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From Our Director

Dr. Scott Myers

It is a distinct pleasure for me to welcome everyone to the resurrection of The Communicator. On a quarterly basis, we will be publishing this online newsletter to keep the field informed of upcoming deadlines and to create a repository of information people in the field will be able to access to assist them as they work with the students of their district.

Having been involved in public education for a quarter of a century myself, I am well aware of the daunting challenges facing us all as we provide essential services to your clientele.

With that in mind, I know that if we all pull together and share best practices and ideas for improving on our craft, the students will benefit. So, as you access The Communicator, and I hope you do so on a regular basis, please do let us know if we need to adjust the sort of information that we share with you.

Publication dates for The Communicator for the 2012-2013 school year are slated to be August 15, November 15, February 15, and May 15. Of course, if you have any ques-

tions about state and/or federal programs in your district, do not hesitate to contact us here in the Title Programs and Services Team of KSDE. We enjoy hearing from the field, and we stand ready to serve you in any way necessary.



Accountability System under ESEA Flexibility Waiver

Judi Miller

One of the strengths of the new accountability system under the ESEA Flexibility Waiver is that it relies on multiple measures in establishing the success of a school or district in helping students achieve. No longer will a school's success be measured by meeting a single target through Adequate Yearly Progress (AYP). Instead there will be six measures determined annually for accountability purposes and they'll be known as Annual Measurable Objectives, or AMOs. Four

of the AMOs are related to performance on state reading and math assessments.

The assessment data will be in used in four different ways: improving student achievement, increasing student growth, decreasing the achievement gap and reducing the percent of non-proficient students. The final two AMOs are participation on state assessments and graduation rate.

In the new accountability system, schools and districts will no longer be identified as "on

improvement," nor will they be required to offer school choice or supplemental educational services. Instead, Kansas will identify priority schools which are low performing Title I schools and focus schools based on achievement gap. In addition, Title I reward schools with high performance and high progress will be identified.

21st Century Community Learning Centers (21st CCLC)

Chris Macy

Congratulations to the following school districts and organizations that have received 21st CCLC after school grant funding for the 2012-2013 school year!

- 209 Moscow
- 210 Hugoton
- 214 Ulysses
- 216 Deerfield
- 217 Rolla
- 218 Elkhart

- 232 De Soto
- 244 Burlington
- 247 Cherokee
- 253 Emporia
- 257 Iola
- 258 Humboldt
- 261 Haysville
- 287 West Franklin
- 290 Ottawa
- 305 Salina
- 309 Nickerson-South Hutch
- 343 Perry
- 349 Stafford
- 352 Goodland
- 366 Woodson County
- 374 Sublette
- 379 Clay Center
- 383 Manhattan
- 428 Great Bend
- 435 Abilene
- 446 Independence
- 466 Scott County
- 480 Liberal
- 498 Valley Heights
- 499 Galena
- 500 Kansas City
- 501 Topeka
- 503 Parsons
- Big Brothers Big Sisters of Finney/Kearny Counties
- Boys & Girls Club of

- Hutchinson
- Boys & Girls Club of Lawrence
- Boys & Girls Club of Manhattan
- Catholic Charities
- Kansas City Kansas Community College
- Save the Children

For more information on 21st Century Community Learning Centers please visit our webpage.

[Click Here](#)

<http://www.ksde.org/Default.aspx?tabid=349>

Parent Involvement

Chris Macy

Don't forget to address the following parent involvement requirements at the beginning of the school year:

Each Title I school needs to collect a signed parent/school compact for all students served

through the Title I program.

Parents "right to know" information should be available to parents. Enrollment is a great time to highlight this information.

A Title I meeting must be held to inform parents of the Title I program in each school.

Schools must notify parents if their child is eligible for ELL services.

The beginning of the school year is also a great time to make connections with parents and welcome them into the school family. For some great ideas, click on the following

link to access the Successful Parent Involvement Practices in Kansas handbook, published by the Kansas Parent Information Resource Center.

[Click Here](#)

<http://www.kpirc.org/uploads/SPIPKS.pdf>

Consultations with Non-Public Schools

Tate Toedman

Consultation with nonpublic schools should be ongoing, timely, and meaningful. Consultation should occur regularly throughout the year. Timely means that consultation must occur before the district (LEA) makes any decisions that affects the opportunities of the private school students. Meaningful means the LEA must genuinely consider the comments of the private school official.

