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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

TUESDAY, DECEMBER 8, 2020 MEETING AGENDA - VIDEO CONFERENCE

10:00 a.m.	1. Call to Order — Chairman Kathy Busch	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of November Minutes	pg 5
10:05 a.m. (IO)	6. Commissioner’s Report	
10:30 a.m.	7. Citizens’ Open Forum - Written comments only	pg 23
10:35 a.m. (AI)	8. Act on recommendations for Kansas Education Systems Accreditation	pg 25
10:40 a.m. (AI)	9. Act on proposed Dyslexia Handbook	pg 35
10:45 a.m. (RI)	10. Receive recommendations for Kansas English Language Proficiency Assessment Performance Levels	pg 85
11:20 a.m.	Break	
11:30 a.m. (RI)	11. Receive report from the School Mental Health Advisory Council on the implementation of Bullying Task Force recommendations	pg 87
12:15 p.m.	Lunch	

PLEASE NOTE:

- The meeting will be conducted through interactive communication because of mass gathering restrictions. The public may listen to and observe the meeting through livestreaming at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>
- Written comments for Citizens Open Forum should be directed to the State Board secretary at plhill@ksde.org.
- Electronic access to the agenda and meeting materials is available at <https://www.ksde.org/Board>

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date,
(IO) Information Only

Next Meeting: Jan. 12 and 13, 2021

Kansas leads the world in the success of each student.

1:15 p.m. (IO)	12. Recognition of 2020 Blue Ribbon Schools	pg 89
2:00 p.m. (DI)	13. Discuss 1,116 hour flexibility options for schools this year	pg 91
3:10 p.m. (AI)	14. Consent Agenda	
	a. Receive monthly personnel report	pg 93
	b. Act on personnel appointments to unclassified positions	pg 95
	c. Act on recommendations for licensure waivers	pg 97
	d. Act on recommendations for funding the 2021 Volunteer Generation Fund awards	pg 101
	e. Act on calendar year 2021 licenses for commercial driver training schools	pg 103
	f. Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approvals	pg 105
3:15 p.m.	Break	
3:30 p.m. (AI)	15. Act on recommendations to schools for statewide spring break alignment	pg 123
3:45 p.m. (IO)	16. Chairman’s Report and Requests for Future Agenda Items	pg 125
(AI)	a. Act on updates to Navigating Change document since Nov. 10	
	b. Committee Reports	
	c. Board Attorney’s Report	
	d. Requests for Future Agenda Items	
4:15 p.m. (IO)	17. Act on Board Travel	pg 127
4:30 p.m.	RECESS	



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WEDNESDAY, DECEMBER 9, 2020 MEETING AGENDA - VIDEO CONFERENCE

- | | | |
|-----------------|--|---------------|
| 9:00 a.m. | 1. Call to Order | |
| | 2. Roll Call | |
| | 3. Approval of Agenda | |
| 9:05 a.m. (IO) | 4. Literacy Network of Kansas annual performance evaluation for 2019-20 on Striving Readers implementation grant | pg 131 |
| 9:35 a.m. (DI) | 5. Discuss State Board legislative priorities for 2021 | pg 165 |
| 11:00 a.m. | Break | |
| 11:15 a.m. (IO) | 6. Update from Kansas School for the Deaf | pg 167 |
| 11:35 a.m. (IO) | 7. Update from Kansas State School for the Blind | pg 167 |
| 11:55 a.m. | 8. Recognition of outgoing State Board members Steve Roberts (Dist. 2) and Kathy Busch (Dist. 8) | pg 169 |
| 12:30 p.m. | ADJOURN | |



KANSAS STATE BOARD OF EDUCATION

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.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

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

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



MINUTES



Kansas State Board of Education

Tuesday, November 10, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Nov. 10, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. This month's meeting was one day since Nov. 11 is a state holiday. Chairman Busch extended appreciation to all veterans in her opening remarks.

(00:05:30)

ROLL CALL

All Board members participated, either in person or by video conference:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Busch read both the Board's Mission Statement and Kansans Can Vision Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Mrs. Dombrosky asked for discussion on Consent Item 17 e. (request from USD 512 for capital improvement state aid). Dr. Horst moved to approve the one-day agenda noting this request. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(00:08:37)

APPROVAL OF THE OCTOBER MEETING MINUTES

Mrs. Dombrosky moved to approve the minutes of the October Board meeting. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:09:09)

ACTION ON RESOLUTION HONORING ALL SCHOOL PERSONNEL

The week of Nov. 16-20, 2020 is designated as American Education Week by the National Education Association. The Kansas State Board of Education chose to mark the observance by expressing support for all school personnel with a prepared Resolution. Chairman Busch read the Resolution. (Attached) Mrs. Waugh moved to accept the Resolution expressing support for all the dedicated school personnel in Kansas in recognition of their hard work, sacrifices and commitment for the benefit of students, community and state, especially during the time of COVID-19. Mr. Porter seconded. Motion carried 9-1, with Mr. Roberts in opposition.

MOTION
(00:12:10)

ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

At the October State Board meeting, members received the Executive Summary and accreditation recommendation for four public systems. Mr. Jones moved to accept the recommendation of the Accreditation Review Council and award the status of accredited to USD 229 Blue Valley, USD 267 Renwick, USD 298 Lincoln and USD 313 Buhler. Mr. Roberts seconded. Motion carried 10-0.

MOTION
(00:14:56)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

One public system was presented for accreditation consideration: USD 450 Shawnee Heights. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo were available to answer questions. The State Board will act on the recommendation for USD 450 in December.

(00:15:34)

QUARTERLY UPDATE ON WORK TO STRENGTHEN THE KANSAS EARLY CHILDHOOD SYSTEM

This update covered information on remote learning grants for community organizations, the updated 1-800-CHILDREN call line and resource directory, early screening of incoming kindergarteners, expanding the Ages and Stages Questionnaire and other initiatives to strengthen the early childhood system in Kansas. Presenters were KSDE Early Childhood Director Amanda Petersen and Executive Director of the Children’s Cabinet and Trust Fund Melissa Rooker. The update was paused to allow time for public comment.

(00:21:20)

CITIZENS’ OPEN FORUM

Chairman Busch declared the Citizens’ Forum open at 10:34 a.m. Speakers and their topics were: Carter Stelting, Olathe — results from student survey about online education; Brennan Stelting, Olathe — negative aspects of remote learning and impact to mental health; Reagan Stelting, Olathe — emotional effects of remote learning and lack of human connection; Dr. Jill Ackerman, Leawood — advocating for in-person learning; Erin Murray, Overland Park — sharing her childrens’ struggles with remote learning; Brian Connell, Olathe — school provides safe setting for teachers and students; Dr. Caroline Danda, Leawood — social-emotional impact of distance learning; Dr. Christine White, Overland Park — importance of meeting Kansas statute, returning to school full time, assessment scores. Chairman Busch declared the Citizens’ Forum closed at 11:06 a.m.

(00:37:37)

CONTINUATION OF UPDATE ON KANSAS EARLY CHILDHOOD SYSTEM

The presentation on early childhood resumed with information on initiatives using funds from the federal CARES Act, and grants available to meet essential needs and services for children and providers while supporting local communities. Melissa Rooker answered questions about the application process for remote learning grants. Board members were interested in efforts to extend the spending of CARES Act funds beyond Dec. 30.

(01:12:03)

There was a break until 11:25 a.m.

BREAK

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt represented the Professional Practices Commission in presenting one case for consideration this month. Mr. Jones moved to adopt the findings of fact and conclusions of law from the Professional Practices Commission and revoke the license of the individual in case 20-PPC-20. Dr. Horst seconded. Motion carried 10-0.

MOTION
(01:31:50)

ACTION ON REVISIONS TO SCHOOL WELLNESS POLICY MODEL GUIDELINES

Last month, the Board received proposed revisions to the Kansas School Wellness Policy Model Guidelines which focus on creating a healthy school environment to enhance academic success. The areas are nutrition promotion, nutrition education and physical education. CNW Director Cheryl Johnson was available to answer questions. Dr. Horst moved to approve the revised Kansas School Wellness Policy Model Guidelines. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(01:34:48)

RECEIVE PROGRESS UPDATE ON DYSLEXIA INITIATIVE, INCLUDING PROPOSED HANDBOOK

Education Program Consultant Cindy Hadicke reported on the current status of each of the dyslexia recommendations, which the State Board approved one year ago. The recommendations focus on pre-service teacher programs, professional learning, screening and evaluation, and evidence-based reading practices. Funding for the dyslexia coordinator position has been requested from the Kansas Legislature for fiscal year 2021. Mrs. Hadicke also previewed the draft Dyslexia Handbook, which was developed to help inform educators and families about practices that support struggling readers. Board members will act on the handbook at the December meeting. Questions centered on science of reading inclusion in teacher preparation programs, gathering information from schools about dyslexia initiatives, contributions of Dyslexia Task Force members who worked on the handbook and distribution of the finished product.

(01:36:15)

The meeting recessed for lunch at 12:08 p.m.

LUNCH

RECOGNITION OF NATIONAL FINALISTS FROM KANSAS FOR THE PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

Chairman Busch reconvened the Board meeting at 1:30 p.m. The 2019 National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching were recognized for their accomplishments. Recipients from Kansas are Luke Henke, a math teacher at Columbus Unified High School, Columbus USD 493, and Meg Richard, former science teacher at Summit Trail Middle School, Olathe USD 233, who now works at KSDE as an education program consultant. Each honoree told about innovative strategies they used in mathematics, technology and science instruction to foster student achievement. Both emphasized the importance of connecting authentically with the subject areas to help students see context in their everyday lives.

P.M. SESSION
(03:34:22)

REPORT FROM E-CIGARETTE / VAPING TASK FORCE

Board members received a report on current work of the E-Cigarette / Vaping Task Force. Hina Shah, analyst from the Kansas Health Institute, spoke about the potential use of Project ECHO (Extension for Community Healthcare Outcomes) for a series of trainings on different aspects of e-cigarettes/vaping for school staff. Mark Thompson assisted with the presentation and distributed flyers listing cessation resources and tips for talking to students. Board members asked about Tobacco 21 legislation.

(03:59:18)

RECEIVE RECOMMENDATIONS FOR INCREASING FLEXIBILITY OF SCHOOL OPERATIONS DURING THE PANDEMIC

State Board members continue to discuss ways to assist schools and families during the COVID-19 pandemic. In October, the Board asked Commissioner Watson and KSDE to research options that could allow flexibility or provide additional supports to school districts. Dr. Watson directed members to a list of extensions or relaxed requirements the agency has already put in place. These included extensions of reporting deadlines, renewal of grant award levels, adjusted assurances, increased outreach and support. Federal reporting requirements, by law, saw minor fluctuation. He also addressed state assessments and prior suggestions to increase professional development credit. Discussion included suggested next steps to provide limited relief of the 1,116 hour requirement through the winter months. Commissioner Watson was asked to bring back a proposed plan at the December meeting.

(04:25:54)

Members took a break from 3:30 to 3:45 p.m.

BREAK

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve all items on the Consent Agenda, excluding 17 e. (USD 512 request for capital improvement state aid) which would be voted on separately. Mr. Jones seconded.

(04:22:00)

Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for October.
- confirmed the unclassified personnel appointment of Anna Riffey as Administrative Specialist on the Information Technology team, effective Oct. 5, 2020, at an annual salary of \$36,504.
- accepted the following recommendations for licensure waivers valid for one school year:
Deaf or Hard of Hearing -- Rachel Ghram, D0725. *Early Childhood Special Education* -- Jessica Knox, USD 305; Christina Harrison, USD 389; Kyla Riddle, USD 453; Jane Jackson, USD 500; Desiree Miller, Rebecca Buckle, D0605; Danielle Johnson, D0616; Kaitlyn Isch, D0702; Cherice Benton, USD 204; Madison Thompson, USD 457. *Gifted* -- Marguerite Hunting, Sara Reimer, USD 231; Kent Hicks, USD 261; Miranda Luke, USD 321; Katie Rhodes, USD 383; Joshua Yoakam, USD 469; Jillian Kay, USD 475; Jaclynn Williams, Kristina Bubna, Michelle King, USD 497; Megan Kerr, USD 512; Diana Albright, D0605; Andrew Mosby, D0724; Brandi Gibbs, D0725. *High Incidence Special Education* -- Ashley Pieper, Margaret Seggar, USD 202; Bennett Ratzloff, USD 204; Brooke McCullough, Kara Standridge, USD 230; Amber Nichols, Amy Bloodgood, USD 231; Catherine Hanson, Dana Spoor, Kelsey Meadows, Stacey Martin, USD 233; Robert Dunlap, USD 253; Ashley Garten, USD 261; Kendra Baumberger, Monica Zier, Richelle Ross, USD 305; Damien Eck, Alexis Hanson, USD 321; Kathryn Totten, Brooke Heiman, USD 364; Sara Corbin, USD 372; Jenny Birk, Jana Winter, Tamara Wildes, USD 383; Nicole Lance, Robert Arnold, Amber Lovejoy, Megan Taylor, USD 453; Tommy Nichols, USD 457; Bruce Lapham, USD 469; Evan Goehl, Graham Weaver, Sonia Camerlinck, Bailee Flaming, Emilia Mendiola-Walsh, Brenda Eckart, USD 457; Katharine Ritter, Samantha Hershberger, Seth Swartzendruber, Lacy Davison Symmonds, Angela Mathews, Carolina Pierce, Erica Wheat, USD 497; Jami Knight, Matthew Greenberg, Shawn Agnew, Stefanie Boice, Kelly Scarrow, Shelly Roehrman, Sharon Simwinga, USD 500; Jonathan Riley, Melissa McBrayer, Shannon Johnson, Suzanne Snell, Katherine Marx, Shaun Bouley, Jodi Miller, Kasey Orlik, Kimberly Taylor, Mary Paris, Melissa Calvin, Shelda Goodwin, Twyla Lomen, USD 512; Amanda Crabtree, Amy Welch, D0603; Susan Clayton, Phillip Sill, D0605; Tiffany Hare, D0607; Amy Weeks, D0610; Lucas Fitzmorris, Alicia Birney, Daniel Kliger, Karin Good, D0613; Duncan Whitlock, Kaitlyn Frese, D0617; Tammy Cook, Sara Kinsey, D0618; Kaitlyn Isch, D0702; Jason Duvall, Tammy Cline, D0707; Diane Breiner, Margaret Strait, Skyler Suther, Justin Smith, D0724; Maronda Blankenship, Julie Crowe, D0725. *Library Media Specialist* -- Trisha Peaster, USD 259; Jamie Klem, D0402; Abbi Peoples, Christine Campbell, USD 512. *Low Incidence Special Education* -- Catherine Hutchens, USD 207; Tracy Steele, USD 231; Gretchen Norris, Katherine Kashka, Macy Carbajo, Mary Vanhooser, USD 233; Eva Arevalo, USD 259; Jessica Palmer, USD 364; Danyel Bowers, Victoria Gellott, USD 383; Hannah Harrity, USD 453; Rebecca Kilgore, USD 457; Kayla Driskill, USD 469; Macey Conrad, USD 497; Catherine Sheridan, Kendra Greenwood, Marissa Albracht, Natalie Heins, Sage Kelly, USD 512; Brandee Randels, D0605; Lorena Carrillo, D0613. *Visual Impaired* -- Angelia Hilt, USD 261; Kerry Ingram, USD 305.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3323 (initial license PK-12 art), 3333, 3341, 3342, 3343, 3344, 3345, 3346, 3347, 3351, 3352.
- accepted the Kansas School for the Deaf Strategic Plan for 2020-2023.

MOTION
(05:47:51)

SEPARATE ACTION ON CONSENT AGENDA ITEM

Mrs. Waugh moved to authorize USD 512 Shawnee Mission to receive capital improvement (bond and interest) state aid as authorized by law. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(05:52:15)

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mr. Jones moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(05:54:21)

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Action to accept Navigating Change document updates — Dr. Watson reviewed updates to *Navigating Change Kansas' Guide to Learning and School Safety Operations* addressing ventilation in facilities based on recommendations from the heating and cooling industry. Ms. Busch moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Oct. 13. Dr. Horst seconded. Motion carried 10-0.

MOTION
(05:56:26)

Committee Reports — Mr. Jones reported on the NASBE annual conference, keynote address by National Teacher of the Year Tabatha Rosproy from Kansas, and new NASBE elected leadership. Mr. Porter commented on the upcoming discussion to consider legislative priorities for the 2021 session. Mrs. Clifford shared information from the Interstate Migrant Education Council meeting.

Board Attorney's Report — Board Attorney Mark Ferguson gave a summary of legal challenges making national headlines.

Requests for Future Agenda Items —

- Presentation from American Lung Association on efforts to have tobacco 21 legislation move forward. (Mark Thompson offered suggestion during vaping discussion)
- December discussion on flexibility options for schools, response to limited relief of hours during the winter months, and development of plan prior to the legislative session; continue monitoring situation through March and revisit then.
- Success stories of teachers who are using Navigating Change guidance and resources for competency-based learning/instruction. (Mrs. Dombrosky)
- Discussion on teacher preparation programs, to include report from National Council of Teacher Quality review (Mrs. Mah) and Praxis passage rates among demographics (Mr. Jones)
- Recognition of Sterling High School, which was named a Performing Arts School of Excellence in Kansas (Dr. Horst)

Chairman's Report - Chairman Busch reminded members of event cancellations. She also previewed topics for the Dec. 8 and 9 State Board meeting.

DEMONSTRATION OF KANSAS TEACHING AND LEADING PROJECT

Tammy Mitchell, Elementary Redesign Specialist, led members through an online tour of the newly developed Kansas Teaching and Leading Project website. This is a collection of free resources for Kansas educators and school leaders. The Kansas Association of Education Service Agencies, in collaboration with the Kansas State Department of Education, created the website to provide relevant, timely and impactful professional development and support tied to the Navigating Change guidance for school districts. Deputy Commissioner Brad Neuenswander assisted with the presentation and answered questions. The three most requested topics are social-emotional learning, remote and hybrid teaching strategies, and instructional technology. The resources align with the Navigating Change document. Additional training modules will be added.

(06:24:41)

DISCUSSION ON MICROCREDENTIALS AND INDIVIDUALIZED PROFESSIONAL DEVELOPMENT FOR LICENSED EDUCATORS

Last month, State Board members talked about the use of competency-based microcredentials as a means of personalized professional learning for educators. They heard from members of the Professional Standards Board and KSDE staff who have been researching and exploring such options. This month, the discussion continued with a focus on current professional development council criteria and how to effectively implement the process at the local level while tracking impact and results. Mischel Miller and Susan Helbert led the presentation and answered questions. They noted that microcredentials are not just for license renewal, but also for pre-service, beginning and experienced educators.

(06:35:13)

EXECUTIVE SESSION

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. The session would begin at 5 p.m. for 15 minutes and the open meeting would resume in the Board Room at 5:15 p.m. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(06:55:26)

Members returned to open session at 5:15 p.m. Chairman Busch immediately adjourned the meeting until Dec. 8.

ADJOURN

Kathy Busch, Chairman

Peggy Hill, Secretary

RESOLUTION



KANSAS STATE BOARD OF EDUCATION

November 10, 2020

This Resolution expresses support for all the dedicated school personnel in Kansas in recognition of their hard work, sacrifices and commitment for the benefit of students, community and state.

WHEREAS Kansas schools have been greatly impacted by the COVID-19 pandemic;

WHEREAS administrators, educators, paraprofessionals, nurses, food service workers, custodians, maintenance workers, bus drivers, counselors, social workers, librarians, local boards of education, administrative staff and many others are the backbone of Kansas schools;

WHEREAS the Kansas State Board of Education fully recognizes the extraordinary efforts of all frontline educational workers to ensure every Kansas student remains safe and engaged in quality learning during this time of challenge and uncertainty;

WHEREAS Kansas educators are delivering education via multiple learning environments in order to provide for the safety and unique needs of their students as created by the pandemic;

WHEREAS Kansas parents, families and communities have stepped up to support their schools and student learning during this difficult and unprecedented time in history;

WHEREAS the week of Nov. 16-20, 2020 is designated as “American Education Week” by the National Education Association and serves as an appropriate time to duly recognize the heroes of Kansas education;

Now, therefore, be it *Resolved*, that the Kansas State Board of Education supports and honors all the individuals who work to make a difference in our state’s schools, especially during the time of COVID-19.

Kathy Busch, Chair

Janet Waugh, Vice Chair

MINUTES



Kansas State Board of Education

Tuesday, October 13, 2020

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Oct. 13, 2020 in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:01:03)

ROLL CALL

All Board members participated, either in person or by video conference:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Busch read both the Board’s Mission Statement and Kansans Can Vision Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Mrs. Dombrosky asked for discussion on Consent Agenda Item 19 f. (Kansas Integrated Accountability contract). Mr. McNiece moved to approve the Tuesday agenda. Dr. Horst seconded. Motion carried 9-0, with Mr. Jones absent for the vote.

MOTION
(00:03:36)

APPROVAL OF THE SEPTEMBER MEETING MINUTES

Mrs. Mah moved to approve the minutes of the September Board meeting. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(00:04:11)

ANNUAL REPORT FROM KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION

Bill Faflick, Executive Director of the Kansas State High School Activities Association, presented the organization’s annual report of operation to the State Board. In his overview of the past year, Mr. Faflick commented on new opportunities such as girls wrestling, a two-day golf championship tourney, game day dance event held virtually, and football jamboree. He also addressed the challenges of a summer moratorium of activities due to COVID-19, working to minimize risks and responding to the global health crisis. Risk minimization also includes crisis drills, continued tracking of concussion data, and mandatory CPR/AED training. The presentation was paused to allow for Citizens’ Open Forum at the appointed time.

(00:04:44)

CITIZENS’ OPEN FORUM

Chairman Busch declared the Citizens’ Forum open at 10:30 a.m. Speakers and their topics were: Allison Winters, Shawnee — correlation between dyslexia and mental health; Angie Schreiber, Emporia — support to end trauma and low self-esteem of students who struggle to read. Chairman Busch declared the Citizens’ Forum closed at 10:38 a.m.

(00:31:07)

CONTINUATION OF KSHSAA PRESENTATION

KSHSAA Executive Director Bill Faflick welcomed questions from Board members following his annual report. He responded to inquiries about programs that educate about proper football techniques to reduce injury, adjusted fall sports schedules and considerations about mitigation during winter sports season.

(00:40:10)

ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

At the September State Board meeting, members received the Executive Summary and accreditation recommendation for St. Patrick Elementary, a private system in the Kansas City Catholic Diocese. There was discussion about areas for improvement, particularly implementation of Individual Plans of Study, and the timeline to remedy. Chairman Busch read the motion for Mr. McNiece, in which he moved to accept the recommendation of the Accreditation Review Council and award the status of conditionally accredited to Z0029-8421 St. Patrick Elementary. Mr. Jones seconded. Motion carried 10-0.

MOTION
(01:01:43)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

These four public systems were presented for accreditation consideration: USD 229 Blue Valley (Overland Park), USD 267 Renwick, USD 298 Lincoln and USD 313 Buhler. Accreditation status recommendations are brought to the State Board upon completion of final visitations and meetings of the Accreditation Review Council (ARC). An Executive Summary was prepared for each system outlining evidence of goals and identifying both strengths and challenges. Accountability report data was also provided. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo answered questions. The State Board will act on the recommendations in November.

(01:17:32)

Board members took a break from 11:05 to 11:15 a.m.

BREAK

COMMISSIONER'S ANNUAL REPORT AND PROGRESS ON STATE BOARD OUTCOMES

Dr. Randy Watson provided his annual progress summary of the past year to the State Board. He shared a draft of the 2019-20 KSDE Annual Report titled "Together" and spoke in general about the contents. He commented on the challenges brought on by the COVID-19 pandemic which impact both schools and the agency, adding that such challenges won't stop work toward the Kansans Can vision. He announced two updates to the Navigating Change guidance document for schools. Commissioner Watson then commended the 40 school districts that met every qualitative measure for the Star Recognition Award. He summarized work on the State Board outcomes, with the Individual Plans of Study as central to preparing students for their future. Board members then asked questions or provided comments.

