgroup performance and progress of English language learners. CSI schools will receive the highest level of support, while USI schools will require the least amount of support.

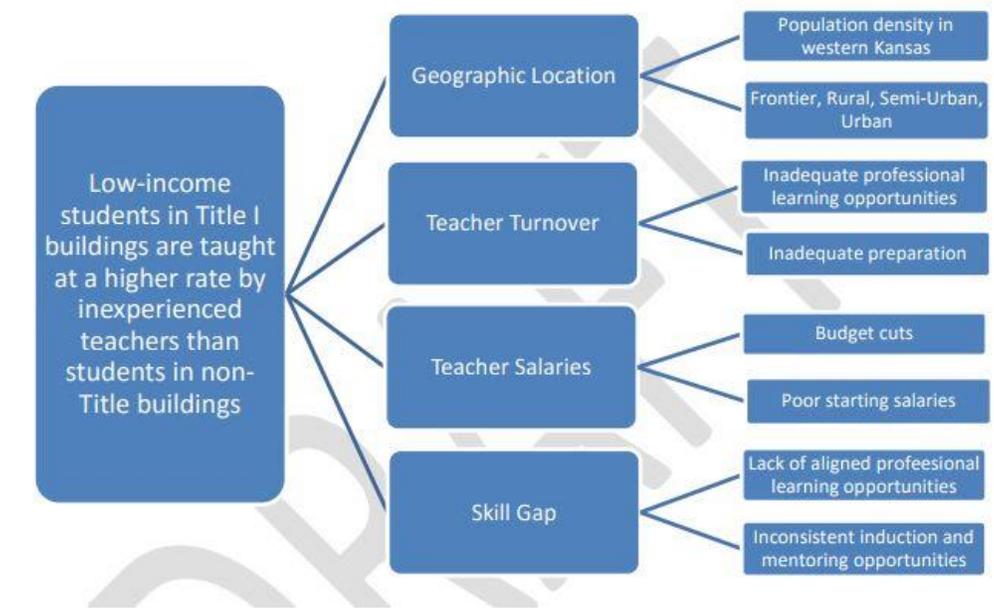
More detailed information on KSDE's plans and resources to assist schools and students, along with a description of statistical analysis and timelines, begins on page 36 of the document.