Topics that should be included during consultation should in-

clude, but are not limited to the following:

- how the LEA will identify the needs of eligible private school children
- what services will be offered to private school children
- how and when the LEA will make decisions about the delivery of services
- how, where, and by whom services will be provided
- how the LEA will academical-

ly assess the services for private school services

- the size and scope of the equitable services
 - the equitable services the LEA will provide to teachers and families of participating private school students
 - provide information to the private school on the complaint procedure if the private school disagrees with the LEA
- The consultation form needs to be signed by both parties



and the original needs to be mailed to Nicole Clark, Title Programs and Services, 120 SE 10th Avenue, Topeka, KS 66612. The 2012-2013 consultation form is now available.

If you have any questions, you may check KSDE's Title Services For [Non Public Schools](#) website. <http://www.ksde.org/Default.aspx?tabid=3761>.

You may also contact your LCP consultant on the Title Programs and Services team or Tate Toedman at ttoedman@ksde.org or 785-296-6714.





Kansas Guide to Learning: Literacy (KGLL) *Laurie Winter*



KSDE is pleased to make available the Kansas Guide to Learning: Literacy (KGLL) to Kansas educators. The Kansas Guide to Learning: Literacy is a resource for caregivers and educators that provides comprehensive, integrated, and research-based recommendations about curriculum, instruction, critical questions and considerations, as well as Kansas Early Learning Standards connections for children birth through age 5 and the Common Core State Standards connections for children kindergarten through grade 12. The goal of this resource is to improve literacy instruction and learning

in children and youth.

These documents provide an excellent resource as teachers are transitioning to the Kansas Common Core Standards for ELA.

An Executive Summary provides the background of this project and important connections to key state initiatives as well as documents that contain recommendations for three age ranges, and several areas of literacy. The age/grade range documents that are available for use are as follows:

Birth - Age Five

- Language, Listening, Speaking
- Foundations of Reading
- Foundations of Writing

Kindergarten – Grade 5

- Language
- Listening and Speaking
- Reading (Literature, Informational Text, Foundational Skills, Interventions)
- Writing

Grades 6-12

- Language
- Listening and Speaking
- Reading (Literature, Informational Text, Interventions)
- Writing

KSDE has posted these documents at the www.ksde.org/literacy website. The draft documents are currently being reformatted into a final version and will be posted when complete. The content of the final documents will remain the same, however, the appearance of it will change. Please visit the [website](http://www.ksde.org/literacy) and check out this wonderful resource!

Homeless Reporting through KIDS

Tate Toedman

Homeless students are reported through the KIDS (Kansas Individual Data on Students) system. **Homeless students are reported in Field D36 starting in 2012-2013 school year.** Homeless students are only be reported on the EOYA report.

--The term "Unaccompanied Homeless Youth" includes youth in homeless situations who are not in the physical custody of a parent or guardian.

Unaccompanied homeless youth have the same rights as other students experiencing homelessness.

0 = Not a homeless student

1 = Accompanied homeless student doubled up (e.g., with relatives, living with another family)

2 = Accompanied Homeless student stayed in hotel/motel

4 = Accompanied homeless student stayed in shelters, transitional housing, or is awaiting foster care

5 = Accompanied homeless student was unsheltered (e.g. car, parks, campgrounds, temporary trailer, or abandoned buildings)

6 = Unaccompanied homeless student doubled up (e.g., with relatives, living with another family)

7 = Unaccompanied homeless student stayed in hotel/motel

8 = Unaccompanied homeless student stayed in shelters, transitional housing, or is awaiting foster care

9 = Unaccompanied homeless student was unsheltered (e.g. car, parks, campgrounds, temporary trailer, or abandoned buildings)

If you have any [questions relating to the KIDS system](#), information may be found at

<http://www.ksde.org/Default.aspx?tabid=2491> or you may e-mail your question to kids@ksde.org. If you have questions regarding homeless students, you may contact Tate Toedman at toedman@ksde.org or 785-296-6714.

Homeless Websites

[KSDE Homeless Website](http://www.ksde.org/Default.aspx?tabid=372)

<http://www.ksde.org/Default.aspx?tabid=372>

[NCHE National Center for Homeless Education](http://www.ksde.org/Default.aspx?tabid=4361)

<http://www.ksde.org/Default.aspx?tabid=4361>

[National Association for the Education of Homeless Students and Youth](http://www.nachcy.org)

<http://www.nachcy.org>

Kansas DropINs

Jessica Noble

In order to help students, parents and schools identify alternative education opportunities across the state, Kansas DropINs has created a map of services. The map can be searched by region of the state and includes diploma completion centers, virtual schools, adult education centers and GED testing centers. The map is available on the [Kansas DropINs webpage](#):

<http://www.ksde.org/Default.aspx?tabid=4361>



ESEA Flexibility Waiver Approved

Judi Miller



States were offered the opportunity to seek waivers from some of the provisions of the Elementary and Secondary Education Act (ESEA), currently known as No Child Left Behind, legislation in September 2011, after Congress had failed over a period of five years to reauthorize the legislation. Kansas sought a waiver in an effort to move away from a narrowly defined accountability system that gave a limited and often misleading view of a school or district's success in improving student achievement. The Kansas waiver was approved in July.