(01:17:32)

The meeting recessed for lunch at 12:15 p.m.

LUNCH

RECOGNITION OF CONFIDENCE IN PUBLIC EDUCATION RECIPIENTS OF 2020 ABC AWARD

Chairman Busch reconvened the Board meeting at 1:30 p.m. The Confidence in Kansas Public Education Task Force is a non-profit corporation that strives to increase awareness of the positive aspects of public education in Kansas. Each year, the Task Force presents the ABC Award to an individual or organization that has provided a long-term contribution, had a significant impact or demonstrated an uncommon commitment to public education across the state. Task Force Chair G.A. Buie, who joined the meeting via video conference, announced multiple recipients for the 2020 award. Honorees are: Cindy Couchman - Superintendent at Buhler USD 313 and 2009 former Kansas Teacher of the Year; Cory Gibson - Superintendent at Valley Center USD 262 and 2020 Kansas Superintendent of the Year; Dyane Smokorowski - Coordinator for Digital

P.M. SESSION
(03:32:36)

Literacy with Wichita USD 259 and 2013 Kansas Teacher of the Year; Shannon Ralph - teacher at Gardner Edgerton High School and 2015 Kansas Teacher of the Year; and Tabatha Rosproy - Winfield Early Learning Center and 2020 National Teacher of Year. These individuals were instrumental in leading the development of Continuous Learning Plans for Kansas schools and "Navigating Change: Kansas' Guide to Learning and School Safety Operations" — the guidance document to aid schools during the COVID-19 pandemic. Each recipient shared brief remarks, including their support of educators putting into practice what their group put on paper.

RECOGNITION OF ANTI-BULLYING AWARENESS WEEK IN KANSAS

Education Program Consultant Kent Reed presented information regarding Anti-Bullying Awareness Week in Kansas Oct. 5-11. This year's campaign emphasized the theme "Choose Peace." Mr. Reed shared examples of anti-bullying activities and reported on baseline bullying data gathered through the Kansas Integrated Accountability System. Fewer bullying incidents were reported during the time students were at home while school buildings were closed to slow the spread of COVID. Board members commented on addressing key items of proposed legislation regarding bullying, the Kansas Communities That Care survey students are asked to complete, concerns about suicide ideation and impact of school closings.

(03:44:32)

RECOGNITION OF COMPLETE HIGH SCHOOL AS 2020 NATIONAL SCHOOL OF CHARACTER

Each year, many Kansas schools apply for the Kansas Schools of Character recognition awards as well as the National School of Character Recognition Award. The National Award is sponsored by Character.org. Complete High School Maize, USD 266, was named a 2020 National School of Character. CHS is the first school in Kansas to receive the national honor twice. School Principal Dr. Kristy Custer and several CHS students joined the meeting virtually to talk about ways they promote character development. A video was shown that captured comments about positive school culture from current students and one former student who now teachers at Complete High.

(03:52:55)

REQUIREMENTS AND EXPECTATIONS FOR SYSTEMS OPTING TO POSTPONE KESA ACTIVITY

Board members received a report on what will and will not be required from systems that choose to pause/postpone KESA activities for one year because of the pandemic. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant Director Jeannette Nobo explained that this would mean the first cycle of accreditation would be completed by the 2022-23 school year instead of 2021-22. Reporting of academic progress, social-emotional supports and maintaining continuous improvement process are among the requirements still in place. Public and private schools were surveyed. Responses indicated that 68 percent desire to postpone. The purpose of the postponement is to help systems focus on the logistical issues related to mitigating the spread of COVID-19 and to maintain the health and safety of students and staff.

(04:22:00)

ACTION ON EXTENDING POSTPONEMENT OF KESA ACTIVITY

At its September Board meeting, the State Board took action to help alleviate stress caused by the COVID-19 pandemic on school systems by allowing them, as a voluntary option, to suspend Kansas Education Systems Accreditation activities through the fall semester of 2020 or to continue in the KESA process as normal. Because of the timeliness of activities during the 2020-21 school year, the Board was asked to consider extending the voluntary suspension through June 30, 2021, at the conclusion of the current school year. Mr. McNiece moved to allow public and private systems, as a voluntary option, to suspend Kansas Education System Accreditation activities through June 30, 2021 or to continue in the KESA process as normal. The Board directed KSDE to have systems account for social-emotional and academic data in their narrative reports and further directed KSDE staff to report back to the State Board in July 2021. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(04:51:07)

ACTION ON DECLARATION EXTENSION OF SUBSTITUTE TEACHER ELIGIBILITY

Due to the COVID-19 pandemic, Kansas school systems have asked to be provided more flexibility than standard law allows regarding the use of substitute teachers. As a response, Teacher Licensure and Accreditation has asked the State Board to declare a time of emergency in order to alleviate restrictions on the number of days a substitute teacher may teach in any one position.

(04:52:21)

The declaration is as follows:

WHEREAS on Sept. 11, 2020, Governor Laura Kelly extended the current state of disaster emergency,

WHEREAS a significant number of school districts throughout the state of Kansas need additional staff to keep students socially distanced while providing instruction,

WHEREAS the already difficult task of hiring qualified teaching staff has been exacerbated by the current state of affairs,

Mrs. Mah moved that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), declare a time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2021. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(04:55:47)

Members took a break from 2:56 to 3:10 p.m.

BREAK

UPDATE ON TEACHER VACANCY AND SUPPLY COMMITTEE AND HIGHLIGHTS OF ANNUAL LICENSED PERSONNEL REPORT

Presenters from the department of Teacher Licensure and Accreditation were Susan Helbert, Assistant Director, and Shane Carter, Data Systems Coordinator. They reported on continued work of the Teacher Vacancy and Supply Committee, plus participation numbers in the Limited Apprentice Licensure pilots for High Incidence Special Education and Elementary. Then they summarized licensed personnel data collected from Aug. 17, 2020 to Sept. 28, 2020. Data is again collected in the spring. COVID-19 created an unprecedented end to last school year and the start of the current school year, impacting vacancy data. Categories of the top five teacher vacancies have remained consistent, and in no particular order are: science, math, English Language Arts, Special Education and elementary. There was discussion about alternative pathways to licensure, waivers in special education, retention, mentoring, entrance and exit data, and opportunities to attract new teachers. The annual Retention Summit will be virtual this year and is Nov. 23.

(05:12:05)

RECEIVE PROPOSED REVISIONS TO SCHOOL WELLNESS POLICY MODEL GUIDELINES

Cheryl Johnson, Director of Child Nutrition and Wellness (CNW), presented proposed updates to the policy model guidelines for School Wellness. She was joined by Mark Thompson, Education Program Consultant for Health and Physical Education, and Jill Ladd, CNW Assistant Director. They explained why the revisions were timely and outlined additional supports for nutrition promotion and education. Mrs. Johnson shared information from the Rudd Center indicating that steady increases have been seen over time for creating healthy school environments in Kansas. Board action on the model guidelines is anticipated in November.

(05:54:03)

ACTION ON CONSENT AGENDA

Mrs. Dombrosky presented her questions about the bidding process for Item 19 f. (Kansas Integrated Accountability contract). Dr. Horst moved to approve the Consent Agenda. Mr. Jones seconded. Motion carried 10-0. In the Consent Agenda, the Board:

MOTION
(06:19:42)

- received the monthly Personnel Report for September.
- confirmed the unclassified personnel appointment of Joshua Bailey as Applications Developer on the Information Technology team, effective Sept. 1, 2020, at an annual salary of \$55,099.20.
- approved issuance of Visiting Scholar licenses for the 2020-21 school year for Chase Brazzle, Barnes-Hanover-Linn, USD 223; and Norman Schmidt, Central Heights USD 288.
- accepted the following recommendations for licensure waivers valid for one school year:
Deaf or Hard of Hearing -- Olivia Fellhoelter, D0602. *Early Childhood Special Education* -- Denise Koelzer, Joan Donovan-Thomas, USD 372; Melissa Keuchel-Edmonds, Sharon Wilkes, USD 458; Amanda Vander Linden, Gena Jones, D0701. *Early Childhood/Preschool* -- Lydia Brown, USD 259; Elizabeth Tice, D0620. *English as a Second Language* -- Jessica Vogt, USD 259; Patricia Mills, USD 475. *Gifted* -- Cody Swartz, Erika Roberts, USD 259; Sarah Reynolds, USD 330; Lewis Toole, Megan Curtis, D0611; Andria Harris, D0613; Logan Brown, Michelle Lewis, D0618; Gina Peak, Kimberly Kasson, D0636; Gerald Schwinn, Hillary Raple, D0638. *High Incidence Special Education* — Colette Berak, USD 229; Brent Fales, Kendra Walsh, Morgan Kerfes, Maximo Penichet, USD 230; Kelsey Demott, USD 234; Denise Roberts, Heather Brown, Jacqueline Bishop, Janet Ralston, Joanne Fluker, Kimberly Giesen, Kirk Merwin, Megan Plant, Nathaniel Ames, Priscilla Kralicek, Rebecca Hamilton, Reno Ferris, Saffron Hibbard, Sonya Adams, Amanda Cook, Amani Ross, Angela Smith, Ashley Dowell, Aubrey Heier, Bethany Ensign, Britney Purdom, Chelle Fraley, Esmeralda Gutierrez, Jessica Holdt, Kaitlyn Bumgarner, Kelsey Jones, Marsha Geer, Montana Severe, Robert Tinker, Shelley Louthan, Susan Sterling, Taylor Buford, Janet Tull, Jennifer Laflamme, Heather Crump, Mariah Reimer, Shannon Balthrop, USD 259; Mickenzi Rutter Evers, USD 263; Deborah Stoughton, Derek Racette, USD 308; Kasi Kraus, USD 330; Mandy Saxton, Jessica Bienhoff, USD 336; Ryan Swiggart, USD 353; Kiara Rolfs, Angela Mitchell, Jenessa Maldonado, Rebecca Ryan, USD 418; Megan Mejia, Audry Annis, USD 458; Amity Ihrig, Colby Soldan, D0602; Rachel Hough, Simona Finney, Lisa Meise, Rachel Gutschenritter, Shandi Kepley, Anne Millis, Jessica Hall, Kyle Groff, D0607; Jessica Wobus, D0608; Abigail Clemmons, Chelsea Parsons, Courtney Harwager, Kara Delauretis, Makala Leichtenberg, Priscilla Hollingsworth, Taylor Walker, D0611; Deborah Davis, Thomas Shields, D0613; Alexis Vincent, Lorie Schaller, Melissa Smith, Melissa Brady, Julie Rader, Logan Harpool, Cameron Peak, D0618; Nancy Robinson, D0620; John Lambert, D0636; Kristi Visor, Amy Dieter, Hannah Mason, D0638; Kelly Kimerer, D0700; Mindy Woods, D0701; Cynthia Leniton, Kylee Brenn, D0725. *Library Media Specialist* — Lara Dodson, Amber Waterbury, Amy Beckmann, Christina Kindle, Elizabeth Tackett, Jessica Schmidt, Julia Duggin, Kelly Cotton, Kelly Kelly, Krista May-Shackelford, Krista Schrag, Kristi Grant, Rachel Johnson, Rebecca Janssen, Renee Franklin, USD 259; Torrie Ellis, USD 343; Eric Dickens, Haley Fairbank, USD 475. *Low Incidence Special Education* — Rachel Young, USD 229; Jennifer House, USD 230; Abigail Myril Semple, Adam Jilka, Ali Wagner, Andrea Adams, Brandi Hendrix, Camalia Finton, Jeffrey Mork, Jennifer Talkington-Sy, Kayla Nott, Lindsay Gress, Lucas Young, Mar Jean Valenzuela, Melissa Baysinger, Teresa Martinez, Alexandra Kimmel, Aubrie Ellis, Christopher Brown, Darla Saindon, Jessica Aaby, Nicolle Herman, Rachel Veloza, Samantha Teed, Sarah Warren, Shara Splichal, Stacy Satterfield, Whitney Steele, Amy Woodard, USD 259; Ada Farringer, USD 353; Jessica Childress, D0607; Tessa Hiatt, D0613; Mary Winger, Briana Talley, Ginny Nickel, D0618; Ranae Gifford, D0701; Alyxandra Rush, D0725. *Math* — Alicia Holland, USD 259. *Visual Impaired* — Lisa Bohlen, USD 308.
- accepted recommendations of the Evaluation Review Committee for higher education program approvals as follows: **Benedictine College** - Chemistry 6-12 continuing program

through Dec. 31, 2026; **McPherson College** - Art PreK-12, Chemistry 6-12, ESOL undergraduate and ESOL graduate, English Language Arts 6-12, Mathematics 6-12, Music PreK-12, Music instrumental, music vocal, speech/theatre 6-12, all continuing programs through June 30, 2027; **Ottawa University** - Elementary Education Unified K-6, English Language Arts 6-12, both new programs through Dec. 31, 2022; **University of Kansas** - Elementary Education Unified K-6, new program through Dec. 31, 2022, and Biology 6-12, Chemistry 6-12, Earth and Space Science 6-12, History/Government/Social Studies 6-12, Physics 6-12, all continuing programs through Dec. 31, 2026.

authorized the Commissioner of Education to negotiate and

- amend and increase the Kansas Integrated Accountability contract by an amount not to exceed \$43,020;
- amend and extend the dates of the current Microsoft Imagine Academy contract through Nov. 30, 2024.

Board members took a 10-minute break at 4:20 p.m.

BREAK

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Action to accept Navigating Change document updates — Dr. Watson reviewed updates to *Navigating Change Kansas' Guide to Learning and School Safety Operations* earlier during in his report to the Board. These included replacement of the daily remote learning logs with an assurances form and an additional resource regarding youth mental health and COVID-19. Ms. Busch read the motion for Mrs. Waugh, in which she moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Sept. 8. Dr. Horst seconded. Motion carried 10-0.

MOTION
(06:31:50)

Assignments — Chairman Busch announced the assignment of Jim McNiece and Ben Jones to the Spring Break Calendar Alignment Work Group, and the assignment of Mr. McNiece to the Education Commission of the States P-3 Policy Academy team for Kansas.

Committee Reports — Mr. Porter commented on the recent NASBE Governmental Affairs Committee call; asked members to submit their legislative priority suggestions to him or Dr. Horst; and reported that the new chair of the Professional Standards Board would be Dean Cameron Carlson from Newman. Mr. Jones welcomed feedback from members regarding the NASBE Chair-Elect nominees. Mr. McNiece reported on the Special Education Advisory Council meeting including efforts to fill specific requirements for SEAC membership. Mrs. Mah commented on the Career Technical Education committee.

Board Attorney's Report — Board Attorney Mark Ferguson plans to attend the virtual annual conference of state education attorneys hosted through NASBE. He reported on an upcoming hearing before the civil service board. Mr. Ferguson also provided a refresher on open records and open meetings rules.

Requests for Future Agenda Items —

- Presentation about Kansas Communities That Care Coalition survey to students, including consideration of different questions for younger students. (Mrs. Mah)
- Discussion on teacher licensure transition for those serving in the military. (Mr. Porter)
- Mental Health – gauging how districts are doing with general morale of adults and students, and how mental health is impacting academics. (Mrs. Dombrosky)

- Retreat or work session on lessons learned from pandemic moving forward and how experiences shape future of mission and vision (Mr. McNiece)
- Discuss ways to take birthdate out of the equation for students, particularly in regards to math instruction (Mr. Roberts)
- Discuss crafting a system in which teachers can negotiate their own salaries (Mr. Roberts)
- Additional discussion on microcredentialing (Mr. Porter)
- Report from Commissioner Watson on options for waiving hours of instruction and easing reporting requirements other than KESA (general)
- Consider charges from Kansas Teacher of the Year team regarding support to schools and families during the pandemic; invite group back for more conversation (Ms. Busch)

Chairman's Report - Chairman Busch updated members on the School Mental Health Advisory Committee subgroup work to put recommendations from the Blue Ribbon Task Force on Bullying into an operational form. She also distributed annual evaluation forms for the positions of Commissioner, Board Attorney and Board Secretary. These are due back to Ms. Busch by Oct. 28. The next State Board meeting is Nov. 10 and will be a one-day meeting because the 11th is Veteran's Day, a state holiday.

BOARD MEMBER TRAVEL

Board members had the opportunity to make changes to the travel requests for approval. Mrs. Dombrosky moved to approve the travel requests and updates. Mr. Jones seconded. Motion carried 10-0.

MOTION
(07:13:08)

RECESS

Chairman Busch recessed the meeting at 5:15 p.m. until 9 a.m. Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education
 Wednesday, October 14, 2020

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Oct. 14, 2020, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

(00:07:58)

ROLL CALL

All Board members participated, either in person or by video conference.

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

APPROVAL OF AGENDA

Dr. Horst moved to approve the Wednesday agenda as presented. Mr. Jones seconded. Motion carried 9-0 with Mr. McNiece not available for the vote.

MOTION
 (00:08:19)

DISCUSS OPPORTUNITIES FOR MICROCREDENTIALING AND INDIVIDUALIZED PROFESSIONAL DEVELOPMENT OF LICENSED EDUCATORS

The Professional Standards Board, in conjunction with KSDE staff, has been researching and exploring options to use competency-based microcredentials as a means of personalized professional learning for educators. Guest presenters were Dr. Paul Erickson, Principal at Buhler schools, and Dr, Debbie Mercer, Dean of the College of Education at Kansas State University. Together, along with KSDE staff, they talked about a voluntary microcredential pilot in which 50 Kansas educators initiated the process and 21 finished. Other discussion centered on relicensure of educators based on personalized professional learning, components of the process, that the process is suitable for various educator levels, and other considerations. Additional discussion on this topic will occur at a future meeting.

(00:09:15)

DISCUSSION WITH KANSAS TEACHER OF THE YEAR TEAM ON IMPACT OF COVID-19

The pandemic created by COVID-19 caused interrupts to the 2019-20 and current school years. Board members had an opportunity to converse with the 2020 Kansas Teacher of the Year team via video conference to talk about their experiences in and out of the classroom since March 2020, when the virus began to significantly disrupt the school system. The group acknowledged both the positive and the negative symbolized by roses, thorns and buds of hope. Participants were:

(00:52:44)

Tabatha Rosproy, Winfield USD 465 (2020 KTOY and 2020 National Teacher of the Year)
 Kara Belew, Andover USD 385
 Amy Hillman, Olathe USD 233
 Shawn Hornung, Wamego USD 320
 Stefanie Lane, Clay Center, USD 379

Julie Loevenstein, Basehor-Linwood USD 458
Melissa Molteni, Shawnee Mission USD 512

Team member Lara McDonald, Auburn-Washburn USD 437, was not able to participate. Among their concerns were: equity, mental health, missed chance to say goodbyes at the abrupt closure of school buildings in the spring, creating a safe place for teachers, more frequent testing, valuing teachers as front-line workers. In contrast, they were encouraged by opportunities to involve students in leadership, to form connections within the community and support families, and inspire educator-led initiatives.

There was a break until 10:45 a.m.

BREAK

COMMISSIONER'S REMARKS ON SUPPORTING SCHOOLS AND FAMILIES DURING PANDEMIC

Dr. Randy Watson commented on the uncertainty schools experience in determining which learning environment to utilize — in-person, remote or hybrid. The decision is impacted by multiple factors. Flexibility for the long-term is not easy because there are competing interests about how to set up schools safely. He talked about the Navigating Change guidance to schools and the importance of following medical advice for safety of all. Board members discussed ways to assist schools and families. There was discussion about the 1,116 hour school term required by statute, counting professional development as a full credit toward the total hours, evaluating what constitutes a school day for remote learners, use of outdoor areas or other facilities to space students during instruction and easing reporting requirements. The Board asked Commissioner Watson to research options and report back next month.

(02:06:08)

ADJOURNMENT

Chairman Busch adjourned at noon. The next meeting is one day only, Tuesday, Nov. 10 in Topeka.

Kathy Busch, Chairman

Peggy Hill, Secretary



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Janet Waugh District 1	Steve Roberts District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Citizens' Open Forum

The State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Written comments may be emailed to plhill@ksde.org by Dec. 4.

Because of the county's mass gathering restrictions to limit the spread of COVID-19, the meeting will be conducted virtually. Only written comments will be accepted for the December State Board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:
Jeannette Nobo

Director:
Mischel Miller

Commissioner:
Randy Watson

Meeting Date: 12/8/2020

Item Title:

Act on Accreditation Review Council recommendations for Kansas Education Systems Accreditation

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendation of the Accreditation Review Council and award the status of Accredited to USD 450 Shawnee Heights.

Explanation of Situation Requiring Action:

In the 2019-2020 school year there were 29 systems scheduled for accreditation. Due to COVID-19, not all systems were able to complete their visits; therefore, they were provided an extension of their Year Five visit (Accreditation Year Visit) until October 2020. Consequently, systems scheduled to be accredited in 2019-2020 have been forwarded for review and action each month this 2020-2021 school year. Although the expectation was to have these systems accredited by December 2020, there will be systems brought forward for an accreditation decision into calendar year 2021.

During the November State Board meeting, one additional system scheduled for an accreditation recommendation in 2019-2020 was presented to the State Board as a receive item. This system is now brought forward to the State Board of Education for action. The system and its Accreditation Review Council's accreditation recommendation is:

- USD 450 Shawnee Heights – Accredited

Included for documentation is the executive summary presented to the State Board at their November meeting.

Accreditation Summary

Date: 10/13/2020

System: D0450 Shawnee Heights (0000)

City: Tecumseh

Superintendent: Matt Hirsch

OVT Chair: Deborah Hamm

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

All compliance requirements were met as verified by KSDE.

2. Foundational areas are **assuredly** addressed.

ARC Comment

Tiered Framework of Supports – It was reported and verified that additional social workers and behavioral interventionists were hired to support students with social-emotional concerns. MTSS is being implemented. Summer school was provided for grades K-6 and HS. Summer tutoring provides for 1:1 or 1:2 learning support for over 30 hours.

Stakeholder Engagement – The system implemented a parent university with the purpose of educating parents regarding hot topics (drugs, social media, etc. The Parent University was not as successful as they had hoped, so the system is in the process of reorganizing this program. The system leadership has been focused on getting parents involved academically in the schools. The system uses the Remind application to communicate with parents.

Diversity and Equity – The system is implementing a system-wide plan and has increased the number of minority students in AP and honor courses.

Communication and Basic Skills – The system remains system remains focused on academic skills. To support students developing proficiency in communication, the system offers Kagan training though it is not required for all teachers.

Civic and Social Engagement – The system is implementing a system-wide plan and is providing numerous opportunities for students and staff to participate in service-learning.

Physical and Mental Health – The system increased the number of Social Workers by 2.5 FTE (HS, MS, ES). Grace Med is scheduled to partner with them during the 5th year in order to expand programs to all elementary schools. Teachers are encouraged to use brain breaks and to provide activity breaks when in the classroom.

Arts and Cultural Appreciation – Music is taught daily at the elementary level. There are vocal music electives at 7-12. Band and orchestra are available for students in grades 5-12. Art instruction is provided for students in grades 5 and 6. Electives in art are available 7-12. This is an area that needs to be expanded in future cycles.

Postsecondary and Career Preparation – The system instituted Reality U and Financial U for students. These opportunities were viewed as a big success. Student-led conferences were conducted with high school students, which focused on their planning for postsecondary career or college. Individual plans of study are implemented for all students 7-12. Shawnee Heights will be unique in the state in offering the AP Capstone. They have transitioned to using Xello.

3. Evidence is **assuredly** documented that **Goal 1 (Relationships)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Although this goal was not listed as a measurable goal, the system did have data to show growth. During the three periods of this accreditation cycle, the Shawnee Heights district has purposely: Intentionally increased parent communication through newsletters. "Family Nights" activities have increased participation in parent-teacher conferences, and student-led assemblies and conferences. They are utilizing the KPIRC survey data to adjust and make modifications to their efforts. Utilizing that data, they have made parent-teacher conferences more meaningful for students and families. They are utilizing a variety of feedback options to evaluate their engagement efforts.