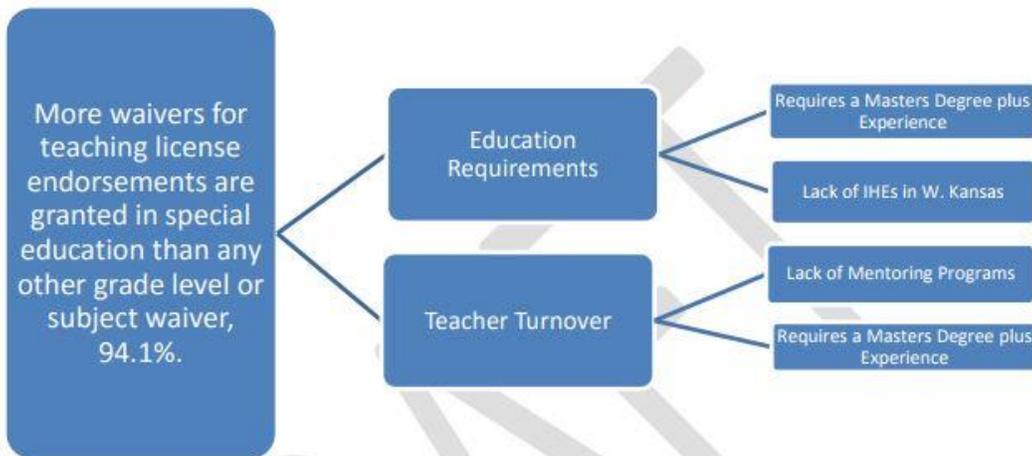
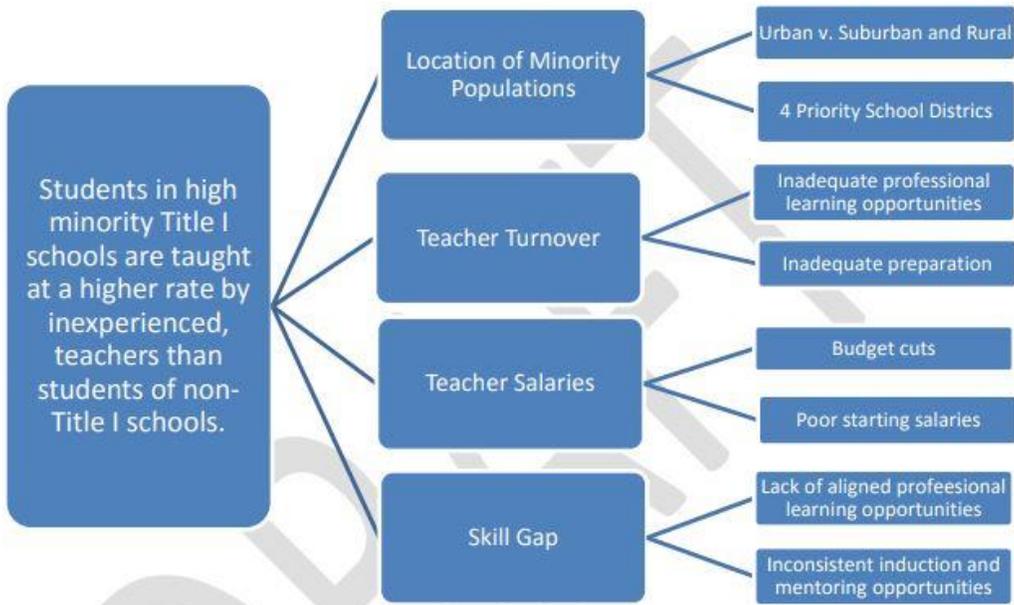
"At the state level, Kansas is on track to meet the 95 percent graduation goal by 2030," KSDE states. "However, the district and school-level subgroup data illustrates areas in need of improvement." (page 39).

Access to quality teachers

KSDE’s plan for improving students’ access to quality teachers focuses on two equity gaps: students in Title I schools with high concentrations of low-income students who are taught at higher rates by inexperienced teachers than students in non-Title schools with low concentrations of low-income students; and students in Title I schools with high concentrations of minority students and students with disabilities who are taught at higher rates by inexperienced teachers than non-Title I schools with low concentrations of minority students.

The department’s root cause analyses of the service gaps appear below:





(The data also show that students in Title I schools with high concentrations of low-income students are taught at higher rates by out-of-field teachers than students in non-Title schools with low concentrations of low-income students and that students in Title I schools with high concentrations of minority students are taught at higher rates by out-of-field teachers than non-Title I schools with low concentrations of minority students. Those equity gaps are not addressed in the ESSA plan.)

“The equitable access plan will provide supports for experienced teachers, novice teachers and teacher candidates.” KSDE says. “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 department says it intends to initially pursue four key strategies that correspond to the root causes behind the gaps: ongoing professional learning; ongoing development, training and secure access to data; teacher/leader preparation; and a system of teacher evaluation “to include effectiveness ratings that will inform individual professional learning needs.”

Other Title I initiatives

Improving School Conditions

The department uses Title I funds to support the prevention of bullying and harassment; to prevent the overuse of practices that remove students from the classroom; and prevention of the use of “aversive behavioral interventions that compromise student health and safety.” It also offers support through MTSS training.

School Transitions

KSDE says its TASN (Technical Assistance System Network) and MTSS program assist districts in recognizing “early warning” data to connect students at risk of dropping out of school with effective resources.

The plan also notes that the State Board of Education has established five 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, postsecondary 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,” the department says.

In addition, the plan says the board objective to ensure that every middle school and high school student in Kansas will have an individual plan of study helps prepare students for the transition from high school to postsecondary.

Education of Migrant Children

The KSDE plan outlines goals and strategies for annual improvement in migrant student school readiness, proficiency in ELA and math and high school graduation. Kansas receives \$10 million annually in federal aid for migratory children.