The approval of the state's ESEA waiver request does not eliminate accountability

measures for improving student achievement, but it does allow us to implement an accountability system that will provide a more meaningful measure of the success and progress of Kansas students and schools. Schools will no longer have to focus on meeting Adequate Yearly Progress (AYP) – a single measure, assigned arbitrarily that was the same for everyone regardless of where they were starting from or the challenges inherent in their student population. Instead, Kansas will look at state assessment results in multiple ways and establish performance goals that are unique to each school.

The new accountability system maintains a focus on

helping students achieve proficiency in both reading and math, but also gives credit for improving performance along the way. The system provides a more accurate and fair view of performance among students, schools and school districts.

The new accountability system will begin in the 2012-2013 school year. For the 2011-2012 school year, AYP was determined, however it was based on the 2010-2011 AYP targets. There will, however, not be any designation of Title I schools on improvement. AYP information for the 2011-2012 school year will be made available in report cards that will be released in

September.

In addition, the waiver builds on initiatives that are already underway in Kansas. These initiatives include implementing the common core standards in reading and mathematics, developing new state assessments aligned to those standards and designing educator evaluation and support systems tied to student achievement.



A Free Opportunity to Measure the Hope, Engagement and Wellbeing of Your Students

The Gallup Student Poll tracks the hope, engagement, and wellbeing of students across the United States. The poll is free and takes students approximately ten minutes to complete. The next polling period is between October 2 and November 2, 2012 and the poll will be available online in English and Spanish via a secure website. The survey is open to all students in 5th to 12th grade however; each school must register in order to participate. Shortly after the polling period ends, participating schools will receive their results along with suggestions from which communities can build strategies to improve student scores. For more information about registering your school for the Gallup Student Poll, visit www.gallupstudentpoll.com.

The Communicator

Please share with us what you want to read about in future editions. We want to make this a useful tool for *You!* Simply email: pbone@ksde.org with your ideas.

Homeless Liaisons

Tate Toedman

If your homeless liaison has changed for the 2012-2013 school year, please contact Tammy Lutze tlutze@ksde.org or Tate Toedman ttoedman@ksde.org with the name and contact information of the new liaison so that we can update our records.

Dropout-Graduation Summary Report

Jessica Noble

The Dropout Graduation Summary Report (DGSR) is scheduled to open on Monday, October 1, 2012. This report provides all schools and districts an opportunity to review and certify their dropout and graduation data. This report will be available through the KSDE authenticated application website. Live Meeting trainings will be scheduled to help district-level (superintendents or their designees) and school-level (principals or their designees) users become familiar with the report. Notices will be sent via the various KSDE

listservs when the trainings are scheduled. Training dates and times will also be posted on the [graduation webpage](#):

<http://www.ksde.org/Default.aspx?tabid=4606>.

Virtual Schools

The 2012-2013 list of Kansas virtual programs/schools is now available. Please visit the [virtual webpage](#) for the list and more information on virtual schools:

<http://www.ksde.org/Default.aspx?tabid=455>

Introducing a New Website for Educators of Language Learners

Article contributed to this newsletter by Melanie Manares

Understanding Language

<http://ell.stanford.edu>

Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. Obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; engaging in argument from evidence—such language-rich performance expectations permeate the new Standards.

We seek to improve education for all students—especially English Language Learners. To that end, we are synthesizing knowledge and developing resources that help ensure teachers can meet their students' evolving linguistic needs as the new Standards are implemented. We are bringing together leading thinkers, researchers, practitioners, and policy makers in the fields of language, learning, and the subject areas to explore and promote pragmatic approaches to addressing these issues systematically. We recently issued a set of commissioned papers focusing on the shifts, challenges, and

opportunities found in the new Standards. These papers offer strategic analyses of the language demands and opportunities contained in the new Standards. They also offer guidance on implementation in areas such as assessment and teacher professional development. Moving forward, we aim to demonstrate ways in which students' English language proficiency and disciplinary knowledge can be developed simultaneously in the context of content instruction. We will engage educators in developing resources around the new Standards, offer both model lessons and examples of instruction, and

foster online learning communities where knowledge can be shared and advanced.