While all schools have worked hard to address this goal, one idea that was shared seemed particularly noteworthy. The staff at Tecumseh North implemented the "One School, One Book" strategy. This provides a common set of experiences and vocabulary for every member of the school community.

Recognizing that parent-teacher conferences are an important opportunity for parents to engage with teachers regarding the academic and social-emotional success of students, the district has focused on making sure that the conferences are value-added. Examples provided by the DLT included: 1) middle school conferences in the spring focused on assisting parents and students in enrolling for high school – this increased parent involvement; 2) teachers and administrators have increased communication with parents regarding advanced classes; and 3) conducting parent perception survey after parent-teacher conferences seeking input on quality as well as suggestions for improvement. The district reported that 39% of families returned the survey.

Additionally, there was evidence that a number of social media sites were used to communicate with parents. The district is also considering other technologies such as Remind to address the needs to communicate while protecting teachers' and administrators' privacy.

Other opportunities are provided to families, as well as the broader community, to participate and engage in student experiences. Reality U was one example that was shared. However, the system expressed that this was going to be reworked due to a lack of success as evidenced by the participation of only 90 students and 58 adults outside the system.

4. Evidence is **assuredly** documented that **Goal 2 (Relevance)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Although no baseline data was available for this goal, the OVT did indicate that the goal was successfully implemented. Teachers were expected to have goals related to the district goals and staff members from each building shared their successes to the OVT in achieving this goal. The elementary and middle schools reported on "goal notebooks" and "goal setting" which was a part of each student's experience. The schools expanded the goal setting to include social-emotional goals and found this to be a positive addition to the academic goals' students were setting. The high school staff members shared their successful transition from Career Cruising to Xello and acknowledged that there was more

work to do in fully utilizing the data and resources of this system. It was acknowledged that 100% of all students 7-12 have Individual Plans of Study in Xello. As an added opportunity, the reports available on Xello have been used to determine course offerings and staffing needs.

To ensure that everyone is accountable for addressing the goal, parents are surveyed in the fall and asked to respond to the question: Did a teacher show you evidence that your student had written an academic goal this year; and students are graphing their goals. Staff members reported that the students' struggles are evident and there is power in the conversation between the student and the teacher. They have found that goal setting for high-stakes testing works but only when the goal setting is a part of the students' regular classroom experience.

Other topics shared included: 1) respect circles which are used as a part of the social-emotional curriculum, 2) students generate ideas for community service projects and do the planning and implementing of the projects, 3) flexible seating is being embraced across the district, 4) multiple STEM activities are available, and 5) there is an increased emphasis on leadership opportunities for all students.

Schools reported that student-led conferences have increased family participation at conferences with the greatest improvements seen at the secondary level - from 28% to 68.9% participation in three years at Shawnee Heights High School.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long-term sustainability have been created and or updated.

ARC Comment

The system has policies and procedures in place as evident through the hiring process.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The system is making progress towards the Kansas State Board Outcomes.

Board Outcomes

Social-Emotional Growth

The district utilizes data from the Kansas Communities that Care survey. Between 66% and 76% of students in the district report that they have never been bullied. Between 76% and 92% of students report that they feel safe at school. The system added 2.5 social workers with additional staff this year. The system also hired a behavioral interventionist.

Kindergarten Readiness

The system uses ASQ. The data is collected the first few weeks of each school year. The systems also partner with preschools in the area for successful transition.

Individual Plans of Study

All students 7th -12th grade have an IPS in place. Student-led conferences allow students to discuss with their parents' course selection or career plans. Over a 3-year period parent teacher conference at the high school grew from 28% attendance to 69%. There are currently 13 career-technical programs in the district, two were introduced this year. One was a vocational agriculture program because of student interest.

High School Graduation Rate

HS graduation rate in 2017 was 91.7. This increase to 96.6 in 2019.

Postsecondary Success

District is below their predicted effectiveness rate. The district is predicted to have a 70-75% effectiveness rate. Their current rate is 53.4 – 55.8. This is an area the district needs to focus some attention.

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

ARC Comment

Stakeholders have been a part of the KESA process through various program implementation. The system has evaluated the success of their programs and is working on improving in this area.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Team was very responsive to the outside visitation team requests.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system has demonstrated that they are following the KESA process with a level of fidelity. They understand the this is a continuous improvement process and are seeking way to improve their processes.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The system has demonstrated progress in meeting the KESA requirements for accreditation.

Strengths

The district has focused on improving stakeholder communication, increasing parents' awareness of the academic goals, and progress toward those goals. This system is looking at improvement in a systemic manner.

Challenges

The system needs to continue to demonstrate the effective implementation of a tiered-system support system. They also need to work on improving their postsecondary effectiveness rates. As they move to their next cycle of accreditation, they should be looking at their needs assessment in light of the State Board Outcomes and identify how as a system they can make improvements. Goals need to be written in a way to be measured with baseline data identified.



Shawnee Heights USD 450

4401 SE Shawnee Heights Rd, Tecumseh, KS 66542-9799
(785) 379-5800
www.usd450.net

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Martin Stessman**

Demographics



3,574 Students

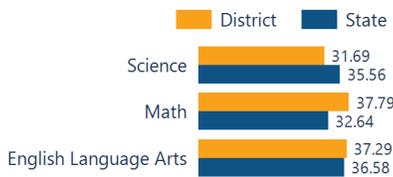
- African American 5.82 %
- Hispanic 17.74 %
- Other 8.70 %
- White 67.74 %

District Kansans Can Star Recognition

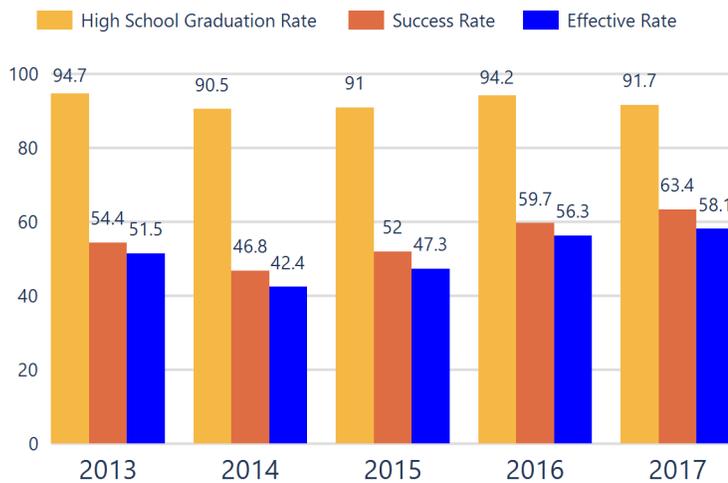
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				★
Graduation Rate				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
92%

Five-Year Success Avg
55%

Five-Year Effective Avg
51%

95% Confidence Interval for the Predicted Effectiveness Rate
54.4 - 56.4%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

State: **96.6%** District ESSA Expenditures Per Pupil 87.5

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$10,239

State: **95.6%** 94.5

Click here for State Financial Accountability.

State: **\$11,415**

State: **8.5%** 13.9

State: **0.6%** 1.4



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.46	22.89	32.46	20.84	24.40	27.52	21.20	25.45	35.16
Level 2	42.19	37.03	30.74	43.07	34.74	32.00	40.99	37.24	33.13
Level 3	26.33	31.06	25.92	27.58	32.67	28.14	28.58	30.38	22.60
Level 4	8.11	8.11	9.38	8.48	8.16	12.32	9.21	6.91	9.09

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.94	30.84	41.36	29.79	34.26	38.65	30.24	35.45	44.48
Level 2	44.08	40.20	29.13	46.46	34.85	29.78	43.84	39.21	35.29
Level 3	20.29	23.68	21.22	19.46	26.14	25.17	21.12	21.56	15.44
Level 4	3.21	3.80	6.11	4.27	4.72	6.38	4.77	3.76	4.77

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	52.30	53.13	50.53	54.50	58.36	56.66	51.42	62.44	74.75
Level 2	31.38	25.52	23.65	31.33	28.32	32.22	35.10	22.85	12.62
Level 3	10.04	13.38	15.05	11.58	10.72	8.88	10.61	11.02	11.65
Level 4	2.51	4.18	3.22	2.57	2.57	2.22	2.85	3.67	0.97

AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.22	42.22	56.25	39.36	45.74	59.37	40.74	48.59	54.34
Level 2	35.55	34.44	22.91	44.68	31.91	25.00	42.59	32.71	32.60
Level 3	14.44	14.44	16.66	13.82	19.14	12.50	15.74	16.82	8.69
Level 4	2.22	3.33	2.08	2.12	3.19	3.12	0.92	1.86	4.34

HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.79	30.34	44.71	27.37	29.47	34.05	25.37	30.90	39.74
Level 2	47.05	37.15	28.45	48.70	37.57	41.30	48.33	39.39	42.30
Level 3	21.98	27.86	20.32	19.88	27.74	21.73	22.05	27.27	15.38
Level 4	1.85	4.33	4.87	4.03	5.20	2.89	4.22	2.42	2.56

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

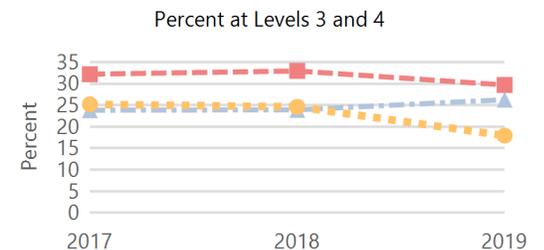
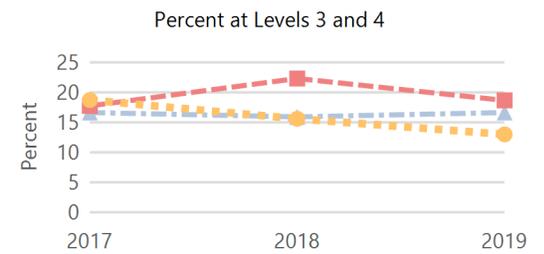
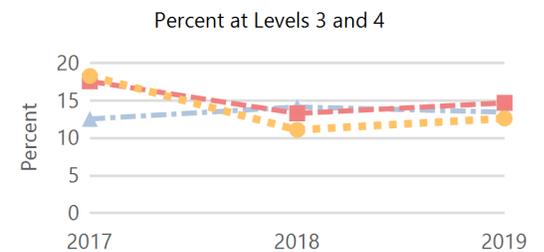
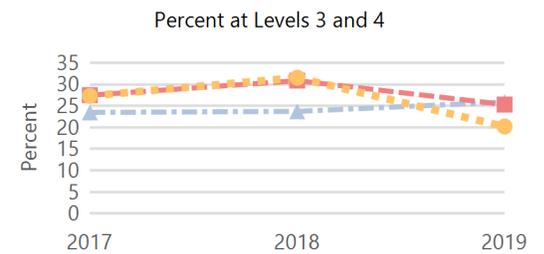
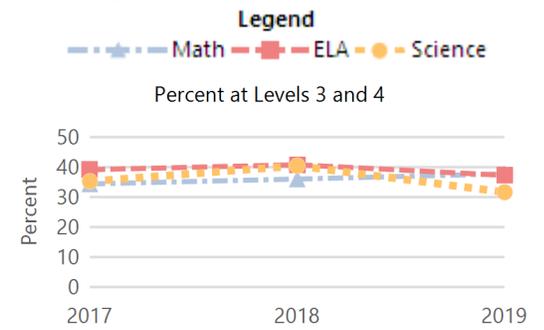
ACT Performance (2019 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District	21.0
State	21.1

Academically Prepared for Postsecondary Success



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:
Cynthia Hadicke

Director:
Scott Smith

Commissioner:
Randy Watson

Meeting Date: 12/8/2020

Item Title:

Act on proposed Dyslexia Handbook

Recommended Motion:

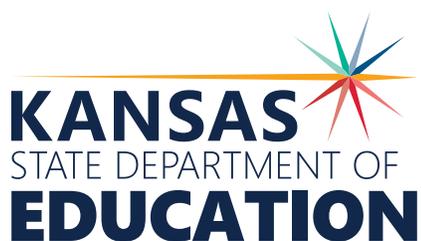
It is moved that the Kansas State Board of Education approve the Dyslexia Handbook as presented.

Explanation of Situation Requiring Action:

The Legislative Task Force on Dyslexia had asked that the Dyslexia Handbook be ready for the field and parents by July 2020. Due to lack of funding and therefore personnel, the handbook completion was delayed. The Dyslexia Handbook was created with input from a variety of stakeholders including parents, school psychologists, teachers, special education leaders, reading specialists, Kansas not-for-profit agencies and Kansas State Department of Education staff members. The handbook is comprised of the definition of dyslexia, characteristics of dyslexia, screening for dyslexia, evidence-based reading instruction guidelines and reading intervention recommendations.

The document was presented for review in November prior to anticipated action in December.

Dyslexia Handbook



Kansas leads the world in the success of each student.

OCT. 22, 2020

DYSLEXIA HANDBOOK

Acknowledgments

To ensure that many Kansas voices were heard in the development of this handbook, the Kansas State Department of Education engaged a diverse group of individuals with expertise in reading difficulties and dyslexia to develop this document. We would like to acknowledge the following individuals for their contributions to this dyslexia handbook:

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DYSLEXIA HANDBOOK

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DYSLEXIA HANDBOOK

Introduction

The Kansas State Department of Education's Dyslexia Handbook was developed to provide guidance and information to a broad spectrum of educators and stakeholders. Specifically, this publication is a response to the Kansas Legislative Task Force on Dyslexia and its recommendations. Many students in Kansas continue to struggle with reading despite being provided the learning opportunities necessary to become successful readers. Reading, writing or spelling difficulties may be caused by dyslexia or characteristics of dyslexia. The vision of Kansas education is to ***“lead the world in the success of each student.”*** With this vision in mind, this handbook seeks to foster an understanding of dyslexia and related challenges to reading. This manual explains how to identify and educate students with dyslexia and other reading difficulties. This manual also informs educators and families about practices that support students with dyslexia and other reading difficulties.



The purpose of the KSDE Dyslexia Handbook is to provide procedures to be used by school districts, administrators, specialists, teachers, higher education faculty, students and parents/guardians in early identification of, instruction for, and accommodations for students who struggle to read, have characteristic of dyslexia or students with dyslexia. This handbook will be used by school districts for developing written procedures, instructional methodologies, and evidence-based practices regarding students with dyslexia. Kansas school districts have considerable autonomy in making decisions about diagnostic tools and instructional programs. KSDE does not endorse specific diagnostic tools or instructional programs. The programs in this handbook, therefore, are recommended and not mandated.

About 15-20% of our population have characteristics of dyslexia, which could include inaccurate or slow reading, poor spelling, poor writing or mixing up words that are similar.

- Shaywitz & Shaywitz, 2020.

Not all children who have these symptoms have dyslexia, but they are likely to struggle with many aspects of academic learning and are highly likely to benefit from systematic, explicit, instruction in reading and writing. Dyslexia occurs in people of all backgrounds and intellectual levels. People with dyslexia can be very intelligent and are often capable or gifted in the arts, computer science, mathematics, engineering, sales and sports. Also, research indicates that dyslexia is hereditary; parents with dyslexia are very likely to have children with dyslexia.¹

Kansas children may struggle in learning to read for many different reasons. Some reasons for this could include weak oral language development in the early years, growing up in a family that has faced economic hardships, weak skills in the English language, low general intellectual ability or lack of motivation and interest.² The good news is that human brains are malleable and with evidence-based screening practices, evidence-based literacy instruction, and ongoing progress monitoring, reading improvement is possible.

1 Olson, Keenan, Byrne, & Samuelson, 2014

2 Snow, Burns, & Griffin, 1998

Dyslexia Defined

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

- Adopted by the International Dyslexia Association Board of Directors, Nov. 12, 2002, and the Kansas State Board of Education, November 2020.

Characteristics of Dyslexia

The problems displayed by individuals with dyslexia and/or students at risk of reading difficulties involve struggles in acquiring and using written language. It is a myth that individuals with dyslexia “read backward,” although spelling can look quite jumbled at times because students have trouble remembering letter symbols for sounds and decoding words.³ Other problems experienced by people with dyslexia could include the following:⁴

- Learning to speak.
- Retention of phonological and phonemic awareness tasks.
- Learning letters and their sounds.
- Reading words in isolation.
- Organizing written and spoken language.
- Decoding words.
- Memorizing number facts.
- Reading quickly enough to comprehend (reading with appropriate accuracy, rate and prosody).
- Persisting with and comprehending longer reading assignments.
- Spelling.
- Learning a foreign language.
- Correctly doing math operations.

Not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phoneme manipulation, single-word reading, reading fluency and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

³ Francis, et al., 1996

⁴ International Dyslexia Association, 2020

⁵ Berninger and Wolf, 2009

⁶ Kilpatrick, 2015

The following are the predominate reading/spelling characteristics of dyslexia:⁵

- Difficulty reading words in isolation.
- Difficulty accurately decoding unfamiliar words.
- Difficulty with oral reading (slow, inaccurate or labored without prosody).
- Difficulty spelling.

It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above. The reading/spelling characteristics are most often associated with the following:⁶

- Segmenting, blending and manipulating sounds in words (phonemic awareness).
- Learning the names of letters and their associated sounds.
- Holding information about sounds and words in memory (phonological memory).
- Rapidly recalling the names of familiar objects, colors or letters of the alphabet (rapid automatic naming).

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension.
- Variable difficulty with aspects of written language.
- Limited vocabulary growth due to reduced reading experience.

Characteristics by Grade Level

Individuals with dyslexia have trouble with reading, writing, spelling and/or math even though they have the ability to learn and have had many exposures to the content.

The following characteristics identify risk factors associated with dyslexia at different grade levels or stages of life. If the following characteristics are unexpected for an individual's age, educational level or cognitive abilities, they may be at risk for dyslexia. A person with dyslexia usually has several of these characteristics that persist over time. The list below was compiled from resources from the International Dyslexia Association:

PRESCHOOL

- Delays in learning to talk.
- Difficulty learning to pronounce new vocabulary.
- Difficulty following multistep directions.
- Difficulty retelling a familiar story in order.
- Difficulty with rhyming.
- Difficulty pronouncing words.
- Poor auditory memory for knowing rhymes or chants.
- Inability to recall the right word when speaking.
- Trouble learning and/or remembering the letters in his/her name.

KINDERGARTEN AND FIRST GRADE

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty breaking words into smaller parts or breaking words into syllables (e.g. "sunflower" can be broken into three syllables "sun," "flow" and "er").
- Difficulty identifying and manipulating sounds in one syllable words (e.g. "bat" can be broken into the sounds of /b/ /ă/ /t/).
- Difficulty remembering the names of letters of the alphabet and recalling the sounds associated with those letters.
- Difficulty reading single words.
- Difficulty spelling words the way they sound or remembering letter sequences in very common words often seen in print (e.g. "the" "and", etc.).

SECOND AND THIRD GRADE

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty recognizing common high frequency words (e.g. "been" "said").
- Difficulty decoding single words, including nonsense words.
- Difficulty organizing written language.
- Difficulty copying from provided text.
- Difficulty recalling the correct sounds for the letters and letter patterns in reading.
- Difficulty connecting speech sounds and appropriate letter or letter combinations and omitting letters in words for spelling (e.g. "later" spelled "lettr").
- Difficulty reading fluently (e.g. reading slow, inaccurate, and/or without expression).
- Reliance on picture clues, story theme or guessing at words while reading.
- Difficulty with written expression.

FOURTH AND FIFTH GRADE

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty reading aloud (e.g. fear of reading aloud in front of peers).
- Avoidance of reading or reading activities.
- Low levels of vocabulary acquisition because of reduced independent reading.
- Use of less complicated words in writing and more reliance on words that are easier to spell (e.g. “pretty” instead of “beautiful”).
- Reliance on listening rather than reading for comprehension.

MIDDLE AND HIGH SCHOOL

Individuals could have problems with many of the previously described characteristics along with the following:

- Difficulty keeping pace with the volume of reading and written work assigned.
- Frustration with the amount of time and energy required for reading tasks.
- Difficulty with written assignments.
- Difficulty in learning a foreign language.
- Difficulty with word retrieval.
- Difficulty with note taking.
- Difficulty remembering sequences.

OTHER COMMON CHARACTERISTICS IN STUDENTS

The following characteristics can often occur when an individual is showing several of the above characteristics of dyslexia:

- Difficulty naming colors or objects.
- Difficulty naming letters in a sequence rapidly.
- Difficulty remembering directions or facts.
- Need to see or hear concepts many times in order to learn them.
- Inconsistent school work.
- Difficulty with proofreading.
- Letter and number reversals.
- Distracted by external visual or auditory stimuli.

OTHER RELATED ACADEMIC DIFFICULTIES AND OTHER CONDITIONS

The characteristics in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension and mathematics, as well as other conditions and/or behaviors. Some common co-occurring disorders with dyslexia are:

- Dysgraphia (handwriting) – This can include poor handwriting, messy and unorganized papers, difficulty copying, poor fine motor skills and difficulty remembering the movement needed to form letters.
- Dyscalculia (mathematics) – This can include difficulty counting with accuracy, misreading numbers frequently, difficulty retrieving math facts and repeated calculation errors.
- Attention Deficit Hyperactivity Disorder (ADHD) – This can include inattention, distractibility, impulsivity and hyperactivity.
- Executive Functioning – This can include losing papers, poor time management, forgetfulness, unorganized desk or materials, overwhelmed by too much input, and slow work production.

DYSLEXIA HANDBOOK

Screening

The early identification of individuals who struggle to read, have characteristics of dyslexia or with dyslexia, which includes early intervention, will have a significant impact on their future academic success. Screening tools allow teachers to predict which children are at risk of reading difficulty before they begin learning to read.⁷

Research has shown the connections of brain growth for individual's birth to age 8 as a critical period for literacy development.⁸ According to Torgesen (1998), it is imperative to "catch them before they fail," thus the importance of screening is critical in the early literacy development years.

If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.

- Ferrer, et al., *Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence*, 2015

7 Susan Hall, 2004

8 Nevills & Wolfe, 2009

What is Screening?

Screening measures are usually brief assessments of skills that are highly predictive of a later outcome. Screening should quickly differentiate students into groups - those who need targeted intervention and those who do not. A screening measure needs to focus on specific skills of reading. Tools used for screening should have the following characteristics:

- Quick and targeted assessment of discrete skills.
- Alternative equivalent forms (for administration more than one time per year).
- Standardized protocols for test administration and scoring.
- Reliability and validity.

Why Conduct a Screening?

Screening results should identify specific students who could be at risk for reading difficulties. Research states that early intervention for students with reading difficulties is critical for intervention to be successful.

“Deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge have been shown to be robust precursors of dyslexia in children as young as age three.”⁹ In their book, “Straight Talk About Reading,” Susan Hall and Louisa Moats (1999) state that,

“Inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy.”¹⁰

Research continues to support the need for early identification and assessment.¹¹ Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills.¹²

It is essential to screen students for dyslexia and related reading disorders early in their academic life. Screening can serve multiple purposes for reading instruction including: determining a student’s risk for dyslexia and other reading difficulties, assisting in creating data-based decisions for intervention instruction, and to aid in determining if progress is adequate or if a different intervention is required.

⁹ Gabb, 2017

¹⁰ p. 279

¹¹ Nevills & Wolfe, 2009

¹² Sousa, 2005

Types of Assessment

Assessments have multiple purposes. Universal screening is conducted to determine a student's risk for reading difficulty and the need for possible instructional intervention. Once the universal screening is complete, the data is to be analyzed for areas of weakness as it relates to reading competencies. If areas of weakness are identified, then an informal diagnostic

may be administered so that a data-based intervention plan can be created to address the identified weakness(es) in reading. If a student has an intervention plan, then ongoing progress monitoring assessments (i.e. intervention assessments) should be conducted to evaluate the impact of the instruction and the student's achievement towards reading goals.

