900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

TUESDAY, JUNE 13, 2023
MEETING AGENDA

10:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
		3. Mission Statement, Moment of Silence and Pledge of Allegiance
		4. Approval of Agenda
		5. Approval of Minutes (May 9-10, 2023)
10:05 a.m.		6. Commissioner's Report – Dr. Randy Watson
10:30 a.m.		7. Citizens' Open Forum
10:45 a.m.	(AI)	8. Act on ESSER II Change Requests, ESSER III Expenditure Plans and ESSER III Change Requests for Use of Federal COVID-19 Relief Funds
11:00 a.m.		**Break**
11:10 a.m.	(RI)	9. FY 24 Budget Recommendations to the Governor
Noon		**Lunch**
1:30 p.m.	(IO)	10. Learning Series: At-Risk and Title Funding 101
2:30 p.m.	(AI)	11. Act on Accreditation Review Council's May Recommendations for KESA

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: July 11-12, 2023

Kansas leads the world in the success of each student.

2:35 p.m.	(RI) 12.	Receive Accreditation Review Council's Recommendations for KESA
2:50 p.m.		**Break**
3:05 p.m.	(IO) 13.	Student Showcase: Jacob McCarty, Goddard USD 265
3:35 p.m.	(AI) 14.	Act to Approve Appointment to the Special Education Task Force
3:50 p.m.	(AI) 15.	Act to Approve District Survey on Firearm Safety Curriculum Use
4:05 p.m.		**Break**
4:15 p.m.	(DI) 16.	Students in Foster Care
4:45 p.m.	(DI) 17.	Every Child Can Read Act
5:15 p.m.	(AI) 18.	Consent Agenda a. Receive monthly personnel report. b. Receive report of personnel filling unclassified positions. c. Act on Evaluation Review Committee (ERC) recommendations for accreditation and program approval. d. Act to approve cut scores for licensure tests. e. Act to approve educator licensure fees for the 2023-2024 fiscal year. f. Act to approve local professional development plans. g. Act on a request to contract with the Kansas Association of Broadcasters for dissemination of public service announcements to recruit school nutrition staff. h. Act on request to contract for production of an informational Body Venture video. i. Act on recommendations for continued funding of Kansas 21st Century Community Learning Centers for 2023-2024. j. Act on recommendations for funding new Kansas 21st Century Community Learning Centers for 2023-2024. k. Act on FY24 grant awards for IDEA VI-B Special Education Targeted Improvement Plan Grants. l. Act on request to contract with Kansas State University to support the State Adviser of Kansas Family, Career and Community Leaders of America (FCCLA). m. Act on request to add USD 462 Central as a 2023-2024 Kansas Preschool Pilot grantee.

5:25 p.m.	19. Chair Report and Requests for Future Agenda Items (AI) A. Act on Board Travel (AI) B. Act on Appointment to KSHSAA Board of Directors (AI) C. Act on Appointment to the Kansas Commission for the United States Semiquincentennial D. Discussion on 2024-2025 Board Meeting Dates E. Discussion of Kansas Children's Vision Health and School Readiness Commission F. Committee Reports G. Board Attorney Report H. Requests for Future Agenda Items
5:45 p.m.	**RECESS**

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

WEDNESDAY, JUNE 14, 2023
MEETING AGENDA

9:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
		3. Approval of Agenda
9:05 a.m.	(IO)	4. School Improvement/KESA
10:30 a.m.		**Break**
10:40 a.m.	(IO)	5. Learning Series: Licensure 101
11:10 a.m.	(AI)	6. Act to Approve Updated English Language Arts Standards
11:30 a.m	(RI)	7. Apprenticeship Mentorship/Professional Collaboration Grant with Kansas National Education Association (KNEA)
11:45 a.m.		**ADJOURN***

*Board introductions to new superintendents will follow adjournment.

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, May 9, 2023

CALL TO ORDER (00:05:45)

Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, May 9, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

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

Chair Haas 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

Chair Haas asked to vote on consent agenda items c and separately from all other items per Mrs. Dombrosky's request. She also asked to remove item h and license 3494 from item j per departmental request. Mrs. Arnold moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 9-1 with Mr. Zeck in opposition. **MOTION** (00:18:53)

APPROVAL OF THE MARCH MEETING MINUTES

Mrs. Arnold moved to approve the minutes of the April 11 and 12, 2023 regular Board meeting. Mr. McNiece seconded. Motion carried 10-0. **MOTION** (00:19:30)

COMMISSIONER'S REPORT (00:19:40)

Dr. Randy Watson's monthly Commissioner's Report to the Board centered on appreciation for Kansas teachers and the work they do, sharing statistics on number of teachers in Kansas, the schools they serve in, etc. He also shared information on one of Kansas's top teachers, Natalie Johnson-Berry, who just received the national "Horace Mann Award for Teaching Excellence." He closed his report by reiterating the urgency for schools to move kids from the level 1 performance indicator on state assessments to level 2 as that is critical in achieving the state's goal for graduation rates and post secondary effectiveness.

CITIZENS' OPEN FORUM (00:39:50)

Chair Haas declared the Citizens' Forum open at 10:30 a.m. There were 8 speakers this month. The first 7 speakers' remarks were focused on dyslexia advocacy. They were Tammy Cofford, Jill Hodge,

Sarah Collins, Austin Collins, Jeannene Phillips, Emmy Johnston and Angie Johnston. Nancy Bolz shared on Cognia Support.
Chair Haas declared the Citizens' Forum closed at 10:41 a.m.

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (01:07:55)
Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 8 ESSER II change requests with a total net change of approximately $71,000. As for ESSER III, 18 new districts have submitted ESSER III plans with a total value of $13M. There are 26 ESSER III change requests this month with a total net change of $4M.