School readiness goals include 70 percent of migrant 4-year-old preschool students who attend family literacy or pre-school programs will be kindergarten-ready. The department will coordinate with social service agencies and others to address migrant student needs, will distribute information to families and offer events, materials and strategies to improve school readiness.

ELA and math proficiency annual goals include reducing the proficiency gap between migrant and non-migrant students by two percent each year; having 75 percent of migrant students participating in

summer schools demonstrate a five percent gain in ELA or math assessments; and having 35 percent of migrant 11th graders with full credit for Algebra or another high math course.

Regarding the high school graduation goal, the department wants to decrease the percent of migrant drop-outs by 0.1 percent; have 80 percent of migrant secondary students enrolled in programs to earn high school credit; and have 90 percent of migrant “out of school youth” to be in a learning program.

Programs for Neglected, Delinquent or At-Risk Children

Goals include:

- Programs 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;
- 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;
- 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; and
- Programs will ensure that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs.

Kansas receives \$208,000 in federal funds for these programs.

TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION

As of the July 31 release of KSDE’s draft ESSA plan, the Trump Administration had proposed the elimination of Title II, Part A and the House Appropriations Committee had approved a FY 2018 bill that zeroes out that budget line. Kansas receives roughly \$16 million in Title II, Part A funds.

KSDE lists potential uses of Title II, Part A funding, including teacher mentoring programs, recruitment and retention of teachers, and improving skills for teachers to identify specific learning needs of a wide variety of students including those with disabilities, English learners, and gifted students.

KSDE spends several pages describing the department’s relationship with Kansas State University’s Kansas Educational Leadership Institute (KELI) to mentor new superintendents and principals; the Kansas Multi-Tier System of Supports (MTSS) focus on building skills of teachers, principals and other school leaders and the State Board of Education’s Program Standards for Professional Education.

TITLE III, ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

The department lays out its plans and processes for identifying English language learners and testing those students for increasing language proficiency (“speed to proficiency”, referenced earlier under Title I) beginning on page 89 of its draft document. Kansas receives \$4.5 million in federal Title III funds.

KSDE says it will monitor data and risk factors for all districts receiving Title III funds to determine if additional support is needed and will provide further technical assistance “based upon root cause analysis and needs assessment.”

TITLE IV, PART A STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Title IV, Part A funds are estimated to be \$2.9 million. KSDE says it has been working with stakeholder groups to determine how to use Title IV funds. “Once final allocations are determined and the KSDE has a final amount of how much funding will be available, KSDE will work with these groups to determine the best use of these funds,” the plan states.

TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

Kansas schools use roughly \$8 million in federal 21st Century Community Learning Center grants to fund before-and after-school programs and summer school to help students meet core academic standards. KSDE describes how it will use those funds beginning on page 93 of its plan.

As of late July, the House Appropriations Committee had approved a \$191 million cut to this program in FY 2018 from FY 2017 levels; the Trump administration had proposed to **eliminate** the program in FY 2018.

TITLE V, RURAL AND LOW-INCOME SCHOOLS

Title V, Part B has provided roughly \$700,000 each year for rural and low-income Kansas schools.

The department’s goals are that by school year 2029-30, 75 percent of students will reach college and career ready benchmarks in ELA and math; 95 percent of students in the four-year adjusted cohort will graduate high school; and all English learners will be proficient in English and reach high academic standards, at a minimum showing growth to reach proficiency or better in ELA and math.

TITLE VII, SUBTITLE B, EDUCATION FOR HOMELESS CHILDREN AND YOUTH

This federal program provides roughly \$500,000 in funding to address the needs of homeless children and youth in Kansas. An area of concern regarding these students is consistent assignment to schools of origin or of residency, regardless of the fluid nature of a child’s physical residence.

The department also discusses how it will comply with federal law regarding access to early childhood programs and to address problems caused by lack of health records, birth certificates, school records or other documents, residency requirements, and other factors.

“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,” the plan states. “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, [or] increase educator access to evidence-based professional development.”

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