We aim to spotlight the role of language in valid and appropriate assessments, and we plan to work with groups of schools and school districts to foster collaboration and build capacity. Finally, throughout each phase of the work, we will take steps to communicate our message systemically in order to create better supports for ELLs and the teachers of ELLs at the federal, state, and local levels.



ESEA Flexibility Waiver Affects Federal Programs

Judi Miller

The ESEA Flexibility Waiver granted to Kansas not only affects the accountability system but also impacts other aspects of federal programs including Title I Part A, Title IIA Teacher Quality, Title III English Language Acquisition, and Rural Education Achievement Program (REAP) and transferability.

Under Title I Part A schools and districts will not be identified for improvement. The required reservations for school choice transportation, supplemental education services (SES—after school tutoring) and professional development are gone. Districts, however, with priority or focus

schools will be reserving Title I funds for interventions in those schools.

Teachers must still meet the highly qualified (HQT) requirements under Title IIA. Districts will not have to write improvement plans if 100% of the teachers don't meet that requirement. Districts are not required to reserve Title IIA funds to help those teachers meet those requirements.

Title III will see changes in accountability. Previously, one annual measurable achievement objective (AMAO) was having English Language Learners (ELLs) make adequate yearly progress (AYP) in math and reading. Now that

AMAO will be based on reducing the percent of non-proficient ELLs.

Previously, if a district received a grant under REAP (Small, Rural Schools Achievement grants or Rural Low-Income Schools grants) and did not make adequate yearly progress (AYP), it could only use those funds for improvement activities under Title I. That restriction no longer applies since AYP will no longer be determined.

Likewise, transferability had limitations that no longer apply. Districts may now transfer 100% of non-administrative funds from allowable programs, i.e. Title IIA, to other

TPS Website



Be watching for a new message on the 15th of each month starting in September on the Title Programs & Services main [webpage](#). These will be short information pieces on current topics.

<http://www.ksde.org/Default.aspx?tabid=121>

others, i.e. Title I. Districts will not have to provide a 30-day notice before making the transfer. Once funds are transferred into Title I, they may not be transferred out.





Calendar of Upcoming Events

August

- 15 - 2012-2013 LCP Contact Person Information Form
- 16 - 21st CCLC Final Expenditure Report

September

- 11 - KLN Kick-Off for Leaders of Priority and Focus Schools , Wichita Hyatt
- 14 - FY 2013 Prayer Certification Form—Due
- 14 - Neglected and Delinquent Title I Part D Application—Due
- 14 - N/D Title I Part A Neglected Overview—Due
- 14 - LCP Application—Due

October

- 1 - Dropout Graduation Summary Report (DGSR) Opens
- 11 - 21st CCLC Carryover Final Expenditure Report Due
- 15 - FY2013 Title I Comparability Report Due
- 15 - FY2011 Carryover Final Expenditure Report Due
- 15 - AmeriCorps Financial Status Reports (FSR) Due
- 15 - AmeriCorps Progress Reports Due
- 18 - Schoolwide Application Training Webinar
- 19 - Migrant Family Literacy End-of-Year Due
- 27-30 - NAEHCY National Homeless Conference, Albuquerque, NM

November

- 2 - DGSR closes
- 5-7 KSDE Annual Conference, Wichita
- 15 - N/D Title I Parts A & D Annual Survey County Form Due
- 15 - Schoolwide Application Training Webinar

[More information](#) on the reports and applications can be found at:
<http://www.ksde.org/Default.aspx?tabid=4239>

School Improvement Grant (1003 g) Update

Pat Hill

In 2010, Kansas received funds through the federal School Improvement Grants (SIG) program to raise student achievement in the state's persistently lowest-achieving schools. The funds were part of the \$3.5 billion in school-improvement funding for states in the 2009 federal budget and the American Recovery and Reinvestment act (ARRA). Local districts are responsible for applying for SIG funds on behalf of eligible schools. The minimum allowable grant for this program is

\$50,000 per year for three years and a maximum of \$2 million.

Like all states, school districts in Kansas have to implement one of the following four federally defined improvement models in their persistently lowest-achieving schools:

- Turnaround Model: Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learn-

ing time, and other strategies.

- Transformation Model: Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.
- Restart Model: Convert a school or close it and reopen it as a charter school or under an education management organization
- School Closure: Close the school and send the students to higher-achieving schools in the district.

Currently, Kansas has seven SIG schools. To see the list, the improvement model they are working with, and the strategies being used [please visit:](#)

<http://www.ksde.org/Default.aspx?tabid=4999>