Universal Screeners

Universal screening tools are quick and targeted assessments of distinct skills that indicate whether students are making adequate progress in reading achievement. Universal screeners are to be administered to all students in kindergarten through 12th grade at a minimum of three times per year and serve as your progress monitoring tool for all students. Since research has shown the rapid growth of the brain and its response to reading instruction in the primary years,¹³ the critical time for initial universal screening would be when a student is in preschool or kindergarten. Additionally, Eden (2015) states that "when appropriate intervention is applied early,

it is not only more effective in younger children, but also increases the chances of sparing a child from the negative secondary consequences associated with reading failure, such as decline in self-confidence and depression." Universal screeners should have alternate equivalent forms so that they can be administered at least three times per year with unique questions each time. There should be standardized directions for administration and scoring of these assessments. Finally, universal screeners should have established reliability and validity measures.

¹³ Nevills & Wolfe, 2009

Informal Diagnostics

Upon completion of the universal screener, student data should be analyzed for areas of weakness, as it relates to the reading competencies. In order to isolate the areas of reading in need of intervention, an informal diagnostic instrument may need to be utilized. In some cases, the universal screener is able to isolate the area in need of reading intervention. When the universal screener does not identify the target area, an informal diagnostic could be used. Informal diagnostic assessments should focus on measuring the language/reading skills that influence reading outcomes (i.e. phonemic

awareness, phonics, fluency, vocabulary and comprehension).¹⁴ “Informal diagnostic assessments take more time to administer and should only be given to students at risk.”¹⁵ Based on results of the informal diagnostic assessment, intervention plans should be developed by the teacher, or a student intervention team, utilizing evidence-based practices to influence reading competency development. During the course of the intervention, assessment data should be collected and examined.

Progress Monitoring

Intervention assessment data, gathered through the progress monitoring tools of your universal screener, reveals how students have performed on skill progression. The intervention process is entirely driven by data, characterized by increased intensity and individualization of reading deficits. Progress monitoring is a key component of an intervention plan. Prior to delivering the intervention instruction, school teams should develop a progressing monitoring plan which outlines the progress monitoring instructional tool, student goal, and frequency of data collection and review. During delivery of the

intervention instruction, educators should collect and graph frequent progress monitoring data. After sufficient data is collected, it is graphed and evaluated against the student’s instructional goal to determine whether the student is making satisfactory progress. If progress toward the student’s instructional goal is evident, the teacher continues to implement the intervention. However, if the student’s progress is unsatisfactory, the teacher should consult with team members to determine how to intensify or change the instructional intervention.

¹⁴ Torgesen, 2005

¹⁵ Moats & Tallman, 2019, p.72

Criteria for Dyslexia Screening Tools

KSDE requires that all accredited school systems in Kansas provide dyslexia screening to all students in kindergarten through 12th grade. It is important that the screening tool be accurate and comprehensive. However, it should be noted that these screenings are not as extensive as a comprehensive evaluation. While the school selected screening instrument will be expected to measure skills, it is important that individuals who administer the screening instrument observe and take anecdotal notes on students' behaviors (listed below) during the administration of the screener. This is not an exhaustive list, but some key red flags that may require more detailed diagnostic assessment are:¹⁶

- Lack of automaticity.
- Difficulty sounding out words left to right.
- Guessing.
- Inability to focus on the reading task.
- Avoidance behavior.

Screening is not a formal evaluation. The results of the screenings conducted in schools across Kansas should be utilized to determine each individual students' need for immediate and timely intervention as recommended by the Kansas Multi-Tiered System of Supports. Students who score below benchmark on the screening tool may need to be further assessed in the skills listed below (Gersten, et al., 2008):

- Phonological awareness
- Phonemic awareness
- Sound-Symbol recognition
- Fluent word recognition
- Nonword Reading (pseudo word reading)
- Decoding skills
- Spelling
- Oral reading rate (second grade and above)
- Oral reading accuracy (second grade and above)

Common Screening Practices

The use of screeners is a process for gathering additional information to determine if characteristics of dyslexia are present. Schools should consider gathering additional information if a student performs below benchmark expectations. This includes other progress monitoring data, work samples, formative literacy assessment data and other assessment data which assess the skills listed above. The determination of existing characteristics of dyslexia should be based on multiple sources of data. As schools determine the timing of the selected screener, the following questions should be considered:

- Has the student had adequate time for instruction?
- How will the timing of the administration of the screener fit in with the timing of other required assessments in the school?

A school must ensure what appropriately trained and qualified individuals administer and interpret the results of the selected screening tool. Please note that an educational aide or a paraprofessional is not eligible to administer the dyslexia screening tool unless the educational aide or paraprofessional has been trained to use the assessment with fidelity or has a certification with the selected screener. Under no circumstances should an educational aide or paraprofessional interpret the results of a universal screening tool. Individuals who interpret the screening tool must be a classroom teacher who has a valid Kansas teaching license for kindergarten through sixth grade or an individual who has a valid reading specialist endorsement. It is considered best practice that the individual who administers the screening tool be the student's classroom teacher.

¹⁶ Modified from the Texas Department of Education Dyslexia Handbook, 2018, p.13

Interpreting Screening Results

The importance of early intervention cannot be overstated. Intervening early, before difficulties become intractable, offers the best hope for successful outcomes and prevention of long-term deficits. The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided.¹⁷ Screening alone will never improve outcomes for students. The screening must lead to effective instruction for it to be useful. Therefore, once the screening has been administered the next steps are to analyze results, identify the level of risk for each student, and make informed decisions. The next steps are broadly categorized as: continue with core instruction, implement targeted intervention, and/or refer for evaluation.

There are several important factors to consider when interpreting screening results. First, it is important to remember that there is no definitive test score that invariably identifies dyslexia. Dyslexia is a neurobiological disorder that exists along a continuum of severity. This makes the identification of dyslexia more challenging than identifying other forms of disability.

As with any assessment tool, it is important that schools administer and interpret the screening tool with fidelity. Screening tools use norm-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. All accredited Kansas schools must adhere to the cut points established by the published screening instrument.

In general, students scoring below the publisher-determined cut point are considered “at risk” for reading difficulties or dyslexia, while those who score above the cut point are considered “not at risk” for reading difficulties or dyslexia. However, it is important to realize that risk falls on a

continuum and there will always be false positives (students who screen at risk when they are not) and false negatives (students who screen not at risk when they are). Consequently, continual progress monitoring and an ongoing review of data is important.

Students falling well below the cut point have a much higher probability of being at risk for reading difficulties or dyslexia while students scoring well above the cut point have lower probability of reading difficulties or being at risk for dyslexia. The decision for what to do next is easiest for students whose scores fall at the extreme ends of the continuum. Students falling well above the cut point can be considered at low risk for dyslexia and are much less likely to need additional intervention or evaluation. Students scoring far below the cut point should be considered at high risk for dyslexia.

For students who are identified as having reading difficulties or at risk for dyslexia, the school should provide targeted intervention provided by the appropriate staff as determined by the district. Individual districts may use instructional aides or paraprofessionals in this role only if these instructors have received specific professional development on the skill deficit and intervention protocols. It is important to note that the use of a tiered intervention process, such as the Kansas MTSS process must not be used to delay or deny an evaluation for a suspected learning disability especially when parent or teacher observations support this.

For students who score close to the cut point, more information may be needed to make an informed decision regarding implementation of targeted interventions with progress monitoring, or continuation of core instruction only. Data gathering will provide this additional information.

¹⁷ Petscher, et al., 2019

Considerations for English Language Learners

Another factor to consider when interpreting screening results is the student’s linguistic background. The nature of the writing system of a language impacts the reading process. This impacts the identification of students with dyslexia in languages other than English. Assessments for dyslexia in linguistically diverse populations must differentiate language disadvantages from reading difficulties.

Transparent written language has a close letter/sound correspondence.¹⁸ Since English is an opaque language, one with a more complex phoneme (sound) grapheme (letter) correspondence, learning the English writing system can be challenging for English Language Learners (ELs).¹⁹ Teachers must recognize the first language impact of their ELs students when acquiring the English opaque language system.

DYSLEXIA IN TRANSPARENT AND OPAQUE ORTHOGRAPHIES

OPAQUE (ENGLISH)	TRANSPARENT
Early and marked difficulty with word-level reading.	Less difficulty with word-level reading.
Fluency and comprehension often improve once decoding is mastered.	More difficulty with fluency and comprehension.

CHARACTERISTICS OF DYSLEXIA IN ENGLISH VS. SPANISH

ENGLISH	SPANISH
Phonological awareness weaknesses.	Phonological awareness weaknesses may be less pronounced.
Rapid Automatic Naming	Rapid Automatic Naming
Regular/irregular word decoding difficulties	Decoding fewer irregular works in Spanish.
Fluency often a key indicator	Fluency often a key indicator
Frequent spelling errors	Spelling may show fewer errors in English, but still more than students that do not have dyslexia.
Reading comprehension may be a weakness in both English and Spanish.	Reading comprehension may be a weakness in both English and Spanish.

“Research shows that early reading measures, administered in English can be used to screen English learners for reading problems.”²⁰ Screening should begin for ELs as soon as they enter the school system rather than following the common practice of screening ELs when they have reached a reasonable level of English proficiency. It has been consistently proven that foundational reading measures administered in English are an excellent means for screening ELs.²¹ Research supports guidance in the interpretation of phonological awareness test scores.²² Therefore, careful consideration should be given to assessments and intervention plans for students who are culturally and linguistically diverse.

When determining phonological awareness deficits, evaluation personnel should examine subtest scores, including subtle phonological awareness skills, instead of limiting interpretation to composite scores since a deficit in even one skill will limit reading progress for EL students. When an EL student exhibits weakness in reading and spelling a determination should be made whether these difficulties are unexpected in relation to the student’s other abilities, sociocultural factors, and/or language difference.

18 Joshi & Aaron, 2006

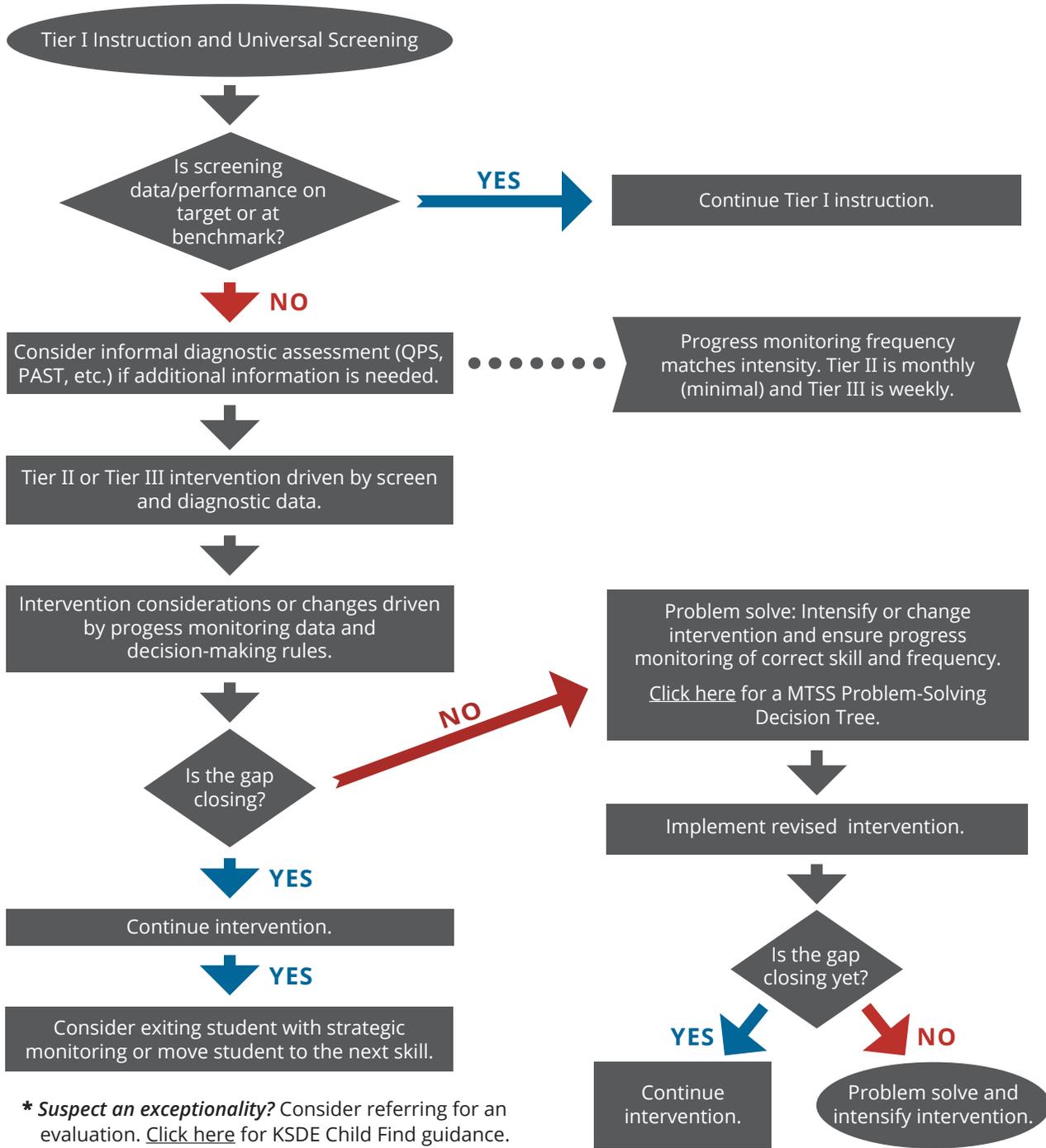
19 Spencer, 2000

20 Gersten, et al., 2007

21 Chiappe & Siegel, 1999; Chiappe, Siegel & Wade-Woolley, 2002; Lesaux & Siegel, 2003; Limbos & Geva, 2001

22 Gersten, et al., 2007

Screening Flowchart



Access to the full document is available in [Appendix B](#).²³

Resources:

- MTSS Problem-Solving Decision Tree (<https://drive.google.com/file/d/1bdzS0Cnbu4hvFZvzxbENwFkfebZV3jH8/view>)
- KSDE Child Find guidance (<https://www.ksde.org/Portals/0/SES/PH/PH-Ch02.pdf?ver=2019-05-21-102539-847>)

²³ See page 29.

Screening Rubric

Access to the full document is available in [Appendix C²⁴](#) and by clicking [here](#).²⁵

Rubric

Description	Yes	No
All students in kindergarten were screened in Letter Naming Frequency. <ul style="list-style-type: none"> Fall (F), Winter (W), Spring (S) 		
All students in grades K-1 were screened in Letter Word Sounds. <ul style="list-style-type: none"> Kindergarten: F, W, S Grade 1: F, W, S 		
All students in grades K-2* were screened in Nonsense Word. <ul style="list-style-type: none"> Kindergarten: S Grade 1: F, W, S Grade 2: F* 		
All students in grades 1-5 were screened in Oral Reading Fluency. <ul style="list-style-type: none"> Grade 1: W, S Grades 2 - 5: F, W, S 		
All students in grades 6-12 not reading at benchmark on a nationally normed reading comprehension assessment were screened using an Oral Reading Fluency assessment.		
Was the screener reliable?		

*NWF see Appendix A

*The screening programs listed are not **required or recommended screeners** for dyslexia by KSDE. The screeners listed below are what most schools in Kansas use. Your system may select any screener, as long as it screens for the items in the table to the left.*

School name	Screener name	Sub-test used

24 See page 32.

25 <https://drive.google.com/file/d/1nujpe13tZGUmYW1qhoSsA0t37Omz-yTY/view>

Kansas State Department of Education Screening Recommendations

All accredited schools in Kansas are required to administer screening for dyslexia to all students in grades kindergarten through 12th grade. The screener should be administered at least three times per year and aligned with national normed benchmark outcomes.

When schools/districts determine the appropriate screening tool to use for dyslexia screening, decisions should be based on the following assessment criteria for the critical components of reading. The Kansas State Board of Education approved the following assessments for dyslexia screening in January 2020. Refer to [Appendix C²⁶](#) or the [previous page](#) for specifics about each assessment and for recommended grade levels for screening.

- Letter Naming Fluency (LNF)
- Letter Word Sounds Fluency (LWSF)
- Phoneme Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
- Oral Reading Fluency (ORF)

²⁶ See page 32.

Evidence-Based Reading Instruction

Learning to read and write is not a natural process and requires mastery of fundamental language skills. For the majority of students, explicit instruction in reading, spelling, writing, and language must be taught on a continuum for reading to take place. Many students with dyslexia or characteristics of dyslexia can be taught in the general education classroom with skilled teaching. Successful classroom instruction delivered by an informed educator, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Possible reading problems can be identified as early as preschool and kindergarten. Therefore, research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be improved in the early grades and get students on the road to academic achievement.

A series of studies have substantiated that good teachers, effective teachers, matter much more than the particular program or materials.²⁷ Expertise matters when it comes to effective reading instruction. Exemplary teachers routinely provide reading instruction which is explicit, systematic, multisensory and executed in a gradual release format. The skilled teacher should deliver instruction to dyslexic students in such a manner until skill automaticity is reached.

The International Dyslexia Association (IDA) defines what all teachers of reading need to know and be able to do to teach all students to read proficiently. In the IDA Knowledge and Practice Standards for Teachers of Reading outlines standards for classroom teachers. Please refer to this resource for more detailed information regarding the complex skills surrounding being a skilled, effective teacher of reading.

There is evidence that blending skills develop sooner than analysis skills, and that students can have good blending skills and inadequate reading development. Only when both blending and analysis skills are mastered do we see benefits for reading development.

- David Kilpatrick, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, 2015

²⁷ Allington & Johnston, 2002; Darling-Hammond, 1999; Pressley, et al, 2001; Taylor, Pearson, Clark & Walpole, 2000

Theoretical Models of Reading

“Teaching reading is rocket science.”

- Louisa Moats

Teaching a student to read requires more than knowledge of what to teach. According to Holly Lane of the University of Florida, “Effective teachers understand how to identify their students’ instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.” (2014, p.25)

As teachers and reading specialists design literacy instruction to meet the needs of students with dyslexia or characteristics of dyslexia, it will be important for key implications documented by researchers to be recognized and woven into the district or school level intervention plans. Structured literacy interventions can assist teachers in using evidence when evaluating programs and teacher training for implementation.

The National Reading Panel (2000) emphasized that phonemic awareness and phonics (decoding) should be included in all reading instruction that focuses on language comprehension such as vocabulary, fluency, and reading and/or listening comprehension so that a complete reading program is created.

Gough and Tunmer, 1986, and Hoover and Gough, 1990, described reading as the product of word recognition (decoding) and language comprehension. They add that these components work together in an interdependent balance and that when there is a disconnection between these components, reading failure can occur. This model is referred to as the **Simple View of Reading**:

$$\text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

Hollis Scarborough, a leading researcher in literacy, expands the Simple View of Reading and communicates that reading is a multifaceted skill that is gradually acquired through years of instruction and practice (see image below). Scarborough’s Reading Rope, illustrates how the many skills that are required to comprehend texts are intertwined and become more complex. The strands weave together over many years and enable a student to become a skilled reader.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

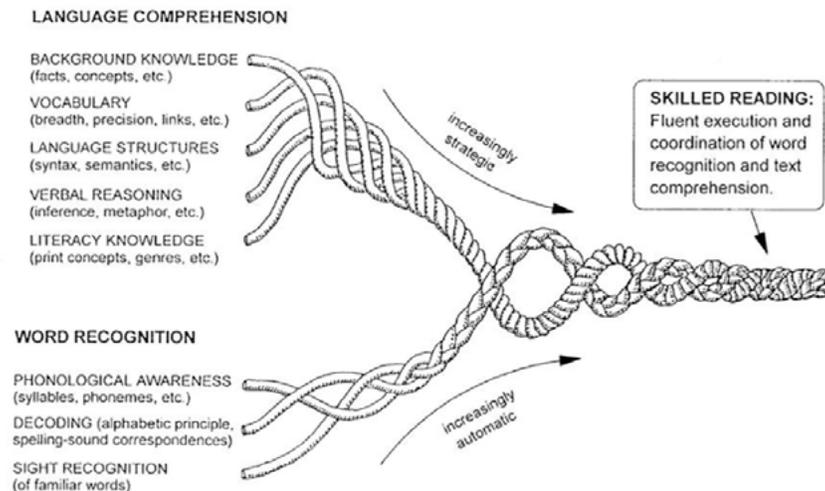


Image Source: Scarborough, 2001

The Structured Literacy Framework

Structured Literacy Instruction

Principles

All students can benefit from evidence-based core reading instruction. When all students receive this evidence-based reading instruction, success in reading is more likely. This type of instruction, also called multisensory structured literacy, when provided with sufficient corrective feedback, will result in the highest level of reading achievement.²⁸

For students who have not benefited from evidenced based core reading instruction, providing intervention by a skilled teacher using direct, systematic and sequential instruction, focused on the structure of language will enable students who struggle to read, students with dyslexia and students with characteristics of dyslexia to make significant progress in reading.

Some popularly used reading approaches, such as guided reading or balanced literacy, are not in and of themselves, sufficient for students with dyslexia, characteristics of dyslexia, or struggling readers. These approaches do not provide sufficient or appropriate instruction in decoding and the essentials of the structure of the English language.²⁹

Structured literacy is instruction that is:

- Explicit
- Systematic
- Cumulative
- Multisensory

²⁸ Moats, 1994, 2004.

²⁹ For more information see Effective Reading Instruction for Students with Dyslexia. (2020, March 31), from <https://dyslexiaida.org/effective-reading-instruction-for-students-with-dyslexia/>

This type of intervention emphasizes the structure of language including the speech sound system (phonology), sound/symbol association, the writing system (orthography), the structure of sentences (syntax), the meaningful parts of word (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Multisensory instructional strategies involve simultaneous use of visual, auditory, tactile-kinesthetic sensory systems and/or articulatory motor components while linking, listening, speaking, reading and writing.

For students with dyslexia, characteristics of dyslexia or for struggling readers, instruction in structured literacy plays an essential role to develop the skills needed to be a successful reader.

Explicit Instruction

The skilled, effective reading teacher will deliver instruction in an explicit manner. Teaching using explicit instruction required that new skills are clearly modeled or demonstrated. New concepts should be presented with examples and non-examples such that students are not inferring what is to be learned. The process of modeling the new skill is repeated until such time that the student(s) can apply the skill independently.³⁰ As the student is demonstrating mastery of the new skill, the teacher provides corrective feedback.

Systematic and Cumulative Instruction

Systematic and cumulative instruction requires that the sequence of instruction begin with the simplest concepts (concepts that the student does not know) and progress to more difficult concepts. An example of a sequence for instruction is shown in the Sample Scope and

Sequence Chart in Appendix D of this handbook. When teaching students with reading difficulties or dyslexia a carefully planned sequence for instruction is considered systematic. The goal of systematic instruction is to maximize outcomes for students learning new material based on the students' levels of background knowledge, level of complexity, and should be designed prior to lessons being taught.³¹

Multisensory Instruction

“Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning.”³² When learning to read, a student will use many senses; visual feedback to learn letters and words on a page, auditory feedback to learn sounds of language (phonemes), Kinesthetic movement and tactile feedback to anchor learning in working memory, and speaking, to feel the movements in the mouth as sounds are said, to learn the sounds of our language. Teaching using a multisensory approach means to engage more than one sense at a time. Every lesson taught using this approach won't use all of a child's senses. Most multisensory lessons engage students in material in more than one way.

Automaticity

Skilled teachers will instruct students until a new skill becomes automatic. Automaticity refers to the ability to produce reading skills without occupying working memory as a result of repetition and practice. When a skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner.³³ In order for teachers to determine if automaticity has been reached, diagnostic testing and continual monitoring of skill mastery is required.

30 Mather & Wendling, 2012

31 The New Jersey Dyslexia Handbook, 2017

32 Birsh, 2018. p. 26

33 Berninger & Wolf, 2009.

Structured Literacy Instruction Elements

Phonological Awareness

Phonological Awareness is the understanding of internal linguistic structure of words (onset and rime, syllables, phonemes). An important aspect of phonological awareness is the ability to segment words into their component phonemes. A phoneme is the smallest unit of sound in a given language that can be discriminated as being distinct from other sounds. For example, in the word ship, the sounds /sh/ /i/ /p/ are the three phonemes that make up the written word, ship. The importance of recognizing phonological awareness as a foundation for decoding cannot be overemphasized. Students who exhibit difficulty in acquiring phonemic awareness skills typically will experience difficulty learning the alphabetic principle.

“The level of phonemic awareness that children possess when first beginning reading instruction and their knowledge of letters are the two best predictors of how well they will learn to read during the first two years of formal reading instruction.”

- National Reading Panel Report, 2000

Sound-Symbol Association

Sound-Symbol Association is the ability to associate letter or letter combinations with their sounds. In reading, students must read/say the correct sound when they see the letter in which it is associated. Additionally, students must be able to blend sounds into words for reading. In spelling, students must spell/write the correct letter for which they hear the sound. Next, students must segment the sounds in words and write the associated letter(s) in order to spell words. There are 44 (sounds) phonemes in the English language represented by letters or combinations of letters (graphemes) of the 26 letters of the English alphabet. The table below gives a few examples of sound-symbol associations for consonants in English.

“Weakness in phonemic awareness characterizes children with reading problems across a span of general verbal ability. Their primary problem in learning to read involves learning to translate between printed and oral language.”

- Torgesen, 2002

Phoneme (sound)	/b/	/g/	/m/	/k/	/ch/
Grapheme (Letter representation)	b, bb	g, gg, gh	m, mm	c, cc, k, lk, q	ch, t

Syllable instruction

Syllable instruction is breaking down words into parts (syllables) with one vowel sound or pattern. There are six syllable types in the English language as listed below:

SYLLABLE TYPE	EXAMPLE
Closed (CVC)	bat, trip, mash, crust, bend
Vowel-consonant-e (VCe)	ripe, gate, stripe, mope
Open (VC)	hi, be, no, she
Consonant-le	table, circle, beetle, eagle
Vowel-r	yard, germ, dirt, turn
Vowel digraphs/ diphthongs	trout, noise, joy, oil

Orthography

Orthography refers to the written spelling patterns and rules in a language. For example, the sound /j/ immediately following a short vowel in a one syllable word is spelled with -dge. Students must be taught the regular and irregular orthographic patterns of a language in an explicit and systematic manner. Orthography instruction should be integrated with phonology, sound-symbol knowledge, and morphology.

Morphology

Morphology is the set of rules that govern how morphemes (base words, prefixes, roots, and suffixes) can be combined to form words. A morpheme is the smallest unit of meaning in a language. Learning frequently used morphemes in a systematic manner to automaticity not only helps spelling but also provides students with strategies for decoding.

“Even the most obscure and complicated appearing words can be broken down into more manageable units and deciphered if the reader is aware of their derivation or roots.”

-Shaywitz, 2006

Syntax

Syntax is the set of rules that govern the sequence and function of words in a sentence in order to convey meaning. Syntax is the proper order of words in a sentence or phrase and is a tool used in writing proper grammatical sentences. Some examples of syntax, or grammar, could be; parts of speech, rules for correct word order, sentence length, sentence types, and sentence constructions.

Vocabulary

Vocabulary is the knowledge of words and their meanings in oral language and in print. Vocabulary can be receptive (understanding) and expressive (productive). Vocabulary knowledge plays a significant role in comprehension. Explicit vocabulary instruction is critical for struggling readers and students with dyslexia.

Reading comprehension

Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development, background knowledge, use of appropriate strategies and motivation.

Reading fluency

Reading fluency “is the ability to read text with sufficient speed and accuracy to support comprehension” (Moats & Dakin, 2008, p.52). Fluency also has the component of prosody, which is the pitch, tone, volume, emphasis and rhythm in speech and oral reading.

Reading Intervention Recommendations

Even with the best core reading instruction, there are still some students, including those with the characteristics of dyslexia, who will require additional support to learn to read proficiently. In Kansas, maintaining a tiered system of support is part of the accreditation process. In addition to receiving high-quality core instruction (Tier 1) that includes a structured literacy program, some students will need to be provided additional Tier 2 or even Tier 3 intervention instruction. This additional intervention instruction occurs in small groups three to five times per week for 30-60 minutes per day, depending on the building schedule, age of the student, and intensity of student need.

While teaching in an intervention setting, the instruction provided to the struggling reader should have the following evidence-based practices for effectiveness:

- Fidelity to instructional protocols of programming.
- Explicit and direct instruction.
- Scaffolded instruction which includes a gradual release of responsibility (I do, we do, you do).
- Frequent opportunities to respond.
- Sufficient questioning and check for understanding.
- Frequent opportunities for skill practice.

Intervention instruction should match the individual student's reading deficits and additional informal diagnostic tools may sometimes be used to determine where, within the reading continuum the student continues to struggle. These groups receive a carefully selected evidence-based curriculum designed to address the specific skill deficits and progress is monitored to determine if and how the student is responding to the intervention.

Reading intervention at the secondary level begins with common instructional strategies across content areas for ALL students. When an adolescent demonstrates below benchmark comprehension skills, the problem-solving team administers an oral reading fluency probe to determine if the student's issues are at the word reading level (inaccuracy and/or dysfluency) or if the issue exists primarily in the areas of vocabulary and comprehension. . Secondary students who are struggling readers or at risk for dyslexia require instruction with a focus on parallel tracks: they need instruction to close the gap with their reading deficits and scaffolding and differentiation for access to their core content classes.

Progress Monitoring

“Ninety percent of children with reading difficulties will achieve grade-level reading if they receive help by the first grade. Seventy-five percent of children whose help is delayed to age nine or later continue to struggle throughout their school careers.”

-Vellutino, et al, 1996

All accredited schools in Kansas should continue to monitor students for common risk factors of dyslexia. Screening three times per year provides that first level of progress monitoring. However, students who are receiving Tier 2 or Tier 3 supports need to receive more frequent progress monitoring. Evidence and research strongly suggest districts use the same assessment system to progress monitor as they use for screening.

Ongoing progress monitoring allows educators to assess student academic performance in order to evaluate student response to evidence-based instruction. Progress can be monitored weekly, but no less than one time per month. Progress monitoring probes can be general outcome measures, such as those used for universal screening, or skills-based measures that focus on a specific set of skills that will be taught in the intervention setting.

KSDE recommends progress monitoring measures for grades kindergarten through 12th grade as referenced in the table below:

Grade	Possible Progress Monitoring Measures
Kindergarten	<ul style="list-style-type: none"> • Phoneme Segmentation • Letter Sound Fluency
Grade 1	<ul style="list-style-type: none"> • Letter Sound Fluency (real-word reading) • Nonsense Word Fluency • Oral Reading Fluency (connected text)
Grades 2 - 12	<ul style="list-style-type: none"> • Oral Reading Fluency (connected text)

Once sufficient data has been gathered, grade level teams should be able to evaluate whether the student is not only making progress, but whether they are making enough progress to close the gap in achievement with peers. Those progress monitoring data points should be evaluated on a graph. Most assessment systems provide that graph as progress monitoring data is entered and will begin to generate a projection or trend line. Generally, trend lines fall into three categories: inconsistent data, making progress or not making progress.

If the data is wildly inconsistent, the team may want to consider the validity of the data, as well as giving the intervention a little more time so a trend line can be established.

Students who are making good progress with an intervention are a cause for celebration! Closing the gap for a student’s reading is a change in that child’s trajectory.

Some general considerations when the trend line is showing good progress might be:

- How close is this student's progress to the next benchmark goal?
- Should the intervention continue or should the student be moved to a group targeting the next skill need for this student?
- Could this successful intervention be duplicated with other students showing similar needs?
- Could this student exit from intervention? How will we ensure the growth made is sustained?

Some students will show progress, but not enough to close the achievement gap with peers. Often a small adjustment in the intervention instructional practices is enough to see the progress monitoring slope take a more positive turn.

Some general considerations when the trend line is showing some, but not enough, progress might be:

- How is the student's attendance? Have there been interruptions in this intervention? (teacher absence, intervention cancelled for other activities, etc.)
- How consistent has instruction been? Has the intervention curriculum been used as designed?
- Are we monitoring the correct skill? (Students with word-level reading difficulties are often inaccurate readers - progress monitoring should focus on increasing accuracy before

increasing rate).

- Is the pace of instruction too slow? How many opportunities to respond is this student getting?
- How does this student's performance compare to other members of the same intervention group?

For some students, we may see virtually no progress or response to the intervention and their trend line appears almost flat and the achievement gap is widening with peers. These students require deeper problem-solving and customization of the intervention.

- Some general considerations for these students could include (in addition to those outlined above):
- Is the goal for this student appropriate?
- Have we given the intervention enough time to have an impact?
- What will it take to enable learning for this student?
- Does this student have some unique needs we have not considered?

Even with adjustments or customizations, there may still be students who are not responding to the interventions provided. If regular progress monitoring reflects a persistent difficulty with fluent word recognition, accurate decoding, and/or reading comprehension, it may be appropriate to evaluate for dyslexia. Educators should be aware that a student may have reached middle school or high school without ever being screened, evaluated or identified.

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DYSLEXIA HANDBOOK

Appendices

APPENDIX A

Information for Parents and Families

If you suspect your child may have dyslexia, trust yourself. You know your child better than anyone. Here are some tips and steps from the American Brain Society that you can take to find out.

<https://americanbrainsociety.org/suspect-your-child-has-dyslexia-heres-what-to-do-next/>

1. Educate yourself using trustworthy references.
2. Early intervention - Dyslexia is not something your child will naturally outgrow. The earlier the interventions are started, the more impact they will have.
3. Work closely with your child's school - In the United States, schools have a legal obligation to create an action plan to help children with dyslexia and other learning challenges.
4. Be an advocate for your child. Stay informed, ask questions, tap into resources and know your child's rights.
5. Keep learning fun. Find ways to make reading enjoyable.
6. Be supportive and patient. Your child looks to you for comfort, love and encouragement.
7. Focus on the bright side. Many successful and famous people are dyslexic.
8. Seek support from other parents and caregivers.
9. Find other ways for your child to shine. Get your child engaged in art, music, sports or hobbies where your child can develop confidence.

Having a child who is struggling to learn to read can be confusing, and if a child is identified as having dyslexia, it can feel overwhelming. Rest assured, you are not alone and with the right instruction, almost all people with dyslexia can learn to read. It doesn't have to stop your child from reaching their full potential.

Resources

The resources listed below may provide parents and families with more information:

- [The International Dyslexia Association](#) has multiple Fact Sheets, many of which are translated into Spanish.³⁴
- [Why are Dyslexia Screeners Important? from the Kansas Parent Information Resource Center](#)³⁵
- [Parents Guide to Dyslexia](#) from [Childmind.org](#)³⁶
- [The Yale Center for Dyslexia and Creativity](#)³⁷

³⁴ <https://dyslexiaida.org/fact-sheets/>

³⁵ https://drive.google.com/file/d/1XG4LAZi7TkPYmEUF4acGRMI_V9dvLzGj/view

³⁶ <https://childmind.org/guide/parents-guide-to-dyslexia/>

³⁷ <http://dyslexia.yale.edu/resources/parents/>

APPENDIX B

Screening Information for Students with Reading Difficulties

(INCLUDING DYSLEXIA)

The recommendations from the Kansas State Board of Education and the Dyslexia Task Force include the universal screening of students for potential reading difficulties including, but not limited to, characteristics of dyslexia. These recommendations may leave a district with some questions. It is the intent of this quick reference tool to provide further information and guidance around these new recommendations.

Why Screen?

Screeners have been used for years in the medical field as a way to rapidly identify potential risk. When a doctor's office takes blood pressure, temperature and weight, this information does not tell the physician WHAT is wrong, but is a quick way to determine what potential health concerns MAY exist. None of us would want our caregivers to administer long, detailed, and sometimes painful assessments every time we walk through their door. Good physicians administer just enough assessment to determine potential health concerns and the best course of treatment to begin.

Likewise, universal screening of students for potential reading difficulties including, but not limited to characteristics of dyslexia, allows schools to identify these students early and intervene quickly. We know that early intervention is our best response to characteristics of dyslexia, so identifying essential skills will allow schools to quickly and efficiently identify needs to respond instructionally.

What is the difference between a Universal Screener and other assessments we give in our district?

While state assessments and other achievement measures look at summative growth, screeners are designed to be quick assessments that are easy to administer and formative in nature. In other words, they should provide a teacher with practical information that allows for rapid response in the form of instructional adjustments.

A good universal screener should be available in multiple forms so progress monitoring can occur to determine if those instructional adjustments are closing the gap for each student. A rubric outlining the other important components of a strong universal screener, along with a list of assessments currently being used in Kansas schools that fit those requirements, is available in a document on the KSDE website titled "Dyslexia Screening Rubric."

Does this mean that students who are identified by the screener are dyslexic and need special education services?

The short answer is no. Just like high blood pressure signals potential for health concerns, a student who the screener identifies as below benchmark is potentially at risk for not developing as a proficient reader. The screening data allows a school to respond immediately with evidence-based interventions that address reading deficits, with or without an official diagnosis, and regardless of whether the student has been identified as an exceptional learner.

We've given the screener to students. Now what?

The flowchart on the following page gives a visual pathway for schools to use the universal screening data and respond appropriately for each student based on the results of their screening assessment. Students who score within the benchmark range are considered on track for continuing to develop as proficient readers. Students who score below benchmark, however, are demonstrating a need for some sort of skill-based intervention. In some cases, additional informal diagnostics - for example, but not limited to, a Quick Phonics Screener (QPS) or a Phonological Awareness Skills Test (PAST) - may be needed to determine what specialized instruction a particular student may need. When assessment data is used to make instructional decisions, there needs to be a high degree of reliability in the measurement. Teacher-created instruments do not qualify as an informal assessment instrument that is valid and reliable.

Screeners are simply part of the general education intervention (GEI) process and districts will want to identify this when asked about their GEI system. As always, districts are tasked through Child Find to refer any student for an evaluation should they suspect an exceptionality.

Where can I go for more information about selecting and/or using a screener effectively?

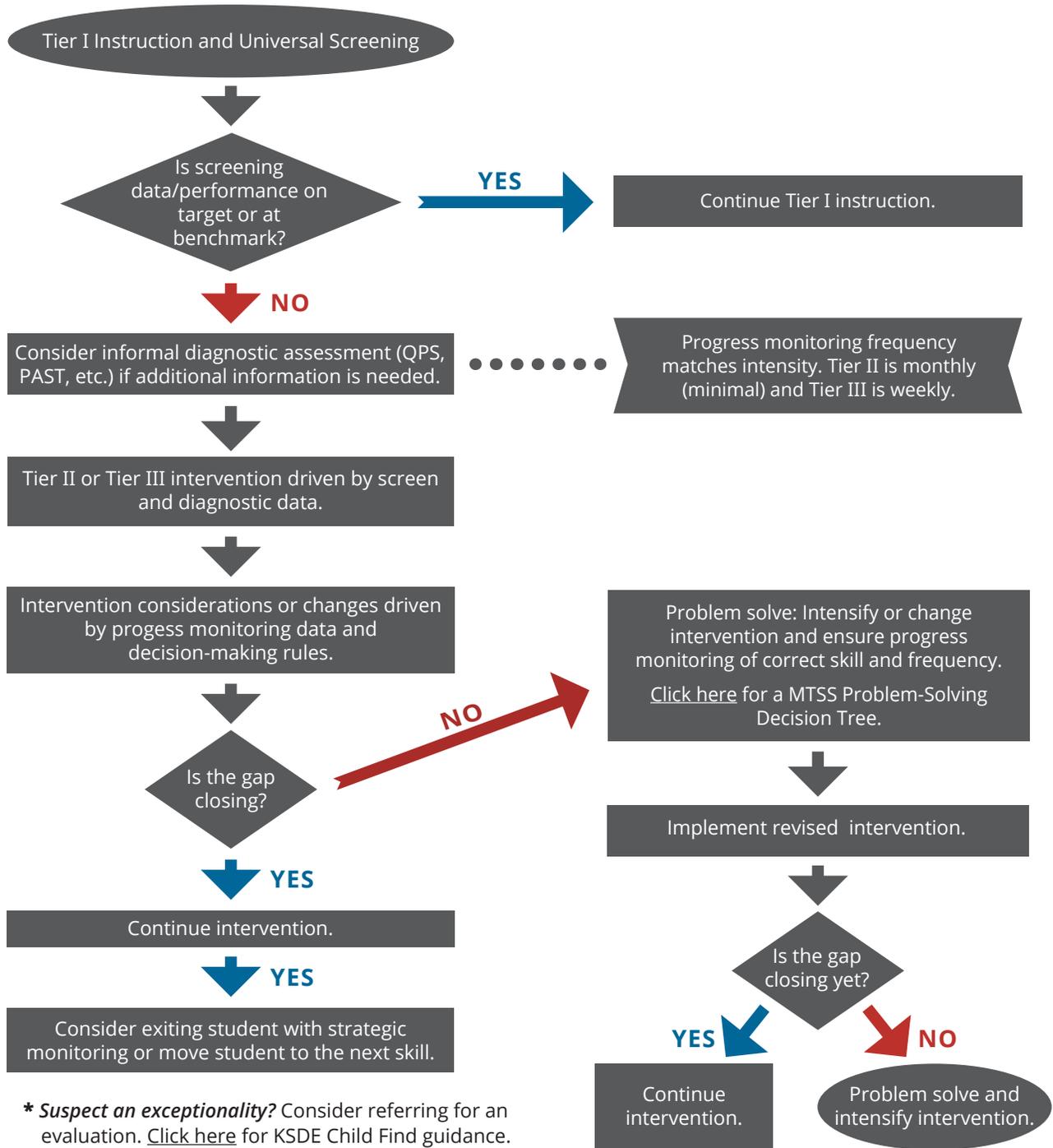
The Kansas Department of Education has released several documents that can be helpful. In addition, KSDE staff members are just an email away. Districts should contact

Cindy Hadicke
Elementary Education Program Consultant
Career, Standards and Assessment Services
(785) 296-2749
chadicke@ksde.org

The Technical Assistance System Network (TASN) is another great resource for schools. Specific questions can be posted by pushing the "Request Assistance" blue button found at <https://www.ksdetasn.org>.

The Kansas MTSS project can help your school build a framework to systematically respond to screening data, provide evidence-based interventions and measure the effectiveness of all three tiers of support. More information on this project and contact information can be found at <https://www.ksdetasn.org/mtss>

Screening Flowchart



Resources:

- MTSS Problem-Solving Decision Tree, <https://drive.google.com/file/d/1bdzS0Cnbu4hvFZvzxbENwFkfebZV3jH8/view>
- KSDE Child Find guidance, <https://www.ksde.org/Portals/0/SES/PH/PH-Ch02.pdf>

APPENDIX C

Screening Tool Rubric

Overview

The path to leading the world in the success of each student depends on the ability to read at grade level. When students enter kindergarten, teachers should be keenly aware of each child's oral language ability and ability to learn the written language of English.

Dyslexia is defined as “a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.”

- International Dyslexia Association, 2002

In accordance with the Kansas State Board of Education vote in November 2019, all schools must screen students for dyslexia or characteristics of dyslexia. Common characteristics around reading that some children may display include: segmenting, blending, and manipulating sounds, learning names of letters and their associated sounds, holding information about sounds and words in memory, rapidly recalling the names of letters of the alphabet. All of these characteristics impede a student's ability to comprehend written text at grade level.

The early identification of individuals with characteristics of dyslexia will have a significant impact on their future academic success. Therefore, it is imperative that we catch them before they fail through the screening process.

KSDE has developed this rubric to help schools adhere to the recommendations set forth by the State Board of Education. This completed rubric shall be published and used in accountability measures in KESA and for EOYA reporting.

Screening tools must be reliable and valid to identify students at risk of reading difficulties. Reliable screeners refer to the consistency with which a tool classifies from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test. Validity is a measure of how well a given scale measures what it actually intends to measure, leaving nothing out and including nothing extra. In the case of reading screeners, it is validity that indicates how completely and accurately the assessment captures the reading performance of all students who take it.

Rubric

Description	Yes	No
All students in kindergarten were screened in Letter Naming Fluency. <ul style="list-style-type: none"> Fall (F), Winter (W), Spring (S) 		
All students in grades K-1 were screened in Letter Word Sound Fluency. <ul style="list-style-type: none"> Kindergarten: F, W, S Grade 1: F, W, S 		
All students in grades K-2* were screened in Nonsense Word Fluency. <ul style="list-style-type: none"> Kindergarten: S Grade 1: F, W, S Grade 2: F* 		
All students in grades 1-5 were screened in Oral Reading Fluency. <ul style="list-style-type: none"> Grade 1: W, S Grades 2 - 5: F, W, S 		
All students in grades 6-12 not reading at benchmark on a nationally normed reading comprehension assessment were screened using an Oral Reading Fluency assessment.		
Was the screener reliable?		

*NWF see Appendix A

* NWF see [page 35](#) for more information.

The screening programs listed are not **required or recommended screeners** for dyslexia by KSDE. The screeners listed below are what most schools in Kansas use. Your system may select any screener, as long as it screens for the items in the table to the left.

School name	Screener name	Sub-test used

Subtest Skills Defined

SUBTEST SKILLS	DEFINITION
Letter Naming Fluency (LNF)	<p>A one-minute timed assessment to screen the student's ability to name the letter on a page, both upper and lower case, in random order. Letter naming fluency identifies a student at possible risk of reading difficulties. This measure is highly predictive of reading success through grade 1. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of letter naming skill. <p>If the screener being used meets the above requirements, then it is considered approved for LNF.</p>
Letter Word Sounds Fluency (LWSF)	<p>A one-minute timed assessment to screen the student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. This task is similar to the general developmental progression from letter-sound correspondence to oral word reading. Letter word sounds fluency can also measure the level of automaticity of the skills named above. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of letter word sound skills. <p>If the screener being used meets the above requirements, then it is considered approved for LWSF.</p>
Phoneme Segmentation Fluency (PSF)	<p>A one-minute timed assessment that assesses the student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure is an excellent predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three or four phonemes and then the student verbally produces the individual phonemes in each word. For example, if the examiner says "cat" and the student says "/k/ /a/ /t/", he or she segmented the word correctly. The screener your school chooses must:</p> <ul style="list-style-type: none"> • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of phoneme segmentation skills. <p>If the screener being used meets the above requirements, then it is considered approved for PSF.</p>

SUBTEST SKILLS

DEFINITION

Nonsense Word Fluency (NWF)

A one-minute timed assessment that assesses the student's ability to utilize the alphabetic principle. The alphabetic principle is the ability to associate sounds with letters and use these sounds to form words; therefore, the alphabetic principle is a prerequisite to word identification. It has two parts: alphabetic understanding and phonological blending. In alphabetic understanding, letters represent sounds in words. In phonological blending, letter sounds can be blended together; and knowledge of the systematic relationships between letters and phonemes can be used to read/decode words. The screener your school chooses must:

- Screen for the above skills.
- Use valid and reliable measures.
- Allow for intervention and progress monitoring of nonsense word fluency.

If the screener being used meets the above requirements, then it is considered approved for NWF.

* If the screener your system uses does not have a valid and reliable screening tool for NWF in second grade, then follow this procedure. After giving the ORF, those students not reaching benchmark with ORF (according to your testing system) should be given the NWF. Systems would need to use the Spring 1st Grade NWF screener to those students needing further screening.

Oral Reading Fluency (ORF)

A one-minute timed assessment that assesses accuracy and fluency with connected text. The ability to effortlessly translate letters to sounds and sounds to words is the hallmark of reading with automaticity. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention to the details of words in the text. Such capacity then enables readers to allocate their attention to the comprehension and meaning of text. The screener your school chooses must:

- Screen for the above skills.
- Use valid and reliable measures.
- Allow for intervention and progress monitoring of oral reading fluency.

If the screener being used meets the above requirements, then it is considered approved for ORF.

Critical Screening Elements

* **This is not an approved list from KSDE.** These assessments have been identified as those that districts in Kansas currently use that meet the subtest component. If your system is using an assessment that meets the recommendation, we will be happy to add that assessment to the chart below.

Screening component:	Grade levels to be screened:	Other subtests that may measure this:	Assessment systems that currently include a way to measure this component being used in Kansas.*
Letter Naming Fluency (LNF)	Kindergarten: Fall (F), Winter (W), Spring (S)		<ul style="list-style-type: none"> • DIBELS 8th Ed. • FASTBridge • AIMS+ • easyCBM • Acadience
Letter Word Sound Fluency (LWSF)	Kindergarten and Fall 1st Grade <ul style="list-style-type: none"> • Kindergarten: F, W, S • 1st grade: F, W, S 	<ul style="list-style-type: none"> • Letter Sound Fluency • Word Reading Fluency • Sight Word Fluency • First Sound Fluency 	<ul style="list-style-type: none"> • DIBELS 8th Ed. (NWF, WRF) • Acadience (NWF) • FASTBridge (LS, WS, SW, NW) • AIMS+ (LWSF, NWF) • easyCBM (LS, WRF)
Phoneme Segmentation Fluency (PSF)	Kindergarten First Grade <ul style="list-style-type: none"> • Kindergarten: W, S • Grade 1: F, W, S 	<ul style="list-style-type: none"> • Word segmenting • Phoneme segmentation 	<ul style="list-style-type: none"> • DIBELS 8th Ed. • Acadience • FASTBridge • AIMS+ • easyCBM
Nonsense Word Fluency (NWF)	Grades K-2. <ul style="list-style-type: none"> • Kindergarten: S • Grade 1: F, W, S • Grade 2: F* 		<ul style="list-style-type: none"> • DIBELS 8th Ed. • Acadience • FASTBridge • AIMS+
Oral Reading Fluency (ORF)	Grades 1-5 <ul style="list-style-type: none"> • Grade 1: W, S • Grades 2-5: F, W, S 	<ul style="list-style-type: none"> • cbmReading • Passage Reading Fluency 	<ul style="list-style-type: none"> • DIBELS 8th Ed. (1st-8th) • Acadience (Winter 1st-9th) • FASTBridge (1st-12th) • AIMS+ (1st-12th) • easyCBM (1st-6th)
Comprehensive Measure (Kansas MTSS recommendation)	Grades 6-12, used as a "gate" to determine if ORF should be given to students demonstrating risk in grades 6-12.	<ul style="list-style-type: none"> • aReading • Maze • Dave • Reading Comprehension • Multiple Choice Reading comprehension 	<ul style="list-style-type: none"> • DIBELS 8th Ed. (2nd-8th) • Acadience (3rd-9th) • AIMS+ (2nd-12th) • FASTBridge (1st-12th) • easyCBM (2nd-6th) • STAR Reading (9th-12th) • NWEA Map (9th-12th)

* NWF see [page 35](#) for more information regarding 2nd grade.

APPENDIX D

Sample Scope and Sequence of Phonogram Instruction

* Structured literacy instruction is systematic and cumulative. This is a sample document and should be considered an illustration of possible skill sequence. This is not a comprehensive sample.

Beginning Level

- a /ă/, b, c, f, h, i /ī/, j, k, m, p, t
- g, o /ō/, r, l, n, u /ū/, e /ĕ/, s, d, w, y (consonant), v, x, z, q, th, sh, ch, wh
- Ending Rimes -all, -ing, -ong, -ang, -ung, -ang, -ink, -ank, -onk, -unk
- Suffixes -s /s/ /z/, -ed /d/ /t/ /ed/
- Floss Letters -ff, ll, ss, zz
- Concepts - blending, digraph, short and long vowel sounds, trigraph
- Vowel teams - ai, ay, ee, ea, oi, oy, oo, ow, ie, ou, y (vowel)
- Syllable types closed (one and two syllable words), open, and vowel-consonant-e

Middle Level

- r-controlled vowels - ar, or, ir, er, ur
- Suffixes -es, -er, -est, -ly, -y, -ful, -less, -en, -ment
- Prefixes un-, dis-, mis-, in-, non-, pre-, re-
- Concepts - diphthong, compound word, base word, tense (present, past), singular, plural, contraction
- Syllable types - r-controlled, vowel teams
- Intermediate Level
- Vowel teams - ea /ĕ/ and /ā/, oe, igh, ew, au, aw, ue, ou, eu, hard and soft c and g
- Suffixes -able, -ive, -ion
- Prefixes anti-, con-, de-, ex-, inter-, per-, pre-, pro-, semi-, sub-, super-
- Latin Roots - cept, dict, duct, fort, ject, port, rupt, sists, spect, vert, flex, fic, fin, gen, mit, pos, plic, scribe, vis
- Syllable types consonant -le

Advanced Level

- Vowel sounds - ei, eigh, ey, schwa
- Silent letters -wr (wreck), kn (knee), gn (gnat), mb (lamb), gh (ghost), stle (castle), ps, pn, alk, ough, augh
- Suffixes - -lure, -ous, -al, -ic, -ure, -age, -an, -able, -ible, -ate, -ite, -ine, -ology
- Prefixes - uni-, bi-, micro-, sy-, hyper, hydro-, tele-, phone-, auto-

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DYSLEXIA HANDBOOK

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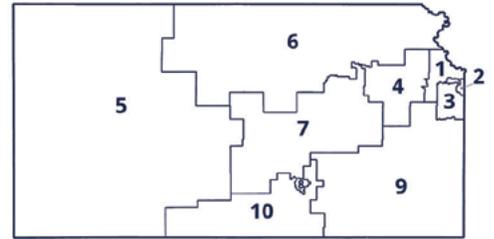


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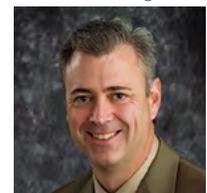
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Agenda Number: 10

Meeting Date: 12/8/2020



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Item Title: Receive recommendations for Kansas English Language Proficiency Assessment Performance Levels

From: Beth Fultz

At the December meeting, the Kansas State Board of Education will receive performance level and cut score recommendations for Kansas English Language Proficiency Assessments (KELPA). The performance levels and cut score recommendations were developed during two week-long virtual standards-setting meetings. Panels of Kansas educators met Oct. 6-9 for Grades K, 2-3 and 4-5, and Oct. 12-16 for grades 1, 6-8 and 9-12. The Achievement and Assessment Institute (AAI) at the University of Kansas ran the standard-setting process as detailed in the assessment contract. AAI will explain the process used to determine performance levels and cut scores.

Agenda Number: 11

Meeting Date: 12/8/2020



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Item Title: Receive report from the School Mental Health Advisory Council on implementation of Bullying Task Force recommendations

From: Bert Moore, Kathy Busch

The development of this report was overseen by the School Mental Health Advisory Council (SMHAC), which advises the State Board of Education on issues related to school mental health. The Council formed five committees to research and provide implementation guidance for these recommendations. This document summarizes the considerations of the SMHAC subcommittees' work in the form of guidance for Kansas school districts around the statutory definitions related to bullying, the complex nature of cyberbullying, data collection, prevention and resources.

Representatives of the SMHAC membership and KSDE staff will review the work that has led to the creation of the implementation document. The document will be made available to members of the State Board prior to the December meeting.



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Item Title: Recognition of 2020 Blue Ribbon Schools

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2020 Kansas Blue Ribbon Schools at their December Board meeting.

The National Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or are making significant progress in closing achievement gaps among different groups of students.

2020 Blue Ribbon Schools

- Bostic Traditional Magnet Elementary School, Wichita USD 259, Principal Jared Grover
- Bradley Elementary School, Ft. Leavenworth USD 207, Principal Michaela Culkin
- Piper Elementary School, Piper-Kansas City, USD 203, Principal Bilee Grable
- Prairie Creek Elementary School, Spring Hill USD 230, Principal Tammy Endecott
- St. Thomas Aquinas Catholic School, Wichita, Principal Stephanie Warren
- Timmerman Elementary School, Emporia USD 253, Principal Allyson Lyman

The principals from the above-named schools will share with Board members how they used the Navigating Change document in their current learning environments and implemented social-emotional learning for students, staff and teachers. They will be available to respond to questions from Board members.

Agenda Number: 13

Meeting Date: 12/8/2020



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Item Title: Discuss 1,116 hour flexibility options for schools this year

From: Commissioner Randy Watson

State Board of Education members will receive recommendations intended to provide limited relief to school districts concerned meeting the required 1,116 hours this school year. The Board asked Commissioner Randy Watson and KSDE staff to research ways to allow flexibility of school operations in response to the COVID-19 pandemic. These recommendations will be presented for discussion. Last month, members were informed of a number of extensions and relaxed requirements already in place to assist schools.



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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	2	1	1	3							
Unclassified	3	2	1	1	3							
Unclassified Regular (leadership)	0	0	0	0	0							
Total Separations	5	1	9	5	0							
Classified	0	0	0	0	0							
Unclassified	5	1	7	5	0							
Unclassified Regular (leadership)	0	0	2	0	0							
Recruiting (data on 1st day of month)	7	7	9	11	6							
Unclassified	7	7	9	11	6							
Unclassified Regular (leadership)	0	0	0	0	0							

Total employees 232 as of pay period ending 11/14/2020. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

Staff Initiating:

Marisa Seele

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 12/8/2020

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Lindsay Wells to the position of Technology Support Consultant on the Information Technology team, effective Nov. 15, 2020, at an annual salary of \$48,880. This position is funded by the State General Fund and Indirect Costs.

Jeff Ensley to the position of Education Program Consultant on the Special Education and Title Services team, effective Nov. 15, 2020, at an annual salary of \$56,118.40. This position is funded by the State General Fund and Consolidated Pool.

Katie Albright to the position of Administrative Specialist on the School Finance team, effective Nov. 15, 2020, at an annual salary of \$36,504. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 12/8/2020

Item Title:

Act on recommendations for licensure waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

Licensure Waivers

Item 14 c. Attachment

District	Dist Name	First	Last	Subject	Recomm.
D0229	Blue Valley	Elizabeth	Moore	Early Childhood Special Ed.	Approved**
D0229	Blue Valley	Allyson	Turrentine	High Incidence Special Ed.	Approved
D0229	Blue Valley	Christina	Sollars	High Incidence Special Ed.	Approved*
D0229	Blue Valley	Christy	Curtis	High Incidence Special Ed.	Approved
D0232	De Soto	Allison	Fleming	High Incidence Special Ed.	Approved
D0253	Emporia	Aidan	Simecka	High Incidence Special Ed.	Approved
D0253	Emporia	Lauren	Henton	High Incidence Special Ed.	Approved
D0253	Emporia	Kelly	Barrett	High Incidence Special Ed.	Approved
D0253	Emporia	Scott	Starr	High Incidence Special Ed.	Approved**
D0260	Derby	Vicki	Rierson	High Incidence Special Ed.	Approved*
D0260	Derby	Jennifer	Scritchfield	Low Incidence Special Ed.	Approved*
D0260	Derby	Amanda	Hawkinson	High Incidence Special Ed.	Approved*
D0260	Derby	Sharon	Norden	High Incidence Special Ed.	Approved*
D0260	Derby	Stephanie	Dunback	High Incidence Special Ed.	Approved**
D0260	Derby	Annelise	Irick	Library Media Specialist	Approved
D0260	Derby	Audrey	Allen	High Incidence Special Ed.	Approved*
D0333	Concordia	Linda	Smith	High Incidence Special Ed.	Approved
D0333	Concordia	Lisa	McFadden	High Incidence Special Ed.	Approved
D0345	Seaman	Mallorie	LaFarge	Early Childhood Special Ed.	Approved
D0345	Seaman	Jessica	Weishaar	Early Childhood Special Ed.	Approved*
D0345	Seaman	Stephanie	Davies	Early Childhood Special Ed.	Approved*
D0383	Manhattan-Ogden	Christine	Warren	High Incidence Special Ed.	Approved*
D0437	Auburn Washburn	John	Williams III	Gifted	Approved*
D0437	Auburn Washburn	David	Letson	High Incidence Special Ed.	Approved*
D0437	Auburn Washburn	Sara	Gormley	Low Incidence Special Ed.	Approved
D0437	Auburn Washburn	Diann	Faflick	Gifted	Approved
D0437	Auburn Washburn	Dixie	Schierlman	Low Incidence Special Ed.	Approved
D0480	Liberal	Bristol	Bale	High Incidence Special Ed.	Approved
D0500	Kansas City	Marsha	Warren	High Incidence Special Ed.	Approved**
D0500	Kansas City	Robert	Ewing	High Incidence Special Ed.	Approved**
D0500	Kansas City	Crystal	Wells	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

					Page 2
D0500	Kansas City	Donald	Robertson	High Incidence Special Ed.	Approved*
D0500	Kansas City	Rebecca	Sprague	High Incidence Special Ed.	Approved
D0500	Kansas City	Clarence	Forshey III	Low Incidence Special Ed.	Approved*
D0500	Kansas City	Brandy	Hempen	High Incidence Special Ed.	Approved*
D0500	Kansas City	Erica	Wisdom	High Incidence Special Ed.	Approved*
D0500	Kansas City	Kyley	Long	High Incidence Special Ed.	Approved*
D0500	Kansas City	Maranda	Downey	High Incidence Special Ed.	Approved
D0500	Kansas City	Kyle	Joyce	High Incidence Special Ed.	Approved
D0602	Northwest KS Educ. Service Center	Amity	Ihrig	High Incidence Special Ed.	Approved
D0603	ANW Special Ed. Cooperative	Cody	Easley	High Incidence Special Ed.	Approved
D0603	ANW Special Ed. Cooperative	Janae	Palet	Early Childhood Special Ed.	Approved
D0603	ANW Special Ed. Cooperative	Rachel	Mentzer	High Incidence Special Ed.	Approved
D0605	South Central KS Spec Ed Coop	Tonya	Younie	High Incidence Special Ed.	Approved**
D0605	South Central KS Spec Ed Coop	Bryan	Mead	High Incidence Special Ed.	Approved
D0608	Northeast KS Educ. Service Center	Mary	St John	High Incidence Special Ed.	Approved**
D0608	Northeast KS Educ. Service Center	Kelsey	Bonnel	Deaf or Hard of Hearing	Approved**
D0608	Northeast KS Educ. Service Center	Amanda	Pfeifer	High Incidence Special Ed.	Approved**
D0608	Northeast KS Educ. Service Center	Caleb	Pokorny	High Incidence Special Ed.	Approved**
D0608	Northeast KS Educ. Service Center	Jerritt	Curtis	High Incidence Special Ed.	Approved**
D0611	High Plains Ed.al Cooperative	Shelley	Gaddis	High Incidence Special Ed.	Approved
D0614	East Central KS Coop in Educ	Jeremy	Dalton	High Incidence Special Ed.	Approved
D0614	East Central KS Coop in Educ	Lacey	Maddick	Early Childhood Special Ed.	Approved
D0614	East Central KS Coop in Educ	Amanda	Shockley	High Incidence Special Ed.	Approved*
D0614	East Central KS Coop in Educ	Emily	Taylor	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

					Page 3
D0614	East Central KS Coop in Educ	Sydney	Gulley	High Incidence Special Ed.	Approved
D0707	Barton Co Coop. Program of Special Services	Ira	Cape	High Incidence Special Ed.	Approved*
D0707	Barton Co Coop. Program of Special Services	Ashley	Davis	Low Incidence Special Ed.	Approved
D0708	Hays West Central KS Special Ed.	Daniel	Kelly	Visual Impaired	Approved**
D0708	Hays West Central KS Special Ed.	Tina	Vitztum	Early Childhood Special Ed.	Approved*
D0708	Hays West Central KS Special Ed.	Amber	Prochaska	High Incidence Special Ed.	Approved**
D0708	Hays West Central KS Special Ed.	Christen	Greving	High Incidence Special Ed.	Approved
D0708	Hays West Central KS Special Ed.	Shelby	Herl	High Incidence Special Ed.	Approved
D0708	Hays West Central KS Special Ed.	Sidney	Schmeidler	High Incidence Special Ed.	Approved
D0708	Hays West Central KS Special Ed.	Trey	O'Neil	High Incidence Special Ed.	Approved
D0710	Chautauqua & Elk Co Sp. Ed. Services	Jennifer	Weaver	High Incidence Special Ed.	Approved*
D0710	Chautauqua & Elk Co Sp. Ed. Services	Trinnie	Bush	Early Childhood/Pre-School	Approved*
D0710	Chautauqua & Elk Co Sp. Ed. Services	Cristen	Bahr	High Incidence Special Ed.	Approved*
D0710	Chautauqua & Elk Co Sp. Ed. Services	Erin	Warren	High Incidence Special Ed.	Approved*
D0710	Chautauqua & Elk Co Sp. Ed. Services	Rachel	Campbell	High Incidence Special Ed.	Approved**
Z0032	Lakemary Center Paola	Laurie	Jacklovich	High Incidence Special Ed.	Approved*
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 d.

Staff Initiating:

Jessica Noble

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 12/8/2020**Item Title:**

Act on recommendations for funding for the 2021 Volunteer Generation Fund grant awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2021 Kansas Volunteer Generation Fund subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission recommends the following subgrantees be awarded the 2021 Volunteer Generation Fund grant. The total for funding is \$120,000.

Recommended subgrantees and award amounts are:

VOLUNTEER ORGANIZATION	AWARD AMOUNT	MATCH AMOUNT
1. Douglas County CASA	\$15,000	\$15,000
2. Flint Hills Volunteer Center	\$15,000	\$15,000
3. Kansas Humane Society	\$15,000	\$15,000
4. Heart of a Champion	\$15,000	\$15,000
5. Peace Connections	\$15,000	\$15,000
6. Rosedale Development Association	\$15,000	\$15,000
7. United Way of Douglas County	\$15,000	\$15,000
8. United Way of Franklin County Association	\$15,000	\$15,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 e.

Staff Initiating:
Robyn Meinholdt

Director:
Mischel Miller

Commissioner:
Randy Watson

Meeting Date: 12/8/2020

Item Title:

Act on calendar year 2021 licenses for recommended commercial driver training schools

Recommended Motion:

It is moved that the Kansas State Board of Education issue licenses to these recommended commercial Kansas driver training schools for the period Jan. 1 to Dec. 31, 2021:

Legacy Driving School of Andover, Andover; Varsolona Driving School, Frontenac; Go Driving School Manhattan, Manhattan; McPherson Driving School, LLC, McPherson; Royal Driving School, Salina; Safety First Driving, Olathe; BuckleUp School LLC, Lawrence; Behind The Wheel Defensive Driving School, Wichita; Horizon's Driving Academy, Salina; Premier Driving School LLC, Newton; Premier Driving School of Derby, Derby; Premier Driving School of Hutchinson, Hutchinson; Premier Driving School of Wichita, Wichita; Drive Right School of Wichita, Wichita; Little Apple Driving School, Manhattan; KS International Drivers Education, Wichita; Suburban Driving Academy, Kansas City; InSpireKC Foundation Driving School, Kansas City; Behind The Wheel, Inc., Overland Park; Topeka Driving School, Inc, Topeka; Twister City Motorcycles, Park City; Drive Right School of Johnson County, Overland Park; Yost Driving School, Wichita; Schuetz Driving School, Olathe; Wichita Collegiate Comm Driving School, Wichita; Motorcycle Rider Education, Wichita; Midwest Driving School, Lawrence; EcoDriver School, Lenexa; Freedom Driving School, Lenexa; Twin City Driver Education, Overland Park; Double Team Driving School, Overland Park; Johnny Rowlands Driving School Metcalf, Overland Park; Wichita Driving School East, LLC, Wichita; Wichita Driving School, Inc, Wichita, Bi-State Driving School, Inc Overland Park; HyPlains Driving School of Garden City, Garden City; HyPlains Driving School, Inc Dodge City; Rawhide Harley Davidson Olathe.

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training schools will be able to provide driving instruction to each qualified enrollee. The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. Each year the commercial schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 f.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 12/8/2020

Catherine Chmidling

Mischel Miller

Randy Watson

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education accreditations and program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Accreditation" for Sterling College and Tabor College, and "Program Approval" for McPherson College, Newman University and University of Kansas.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education programs (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached.

*If approved, new programs are assigned the status of "new program approved with stipulation." New programs must be operationalized within two years, after which they submit a new program progress report, and if recommended, are added to the institution's continuing program review schedule.

November 18, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Sterling College

Introductory Statement:

On November 13, 2020, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Sterling College.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through **December 31, 2027**.

Areas for Improvement:

Standards 1, 2, and 4

None

Stipulations:

Standards 1-5

None

Standard 3

AFI 3.1: The Recruitment plan does not meet the CAEP guidelines related to plans.

Rationale 3.1: The "3-Year Recruitment and Monitoring Plan 2019-2020" does not cover a 5-year implementation, does not provide one cycle of collected data, and does not describe necessary resources for plan completion, nor does the plan include current recruitment practices.

Standard 5

AFI 5.1: The provider's capacity for monitoring the quality assurance system and its operational effectiveness is limited.

Rationale 5.1: The unit has limited capacity to implement its assessment system, including monitoring operational effectiveness through its data collection, analysis and reporting processes.

AFI 5.3: The provider offers limited evidence that it regularly and systematically assesses performance against its goals and relevant standards, tests innovations and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes.

Rationale 5.3: The EPP assesses performance in relation to its goals and standards but doesn't present evidence that it studies natural variation across the different preparation programs offered; nor that the biannual assessment meetings include sharing data with stakeholders for analysis and program improvements. Interviews show the advisory board receives data but no analysis or feedback loop was verified. Meeting minutes confirm the lack of analysis and feedback loop. Data tracking selection criteria are missing.

AFI 5.4: Measures of completer impact are not externally benchmarked, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction.

Rationale 5.4: Interviews offered evidence that data had been sent to the advisory board and general receptivity of the EPP to collaborate with stakeholders. Meeting minutes nor interviews offer evidence that stakeholders [components 5.4 and 5.5] are involved in evaluating effectiveness or generating improvements based on data presented.

Standards		Team Findings	
		Initial	Advanced
1	Content and Pedagogical Knowledge	Met	NA
2	Clinical Partnerships and Practice	Met	NA
3	Candidate Quality, Recruitment, and Selectivity	Met	NA
4	Program Impact	Met	NA
5	Provider Quality Assurance and Continuous Improvement	Met	NA

Next visit Spring 2027.

Previous Areas for Improvement (AFI) Spring 2014, KSDE/NCATE

Areas for Improvement:

Standards 1-6

None

November 20, 2020

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendation for Accreditation for Tabor College

Introductory Statement:

On November 13, 2020, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Tabor College.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and Institutional Rejoinder to the Final Team Report.

ACCREDITATION RECOMMENDATION

Recommend **“Accreditation”** status through **December 31, 2025.**

Stipulation Visit, Standard 5 only

Standard 5

Areas for Improvement:

AFI 1: The EPP-created disposition assessment is not valid, consistent, nor does it meet sufficiency requirement for an EPP-created assessment. (5.2)

Rationale 1: The plan to establish reliability and validity of the disposition assessment does not address bringing the dispositions assessment into alignment with KSDE Accreditation Standards nor up to “sufficient level” for EPP-created instruments. (See Consolidated Handbook 2020, Appendix A).

AFI 2: The EPP provides insufficient documentation to support collaborative public- school partnerships. (5.5)

Rationale 2: The Plan for Overview of Data Review lacks specificity, for example the stakeholder group membership, term length, and selection process are not included. The Plan does not clearly indicate P-12 partner representation nor alumni in stakeholder groups.

Stipulations:

None

Standards		Recommendations	
		Initial	Advanced
1	Content and Pedagogical Knowledge	NA	NA
2	Clinical Partnerships and Practice	NA	NA

3	Candidate Quality, Recruitment, and Selectivity	NA	NA
4	Program Impact	NA	NA
5	Provider Quality Assurance and Continuous Improvement	MET	NA

Next visit Spring 2025.

Previous AFIs and Stipulations (Standard 5 only), January 2019

2019 Standard 5 AFIs removed and replaced by above AFI 5.2.

2019 Standard 5 Stipulation removed and replaced by above AFI 5.1.

ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

ACCREDITATION DECISIONS AFTER THE FIRST VISIT¹

After an institution's first accreditation visit, the ERC will render one of the following accreditation decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the accreditation visit.

Provisional Accreditation. This accreditation decision indicates that the unit has not met one or more of the standards. When the ERC renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standard(s) within an established time period.

If provisional accreditation is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the semester of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

¹ "First accreditation" refers to institutions not accredited by KSDE at the time of their visit.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) grant accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) grant accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the accreditation visit occurred. This scheduling establishes and maintains the unit's five-year accreditation cycle.

If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the first accreditation visit occurred.

Denial of Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

Revocation of Accreditation.² Following a focused visit that occurs as a result of a provisional accreditation decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

²Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Conditions. This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of a ERC to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

³Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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November 18, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for McPherson College

Introductory Statement:

On November 13, 2020, the Evaluation Review Committee reviewed an application for program approval for McPherson College.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following program through **June 30, 2027**:

Foreign Language (Spanish) I, PreK-12, continuing

Areas for Improvement:

Standards 1-8

None

November 18, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

Introductory Statement:

On November 13, 2020, the Evaluation Review Committee reviewed an application for program approval for Newman University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “**Approved**” status for the following program through **June 30, 2026**:

Speech/Theatre I, 6-12, continuing

Areas for Improvement:

Standards 1-8

None

November 23, 2020

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for University of Kansas

Introductory Statement:

On November 13, 2020, the Evaluation Review Committee reviewed applications for program approvals for the University of Kansas.

Documents that were received and considered include the Institutional Program Reports, Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following program through December 31, 2026:

Science I, 5-8, continuing

Areas for Improvement:

Standards 1-10

None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

Item Title:

Act on recommendations to schools for statewide spring break alignment

Recommended Motion:

It is moved that the Kansas State Board of Education accept recommendations for aligning spring break calendars across the education system as proposed by the work group representing Kansas Board of Regents, Kansas State Board of Education and Coordinating Council.

Explanation of Situation Requiring Action:

The Kansas Board of Regents and the Kansas State Board of Education convened a work group to study potential alignment of spring break calendars across the education system. A proposed schedule beginning in spring 2022 was presented to the Board of Regents for consideration at its November meeting, and is being forwarded to the State Board for discussion and action.

Proposed spring break schedules:

Year	Start Date	Spring Break (8 Weeks After Start)
2022	Tuesday, January 18 (Day After MLK Day)	March 14-18
2023	Tuesday, January 17 (Day After MLK Day)	March 13-17
2024	Tuesday, January 16 (Day After MLK Day)	March 11-15



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Steve Roberts
District 2

Michelle Dombrosky
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Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

Subject: Chair's Report and Requests for Future Agenda Items

These updates will include:

- a. Act to accept updates to Navigating Change document since Nov. 10

Recommended Motion

I move to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Nov. 10.

- b. Committee Reports
- c. Board Attorney's Report
- d. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.



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Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Act on Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
11/15/2020	11/28/2020	11/26/2020	12/11/2020
11/29/2020	12/12/2020	12/10/2020	12/25/2020
12/13/2020	12/26/2020	12/23/2020	1/08/2021



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WEDNESDAY, DECEMBER 9, 2020 MEETING AGENDA - VIDEO CONFERENCE

- | | |
|-----------------|--|
| 9:00 a.m. | 1. Call to Order |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (IO) | 4. Literacy Network of Kansas annual performance evaluation for 2019-20 on Striving Readers implementation grant |
| 9:35 a.m. (DI) | 5. Discuss State Board legislative priorities for 2021 |
| 11:00 a.m. | Break |
| 11:15 a.m. (IO) | 6. Update from Kansas School for the Deaf |
| 11:35 a.m. (IO) | 7. Update from Kansas State School for the Blind |
| 11:55 a.m. | 8. Recognition of outgoing State Board members Steve Roberts (Dist. 2) and Kathy Busch (Dist. 8) |
| 12:30 p.m. | ADJOURN |

Agenda Number: 4

Meeting Date: 12/9/2020



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Item Title: Literacy Network of Kansas annual performance evaluation for 2019-20 on Striving Readers implementation grant

From: Kimberly Muff, Brad Neuenswander

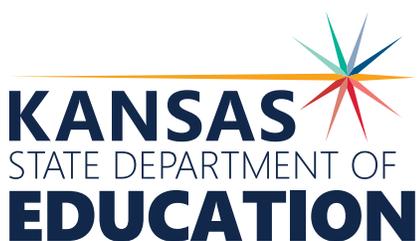
The Kansas State Department of Education (KSDE) received the federal Striving Readers Comprehensive Literacy award in September 2017. One of the largest grants ever received by KSDE, this \$27 million-plus project provides the state with an opportunity to build capacity for literacy at the state, regional and community levels. KSDE named the project Literacy Network of Kansas (LiNK).

The annual report covers implementation efforts of the 32 participating districts. Garden City leaders will provide details about the English Language Arts on-demand modules created with LiNK funding, and systems-level work with their ELA curricula and resources. Greenbush consortia leaders will give an overview of the systems-level consultation they have provided for districts, and the professional development offered to meet the needs of administrators, teachers and paraprofessionals.

The LiNK Annual Report for 2019-20 is provided.



LITERACY NETWORK OF KANSAS
Annual Report
2019-2020



Kansas leads the world in the success of each student.

NOV. 16, 2020



KANSAS STATE BOARD OF EDUCATION

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.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

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

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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CHAIRMAN
DISTRICT 8

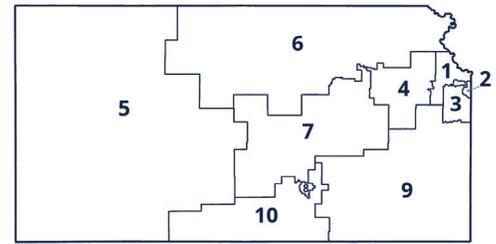


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Michelle Dombrosky
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DISTRICT 5



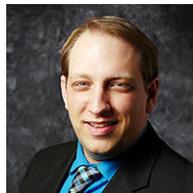
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KANSAS STATE DEPARTMENT OF EDUCATION

COMMISSIONER OF EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Brad Neuenswander

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America 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.

LINK ANNUAL REPORT 2019-2020

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LINK ANNUAL REPORT 2019-2020

Introduction

The Kansas State Department of Education (KSDE) received the Striving Readers Comprehensive Literacy award in September 2017. One of the largest grants ever received by KSDE, this \$27 million-plus project provides the state with an opportunity to build capacity for literacy at the state, regional and community levels.

KSDE named the project Literacy Network of Kansas (LiNK) and released a Request for Proposal (RFP) to prospective applicants in February 2018. In partnership with the University of Kansas Center for Research on Learning (KU CRL), KSDE formed a LiNK leadership team and worked closely with a team of literacy experts, the Kansas State Literacy Team (KSLT), to provide structured support for potential grantees. KSDE announced eight grant recipients in June 2018, including four district awardees and four consortia awardees. Grant recipients represent 32 school districts and about 88,000 children from 190 schools across Kansas.

The LiNK website (<https://www.litnetks.org>) provides opportunities for school districts and organizations throughout the state to share a mission related to the literacy growth and development of Kansas citizens. The mission revolves around three core principles - Connecting, Contributing and Collaborating. This platform will be sustained beyond the grant period to continue collaboration among school districts, agencies and community organizations.

LiNK grantees were selected based upon their local comprehensive Birth through Grade 12 literacy plan to make a significant impact on literacy growth and development, especially for disadvantaged children and youth, including English learners, economically disadvantaged students and students with disabilities. Each project's management plan addresses the four statewide goals:

1. Build capacity for impact on literacy at the state, regional and community levels.
2. Implement and evaluate high-quality literacy plans to positively and effectively influence the literacy growth and development of disadvantaged students.
3. Develop capacity to conduct evaluation, implement data-driven decision-making and collaborate with external evaluators.
4. Develop capacity to implement and sustain high-quality literacy practices through ongoing and embedded professional learning.

Literacy Network of Kansas

The eight projects:

- Olathe USD 233
- Manhattan USD 383
- Dodge City USD 443
- Garden City USD 457
- **Greenbush M7:**
 - Turner USD 202
 - Pittsburg USD 250
 - Iola USD 257
 - Garnett USD 365
 - Osawatomie USD 367
 - Santa Fe Trail USD 434
 - Labette County USD 506
- **Southwest Plains:**
 - Ulysses USD 214
 - Deerfield USD 216
 - Ness City USD 303
 - Montezuma USD 371
 - Sublette USD 374
 - Stanton County USD 452
 - Copeland USD 476
 - Kismet Plains USD 483
 - Syracuse USD 494
 - Satanta USD 507
- **Greenbush L9:**
 - Cherokee USD 247
 - Central Heights USD 288
 - Woodson USD 366
 - Riverton USD 404
 - Hiawatha USD 415
 - South Brown County USD 430
 - Cherryvale USD 447
 - Neodesha USD 461
 - Columbus USD 493
- **Leavenworth/Atchison**
 - Atchison USD 409
 - Leavenworth USD 453

LINK ANNUAL REPORT 2019-2020

Targets and Expectations

The Government Performance and Results Act (GPRA) requires grantees to submit Annual Performance Plans describing specifically what the agency intends to accomplish toward identified goals. The GPRA measures for all Striving Readers projects and the Kansas targets include:

- GPRA Measure 1:** 4-year-old oral language (Target for FY2020 – 75 percent of 4-year-old students enrolled in KSDE-funded preschool programming within LiNK districts complete ASQ-3 screening.)
- GPRA Measure 2:** 5th grade ELA summative assessment proficiency (Baseline 40.52%/target for FY20 – 45%)
- GPRA Measure 3:** 8th grade ELA summative assessment proficiency (Baseline 25.20%/target for FY20 – 28%)
- GPRA Measure 4:** High school ELA summative assessment proficiency (Baseline 29.29%/target for FY20 – 32%)

GPRA also requires state agencies to have performance measures with annual targets. LiNK external evaluators collect data annually for each of the following statewide performance measures, common to all LiNK subgrantees:

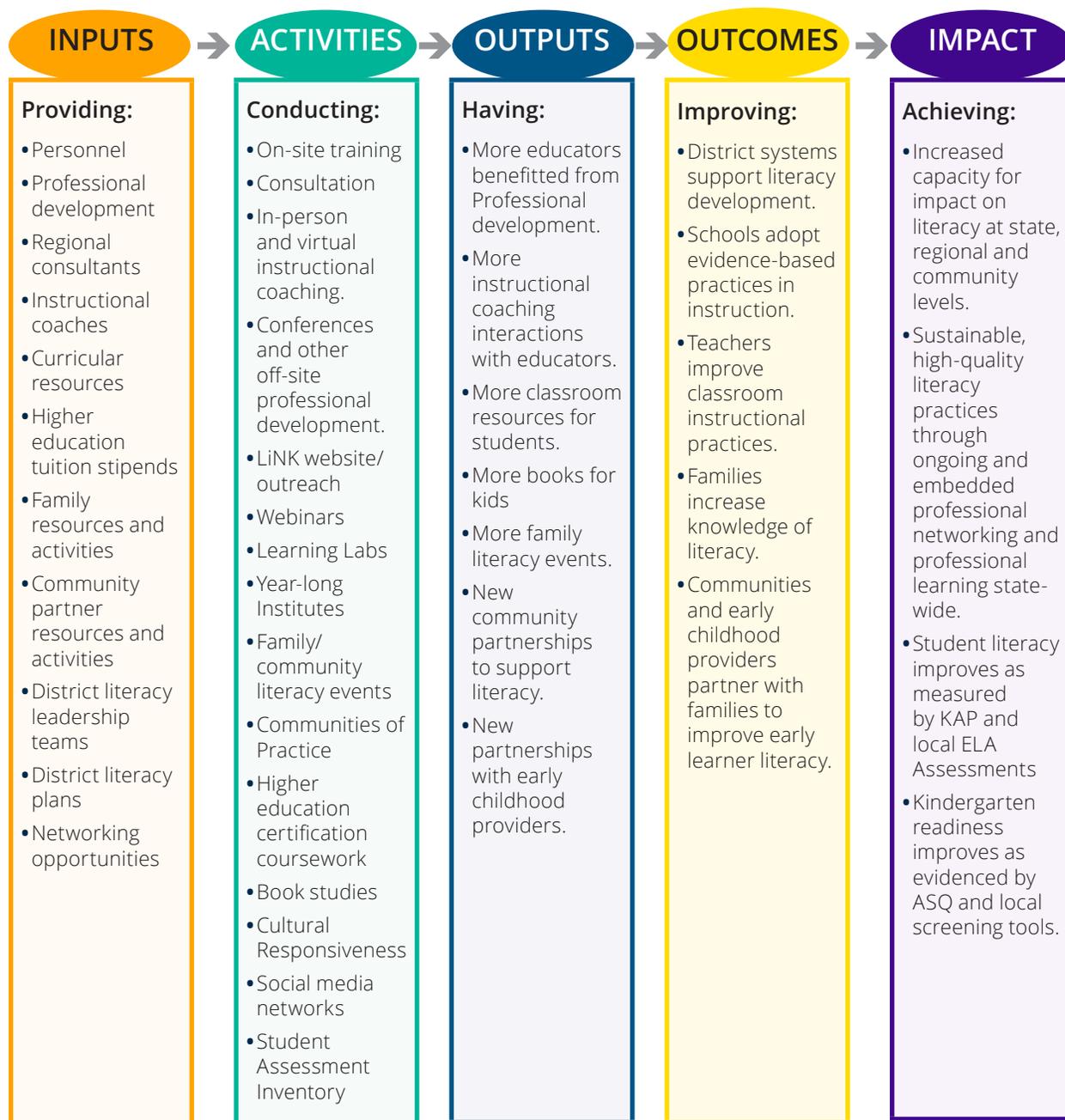
1. Impact of project activities on literacy at the family and community levels.
2. Impact of project activities on 4-year-old oral language growth.
3. Impact of project activities on building capacity to implement and sustain evidence-based practices.
4. Impact of project activities on data-driven decision-making.
5. Impact of project activities on literacy growth and development, especially for prioritized groups.

The following narrative will provide a summary of subgrantee activities during the second year of implementation for each of the identified five statewide LiNK common measures. KSDE has identified one or more key accomplishments for each measure, as well as challenges and next steps toward sustainability for each measure.

LiNK Logic Model

KSDE created a logic model to provide a visual representation of the process to which KSDE and LiNK subgrantees will measure the impact of this Striving Readers project during and beyond the grant cycle. This model provides a summary of the subgrantee activities after two years of implementation.

Inputs are the resources which LiNK projects, including personnel, funding and time. Inputs help to provide for the activities, which make up each project’s plan to reach their intended outputs. The outcomes show short-term gain, while the impacts of LiNK projects will show long-term gain locally, regionally and statewide.



MEASURE ONE

Family and Community Partnership

Impact of project activities on literacy at the family and community levels.

Key Accomplishments

- **10,407** family members participated in activities statewide (not counting virtual activities)
- LiNK districts hosted 286 family and community activities.
- **90%** of respondents said they learned literacy skills at the activity.
- **81%** of respondents said they learned to help the student at home with literacy skills.

Community Partnerships

LiNK districts across the state developed new partnerships with community agencies – including community day cares, service agencies and organizations, health clinics and doctor offices, public libraries, Parents as Teachers and other early childcare and education programs. Figure A is an example of a community representative meeting at Dodge City Unified School District (USD) 443 with suggestions for future family engagement.



Figure A. Family engagement flyer.

Electronic Literacy Kiosks

Electronic Literacy Kiosks pre-loaded with literacy tips, videos, literacy apps and vocabulary development are available in LiNK communities. These kiosks (Figure B) have become popular in Garden City and will soon be located in Atchison, Leavenworth and Manhattan.

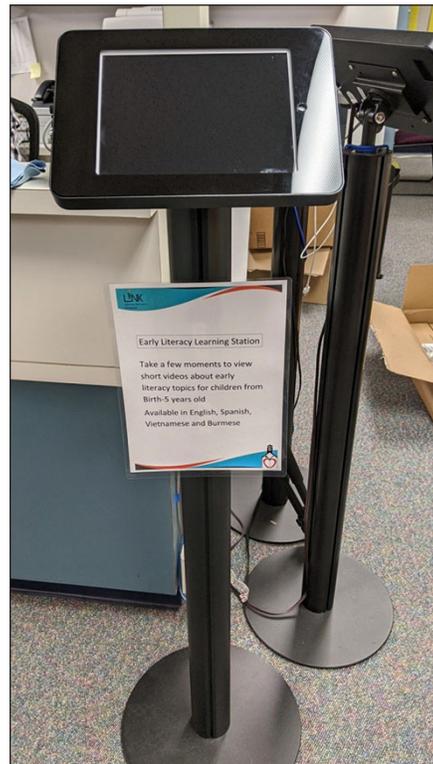


Figure B. iPad Kiosk.

Family Literacy Activities

Examples of activities reaching a large number of families:

- Atchison USD 409 and Leavenworth USD 453 hosted *Kindermusik* events for preschool students and family members, promoting language acquisition through music and movement. <https://www.kindermusik.com/programs>
- Olathe USD 233 sponsored 26 *Families Learning in Partnership* (FLIP) events. At these evening sessions, parents see demonstrations; learn valuable learning activities they can implement in the home; and receive literacy materials and resources.
- Kismet-Plains USD 483 spans more than 530 square miles, and the average travel time to attend a school event is 30 minutes. The schools opted to bring activities to the homes of families with *Tucked-in Tuesdays* in which families join an educator or community member reading a book on Facebook Live. LiNK teachers across the state shared the idea and began reading bedtime stories to model reading aloud for families. Dodge City USD 443 shares stories on their group social media sites with early childhood families read by community members in their native language.
- Parents have shared their appreciation for BOB – *Books on the Bus* – which travels to neighborhoods bringing books to children and their families in LiNK communities.
- *ReadyRosie* (Figure C) is an online resource with short videos showing family engagement activities for caregivers and family members in real-life settings, such as the dinner table, backyard or grocery store. Atchison USD 409 and Leavenworth USD 453 classroom teachers shared these evidence-informed and research-based video clips throughout the year. <https://www.readyrosie.com/modeled-moments/>



Figure C: ReadyRosie logo.

Little Libraries

Several LiNK projects opened community-based Little Libraries where students and families can pick up books in English and their native languages. One Little Library was placed strategically at wheelchair height in a park for disabled children in Garden City USD 457. Several communities across Southwest Plains districts host Story Walks (Figure D) with a book and themed signage following the storyline throughout locations in the community.



Figure D: Story Walk.

Challenges

The Dodge City USD 443 *Summer Family Activities* program was successful during Year 1. Students and their families visited Sedgwick County Zoo, Tanganyika Wildlife Park, Exploration Place and the Cosmosphere and received relevant literature and family literacy ideas connected to the activity. Dodge City also sponsored a summer *Learning Pop-Up!* program with sessions for PreK, kindergarten through second grade and third through fifth grade age groups. Certified USD 443 teachers created and presented sessions including art, music, cooking and/or STEM with relevant literacy connections. Several LiNK districts planned similar activities during the summer of 2020, but all were canceled because of COVID-19 restrictions.

Electronic kiosks with literacy and language apps were becoming very popular resources for Garden City USD 457 families, but the kiosks had to be removed temporarily beginning in spring 2020 because of COVID-19 restrictions.

Sustainability

The *LiNK Family Engagement Community of Practice* shares resources and tools for educators to support families, especially families from diverse cultures and English Language Learners.

[LiNK Family Engagement CoP Resources \(https://padlet.com/kmuff/t3pwdhok56o0\)](https://padlet.com/kmuff/t3pwdhok56o0)

MEASURE TWO

4-year-old Oral Language Growth

Impact of project activities on 4-year-old oral language growth.

Key Accomplishments

- **2,476** preschool students completed the Ages and Stages Questionnaire (ASQ-3) survey with a family member. <https://agesandstages.com/ks/>
- **ASQ-3 data** for early learners is used to help early childhood care and education programs to support the needs of students and provide appropriate kindergarten readiness tools.
- Many LiNK districts are using early language screeners in addition to the ASQ-3 survey to learn about the early literacy needs of students including phonological awareness, vocabulary and listening comprehension. All three elements are critical to future reading success.

Professional Development

LiNK districts sponsored 227 professional development sessions available for early childhood providers (ages birth through age 5).

Literacy Materials

Community day cares across the state are appreciative of the books, literacy materials and professional development opportunities they are receiving from LiNK districts. Most of these early childhood care and education programs have never before partnered with their school district to receive these types of supports.

Instructional Coaching

Leaders in early childhood at Olathe USD 233 (Head Start, Parents as Teachers, Four-Year-Old At Risk and Early Childhood Special Education) received training and now support teachers with instructional coaching to create optimal early childhood environments across all district services.



Students from Greenbush consortia district Woodson USD 366 received books during school closures in spring 2020.



Professional development activities at Dodge City.

Connecting with Community Programs

Manhattan-Ogden USD 383 has connected community day cares and families with the public library's program, *1,000 Books before Kindergarten* (Figure E), where early learners otherwise would not have had access to books, *Baby Rhyme Time* and ages 1-4 *Storytime*. <https://www.mhklibrary.org/events/1000-books-before-kindergarten/>



Figure E: 1000 Books before Kindergarten logo.

Early Literacy Professional Development

Early childhood educators in Olathe and other LiNK districts have completed *LETRS for Early Learning training*, which focuses on the science of reading to teach foundational skills for early learners. Many district leaders are now certified LETRS facilitators. <https://www.voyagersopris.com/professional-development/early-childhood-letrs/overview>

Modeling Read-Aloud Instruction with Literacy Activities

Southwest Plains regional consultants model read-aloud instruction and disseminate early literacy activity sets to early childcare and education programs throughout southwest Kansas communities. The instruction and activities are now available for early childhood providers in a virtual format.



Pre-Kindergarten class.

Challenges

Kindermusik events in Atchison and Leavenworth promote language acquisition through music and movement. Each participating family receives a book and literacy activities. These events were popular, but were canceled during the spring because of COVID-19 guidelines.

Sustainability

Community Little Libraries

LiNK funding provides community kiosks as another way to get books into family homes for their young children.

Family Resources (*especially online tools*)

The *Kansas Parent Information Resource Center* (KPIRC) provides resources and family tools for early childcare learning through collaboration and communication with LiNK districts. <https://www.ksdetasn.org/kpirc/kansas-parent-information-resource-center>

Online Resources for Families

ReadyRosie is an online resource with short videos showing family engagement activities for caregivers and family members in real-life settings. Atchison USD 409 and Leavenworth USD 453 classroom teachers shared these evidence-informed and research-based video clips throughout the year, and the usage grew tremendously during COVID-19 closures. Other LiNK districts plan to purchase this online resource during Year 3 of LiNK implementation. <https://www.readyrosie.com/modeled-moments/>

The *LiNK Early Childhood Community of Practice* sponsored by LiNK and facilitated by the Kansas Masonic Literacy Center shares resources and tools for caregivers and families of early learners.

LiNK Family Engagement CoP Resources (<https://padlet.com/kmuff/t3pwdhok56o0>)

MEASURE THREE

Evidence-Based Practices

Impact of project activities on building capacity to implement and sustain evidence-based practices.

Key Accomplishments

- The annual literacy needs assessment results show increased capacity across all domains at the end of Year 2:
 - Leadership
 - Community and partnerships
 - Standards-aligned curriculum
 - Standards-aligned and evidence-based instruction
 - Transitions
 - Data-based decision-making
 - Professional learning

District Level Implementation Support

Greenbush consortia regional consultants are able to provide targeted support for 16 consortia districts to guide leadership; communication; commitment to improvement through coaching, training and data-driven action; reviews of literacy instruction and learning outcomes data; and districtwide alignment.

Digital Technologies

Manhattan-Ogden USD 383 used their newly gained knowledge of digital technologies to meet a LiNK goal to *“transform students from content consumers into content creators for a global audience”* during school closures. Armed with technology resources, students continued working on projects with classrooms from other states and wrote blogs about their at-home learning experiences. <https://kidblog.org/home/>

Early Childhood, Reading, Writing and Language Acquisition Strategy Guides

Southwest Plains created evidence-based strategy guides for 10 consortia districts with links to lessons, research and resources for instructional coaches and educators to utilize in Reading, Writing, Language Acquisition and Early Childhood.

Professional Development for Evidence-Based Practices

Garden City USD 457 has created an On-Demand Power Learning series with professional development specific to literacy at all grade levels. Paired with the annual Summer Institute, in-person sessions and book studies, these courses provide the resources for teachers to learn asynchronously and at their own pace. Atchison USD 409, Dodge City USD 443, Greenbush consortia districts, Leavenworth USD 453 and Southwest Plains consortia districts have also created online professional development that will be updated periodically and sustained following the grant.

Training, Instructional Coaching and Classroom Labs

Olathe USD 233 and Manhattan-Ogden USD 383 educators in kindergarten through eighth grade received training and follow-up coaching for the components of structured literacy to provide depth of knowledge, language and literacy skill development, and practice in successfully addressing struggling student needs. Teachers modeled their classroom strategies in classroom labs, and educators collaborated to produce formative and interim assessments used throughout the district.



Learning lab classroom.

Challenges

Instruction Refocus – When Kansas Gov. Laura Kelly ordered school building closures from March-May 2020, LiNK districts were forced to recreate instruction for the entire nine-week period in just one week. Schools were extremely challenged. However, several schools, including Pittsburg USD 320's Westside Elementary, said they were successful in ways never used before because of a growth mindset and technology learned from LiNK professional development.

Sustainability

District Literacy Leadership Teams

Every LiNK district now has a districtwide literacy leadership team in place and will follow a continuous improvement cycle with their district literacy plan.

Culturally Responsive Instruction

Dodge City USD 443 centered their plan around cultural proficiency through the process of critical reflection and growing capacity for cultural proficiency by understanding perspectives. They have developed a cohort model for implementation of culturally responsive (CR) teaching strategies. Cohort 1 completed the CR sessions during Year 1 and focused on explicit vocabulary instruction during Year 2. Cohort 2 completed the CR sessions this year and will move to vocabulary during Year 3. Cohort 3 will begin the CR sessions during Year 3, and the cycle will continue beyond the grant. Online modules for Cultural Responsiveness and Reading/Writing will ensure that the information is available beyond the grant period. This cohort model has been replicated by other LiNK districts for the implementation of literacy practices.

MEASURE FOUR

Data-Driven Decision-Making

Impact of project activities on data-driven decision-making.

Key Accomplishments

- Prior to LiNK, **30.3%** of administrators reported an established time for teachers to meet collaboratively to review data *more frequently than monthly*. During Year 2 of LiNK, **65.6%** of administrators report that time has now been established for teachers to meet collaboratively to review data *more frequently than monthly*. (130 administrators completed survey, see Figure F).

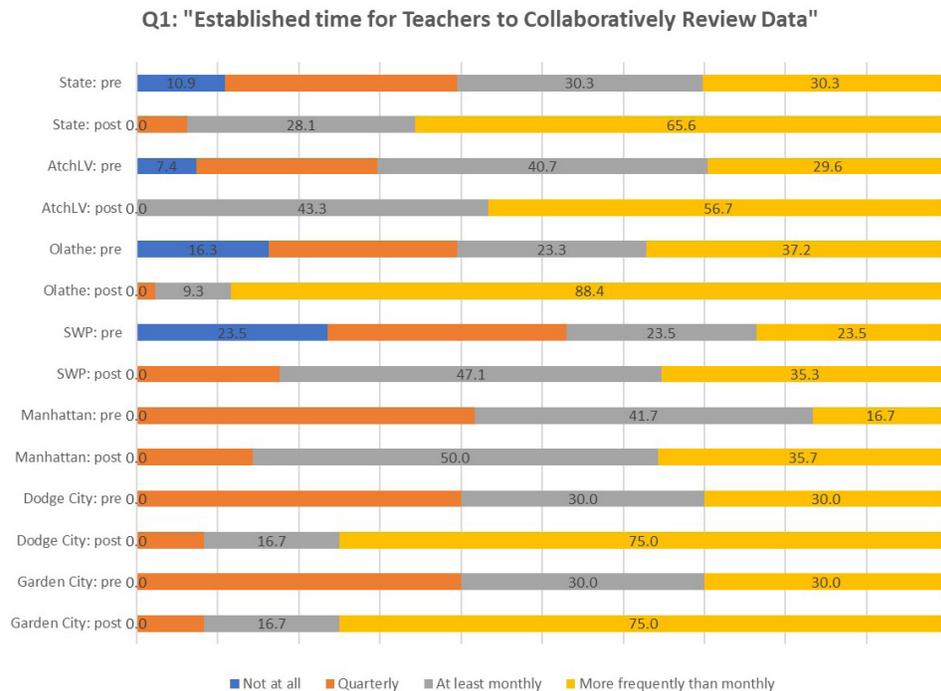


Figure F.

- Prior to LiNK, **26.6%** of teachers reported that they collaborated with an education colleague using literacy assessment to identify links between student learning to improve teaching *more frequently than monthly*. During Year 2 of LiNK, the percentage of teachers collaborating with an education colleague using literacy assessment to improve teaching *more frequently than monthly* increased to **42.3%**. (1,950 instructors completed survey, see Figure G).

Q2: "I collaborate with an education colleague using literacy assessment to identify links between student learning and teacher practice in a way that helps me see ways to improve my teaching"

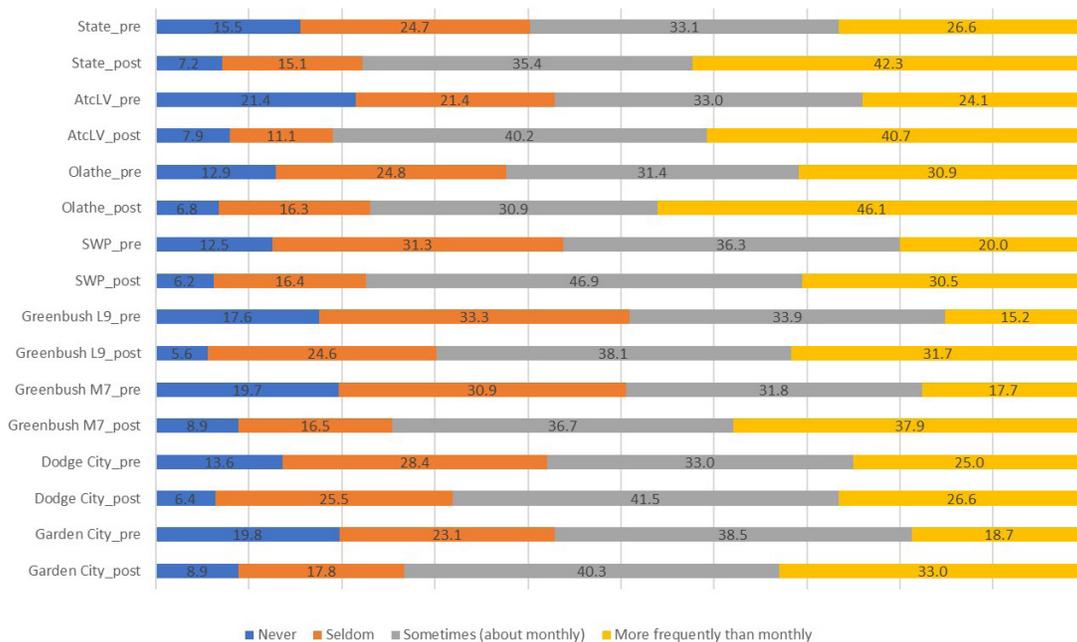


Figure G.

- Prior to LiNK, **41%** of teachers reported that they modify instruction or reteach based on literacy assessment data *more frequently than monthly*. During Year 2 of LiNK, the percentage of teachers modifying instruction or reteaching based on literacy assessment data *more frequently than monthly* grew to **60.4%** of teachers. (1,950 instructors completed survey see Figure H).

Q3: "I modify instruction or reteach based on student learning (literacy assessment) data."

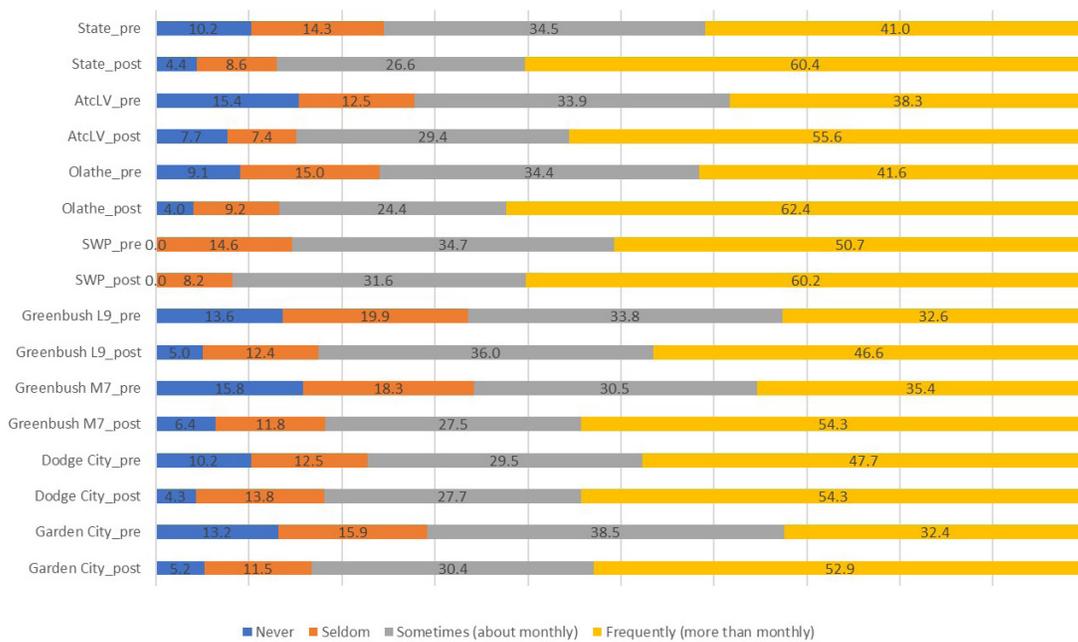


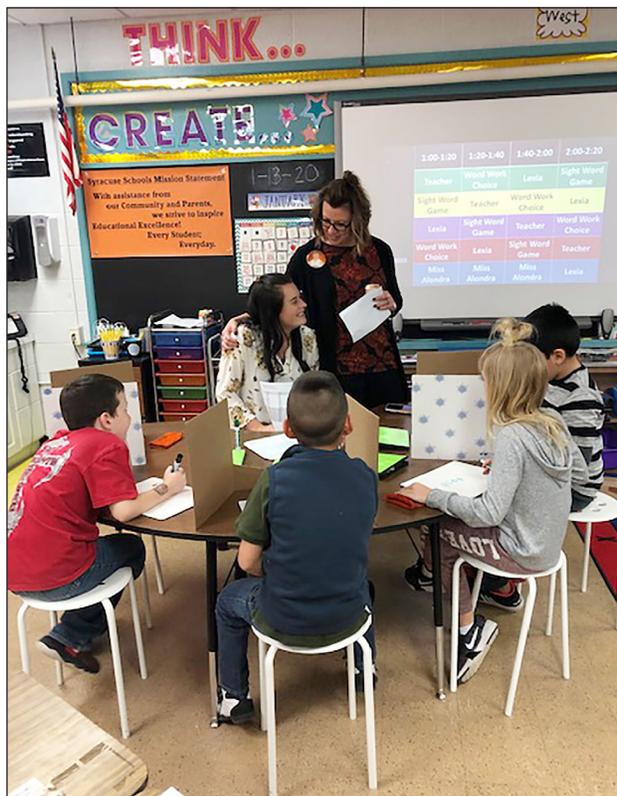
Figure H.

Instructional Coaching

All LiNK districts support instructional coaches who are trained to help educators set a student-focused goal, identify a teaching strategy to reach a goal, provide guidance through modeling and resources, use data for instructional decisions, and reflect on student outcomes with the instructional coach serving as a peer.

Instructional Coaching Models

- Virtual instructional coaches** collaborate with educators by observing videotapes and discussing goals. This model allows for a coach to work with several districts that may be isolated by location or population.
- Regional consultant coaches** have become so valuable that education service centers plan to offer the service following the LiNK grant period.
- District-supported coaches** in which an in-district coach supports teachers to develop a student-centered goal, models or provides resources for strategies, and serves as a peer observer in the classroom.
- Peer Triads** in which three educators collaborate toward a common goal of improving student outcomes. Educators take turns in the role of teacher, facilitator and observer.



Benefits of Instructional Coaching

Instructional coaches in Dodge City USD 443 have become a valuable component of professional development and a 90% positive teacher response shows that peer interaction helps to guide instructional change. The chart below provides teacher response to the beneficial elements of coaching (see Figure I).

The element(s) of the instructional coaching cycle that I found most beneficial was/were (check all that apply):

153 responses

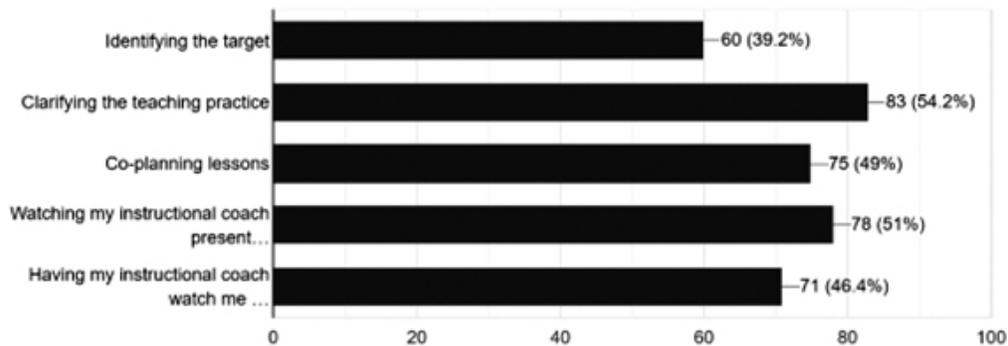


Figure I.

Observation and Walkthrough Data

Educators are implementing strategies gained from professional learning as evidenced by classroom observations and walk-through data. In Atchison USD 409 and Leavenworth USD 453 the external evaluation research team provides observation data, and teacher instruction is improving as indicated by this data.

Challenges

Limited local assessment data from spring 2020 because of school building closures from COVID-19 restrictions.

No summative ELA results because of COVID-19 school building closures.

COVID-19 restrictions limited professional development opportunities, instructional coaching, classroom labs and observations, and family/community engagement.

Sustainability

English Language Arts Assessment

All LiNK districts completed or revised an inventory of English Language Arts (ELA) assessments to better inform the district and all stakeholders of the ELA assessments used for all student groups at all grade levels.

District Literacy Leadership

Each district provided evidence of a district leadership structure in place to continually review assessments and the significance of each. Assessment review allows districts to reflect and plan for gaps and redundancies in tests for specific populations of students; identify alignment or lack thereof between assessments and KS standards; highlight which assessments provide useful results to teachers and students; and support recommendations for streamlining assessment offerings.

Community of Practice

The LiNK Instructional Coaching Community of Practice sponsored by LiNK and facilitated by Dr. Amber Rowland and Dr. Suzanne Myers with University of Kansas Center for Research on Learning shares resources and tools for instructional coaches working with LiNK districts. The collection of resources follows the VECTOR virtual coaching protocols:

- Verify Perspectives
- Examine Influence
- Commit to Change
- Take Action
- Operationalize Performance
- Reflect and Recommit

VECTOR Process Guide (<https://docs.google.com/document/d/1JStkCXR3lDtiXfLUj1x-VCdmkz5daCB8KgjJMrM05pw/edit?usp=sharing>)

MEASURE FIVE

Literacy Growth and Development

Impact of project activities on literacy growth and development, especially for prioritized groups.

Key Accomplishments

- **6,198** educators participated in professional development sessions relevant to literacy.
- LiNK districts sponsored **5,834** professional development literacy sessions – ranging from one hour to multiple sessions with the same participants.
- Professional development sessions were designed to provide literacy instruction appropriate to the following student age categories:
 - Sessions relevant to all age category instruction – **52.8%**
 - Sessions relevant for ages birth to 5 instruction – **5.8%**
 - Kindergarten through 5th grade instruction – **47.8%**
 - Middle school instruction – **10.3%**
 - High school instruction – **8.8%**
- Common areas of focus for professional development include:
 - Foundational Reading
 - The Science of Reading
 - Explicit Vocabulary Instruction
 - Cultural Responsiveness
 - Elements of the Writing Process
 - Creating Literacy Rich Learning Environments
 - Reading and Writing across Content Areas (Disciplinary Literacy)
 - Family Engagement

English Learner Simulation

The Southwest Plains consortia created an English Learner simulation for consortia schools which have experienced a tremendous population growth in English Learners. Participants navigate the school system as if they are in a family whose native language is not English. Teachers then learn tools to support ELs in the classroom.

Disciplinary Literacy

Atchison and Leavenworth districts utilize Word Gen middle school cross-curricular units for ELA, math, science and social studies. The units focus on a controversial social or civic issue to support vocabulary acquisition and literacy development with collaborative learning. Educators say these units are a “*huge positive*” in “*creating community as a class*” to build authentic conversations and writing.

Greenbush sponsored “*Down & Dirty Strategies*” sessions for ELA, math, social science, science and CTE educators to provide disciplinary literacy strategies across all content areas. Participants said these sessions were the most relevant they have ever joined for implementing reading and writing strategies within their content area.

Tiered System of Supports

Syracuse USD 494, a very small rural district in Southwest Plains, implemented a tiered system of support for ninth- and 10th-grade students. Administrators determined scheduling options and worked with educators to assess and diagnose students who were not on grade level and implement small group work stations and individualized instruction centered on structured literacy.

Book Studies

LiNK districts have opened discussion and learning for specific topics including vocabulary development, cultural responsiveness, race and diversity and language acquisition.

Some of the book studies included:

- “*Courageous Conversations about Race*” by Glenn E. Singleton
- “*ELL Frontiers: Using Technology to Enhance Instruction for English Learners*” by Heather Parris, Lisa Estrada, and Andrea Honigsfeld
- “*Game Changer! Book Access for All Kids*” by Donalyn Miller and Colby Sharp
- “*Help for Billy*” by Heather T. Forbes
- “*The Brilliance of Black Boys*” by Brian Wright with Shelly L. Counsell

Examples of other books pairing with professional development:

- “*Biography-Driven Culturally Responsive Teaching*” by Dr. Socorro Herrera, a member of our Kansas State Literacy Team
- “*Bringing Words to Life*” by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan
- “*Classroom Strategies for Interactive Learning*” by Doug Buehl.
- “*Crossing the Vocabulary Bridge: Differentiated Strategies for Diverse Secondary Classroom*” by Dr. Socorro G. Herrera, Shabina K. Kavimandan, and Melissa A. Holmes
- “*Words Their Way, Vocabulary*” by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston

Challenges

Limited local assessment data from spring 2020 because of school closures from COVID-19 restrictions.

No summative ELA results because of COVID-19 school closures.

COVID-19 restrictions limited professional development opportunities, instructional coaching, classroom labs and observations, and family/community engagement.

Sustainability

Book Collections – LiNK schools have developed collections of bilingual books in school libraries in order to offer books in the native languages and English for all age levels.

Community of Practice – The LiNK Adolescent Literacy Community of Practice sponsored by LiNK and facilitated by Erica Shook with the Kansas Association of Teachers of English shares resources and tools for English Language Arts teachers at the middle and high school levels.

LiNK - Adolescent Literacy Resources (<https://padlet.com/kmuff/31d80hofjj1ohub>)

LINK ANNUAL REPORT 2019-2020

YEAR TWO



Summary

Birth to age 5 – Kindergarten Readiness

- 2,476 preschool students completed the Ages and Stages Questionnaire (ASQ-3) survey to inform early childcare and education programs of the needs of children.
- Professional learning and resources for early childcare providers.
- New partnerships with community early childcare and education programs result in more understanding of the community's early childhood needs.
- Families and their children participate in literacy activities for early learners.

\$8.6 million

awarded directly to schools each year for three years.



8 projects
32 districts
190 schools

Professional Learning

- Nearly **6,000** professional development sessions across Kansas this past year.
- Common focus areas:
 - Foundational reading
 - The science of reading
 - Explicit vocabulary instruction
 - Cultural responsiveness
 - Elements of the writing process
 - Creating literacy rich learning environments
 - Disciplinary literacy
 - Family engagement

Family and Community Partnerships

LiNK partners:

- Flint Hills Writing Project
- Kansas Association of Teachers of English
- Kansas Department for Health and Environment
- Kansas Health Foundation and the "Can't Wait to Read" initiative
- Kansas Masonic Literacy Center
- Kansas Parent Information Resource Center
- Kansas Regional Library Systems
- Storytime Village
- The Writing Conference Inc.
- University of Kansas Center for Research on Learning
- New community partnerships with day cares, service agencies and organizations, health clinics and doctor offices, public libraries, Parents as Teachers and other early childcare and education programs.

Resources for Educators

- Reading and writing curriculum resources to match the Kansas ELA and Kansas English Language Proficiency Assessment standards for all grade levels.
- Instructional coaches create guidebooks with evidence-based instructional strategies for literacy.
- District literacy teams reported an increase in the capacity to meet district literacy needs.



Kansas leads the world in the success of each student.

NOV. 16, 2020

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Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Subject: Discussion of State Board Legislative Priorities for 2021

State Board of Education Legislative Liaisons Deena Horst and Jim Porter will lead a discussion among Board members to discuss and develop a legislative agenda concerning topics that impact education.



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS
www.KSSDB.org

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KANSAS STATE SCHOOL FOR THE BLIND
1100 STATE AVE. · KANSAS CITY, KS 66102-4411
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Item Title: Updates from Kansas School for the Deaf and Kansas State School for the Blind
From: Superintendent Luanne Barron and Superintendent Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

Superintendents of their respective schools - Luanne Barron (KSD) and Jon Harding (KSSB) -- will provide updates to the State Board on activities and initiatives this past quarter.





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Dr. Deena Horst District 6	Ben Jones District 7	Kathy Busch District 8	Jim Porter District 9	Jim McNiece District 10

Subject: Recognition of outgoing State Board members Steve Roberts (District 2) and Kathy Busch (District 8)

The terms for these current State Board of Education members will officially end in January 2021:

- Kathy Busch, Chair, District 8 (representing school districts in Sedgwick and Butler counties)
- Steve Roberts, District 2 (representing school districts in Johnson and Wyandotte counties)

Traditionally, an in-person reception is held to acknowledge the service and dedication of members who have served the students of Kansas as elected officials on the State Board of Education. However, the current pandemic dictates that recognition ceremonies be conducted remotely this year.

Ms. Busch and Mr. Roberts both began their terms on the State Board in 2013. Ms. Busch served as Vice Chair in 2017-19 and was elected Chair in 2019.