Mrs. Mah moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. **MOTION** (00:10:25)

Mrs. Mah moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 8-1-1 with Mr. Zeck in opposition and Mrs. Dombrosky abstained. **MOTION** (01:23:10)

PRESENTATION FROM 1ST GRADERS AT HEATHERSTONE ELEMENTARY SCHOOL – OLATHE 233 (01:30:55)
First-grade students from Heatherstone Elementary School, Olathe Unified School District 233, shared a presentation with the Board on why Kansas farmers and agriculture should be a part of the state's curriculum standards. The first graders spent the entire year learning about agriculture in Kansas through project-based lessons.

2023 US SENATE YOUTH KANSAS DELEGATES AND ALTERNATES (01:54:00)
The Kansas State Board of Education heard from one of the 2023 US Senate Youth program Kansas delegates, Sukesh Kamesh from Kingman High School, Kingman USD 331. Madison Coyne, Blue Valley West High School, Blue Valley USD 229, is the other Kansas Delegate. 2023 Kansas Alternates are Quintin Hoppe, Peasant Ridge High School, Easton USD 449 and Jeremiah Rather, Andover High School, Andover USD 385. The students selected demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and career and be self-motivated. They also demonstrate an interest in government, history, and politics. The US Senate Youth program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation. The Hearst Foundation provides each delegate with a $10,000 undergraduate college scholarship and a weeklong trip to Washington D.C. This year the event was held virtually.

PUBLIC HEARING ON PROPOSED EMERGENCY SAFETY INTERVENTION (ESI) REGULATIONS K.A.R. 91-42-1 AND 91-42-2 (03:36:35)
Ten people signed up to speak during the hearing on the proposed regulation changes and others submitted written testimony. The hearing began at 1:30pm and ended at 2:11pm. There were ten speakers, and they were Sarah Loquist, Leigh Anne Rogers, Phillip McGruder and Lisa Barcus, Rocky Nichols, Gabriel Padilla, Jaclyn Anderson, Stacy Kramer, Darla Nelson-Metzger and Lori Kopp. The Board will vote to approve the regulation changes on Wednesday.

WORKING ON THE SUCCESS OF EACH STUDENT: INDIVIDUAL PLANS OF STUDY (04:18:05)
Natalie Clark, assistant director of KSDE's Career, Standards and Assessment Services team, and Deputy Commissioner Dr. Ben Proctor discussed Individual Plans of Study (IPS). They shared that

an IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members and family members. There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preferences toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

MCLOUTH HIGH SCHOOL – USD 342 FFA PRESENTATION (05:41:25)

McLouth High School students and staff members presented on FFA in McLouth USD 342 and the USD 342 shop classes. Nicole Hinrichsen, an ag teacher at McLouth High School, Kennedy Coffin, a senior, and Makade Daniels, a sophomore, spoke during the presentation about the ag classes at the school. Jeff Hamm, president of the Hamm Foundation, shared how the foundation has partnered with McLouth High School.

ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (06:12:30)

During the State Board meeting in April, Jay Scott, Director of Accreditation and Design, presented information on 16 (15 public and 1 private) systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in April were Western Plains USD 106, Doniphan West USD 111, Barnes USD 223, Clifton-Clyde USD 224, Uniontown USD 235, Valley Falls USD 338, Osawatomie USD 367, Hoxie USD 412, Osage City USD 420, Hoisington USD 431, Easton USD 449, Lansing USD 469, Parsons USD 503, and Linn Lutheran; and for conditional accreditation are Leroy-Gridley USD 245 and Kiowa County USD 422. Mr. Scott brought these 16 systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council. Mrs. Arnold seconded. Motion carried 10-0. **MOTION** (06:19:00)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (06:19:37)

The Accreditation Review Council (ARC) has recommended an accredited status for the next 41 systems awaiting recommendation (39 public systems, one special purpose system and one private system). Executive summaries, accountability reports and other narratives were provided to Board members for the 41 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in June 2023. The systems that were received for accreditation Erie-Galesburg USD 101, Rock Hills USD 107, Central Plains USD 112, Greeley County USD 200, Piper USD 203, Moscow USD 209 (under redetermination)
Minneola USD 219 Ashland USD 220, Meade USD 226, Smith Center USD 237, Wallace County USD 241, Palco USD 269, Chase County USD 284, Quinter USD 293, St. Francis Community USD 297, Sylvan Grove USD 299, Southeast of Saline USD 306, Nickerson – South Hutchinson USD 309, Haven USD 312, Ellsworth USD 327, Mission Valley USD 330, Cunningham USD 332, Wellington USD 353, Altoona-Midway USD 387, Russel County USD 407, Moundridge USD 423, Victoria USD 432, Sedgwick USD 439, Scott County USD 466, Arkansas City USD 470, Chapman USD 473, Crest USD 479, Dighton USD 482, Kismet-Plains USD 483, Flinthills USD 492, Lawrence USD 497, Lewis USD 502, Baxter Springs USD 508, Parsons State Hospital, Bethany-Lutheran

ACTION ON BOARD GOALS FOR MAY 2023 - DECEMBER 2024 (06:24:40)

Dr. Watson brought back the four goals he proposed to the Board in April with some additions to outcomes and processes. Mrs. Hopkins asked that the phrase "career training" in the Mission be replaced with "career exploration" or "career preparation." It was determined that the Mission would be reviewed at a later time and only the goals would be addressed with today's motion. In reference to Goal #1 *Enhance the number and quality of educators in every district,* Dr. Horst suggested in-services that are relevant to teachers – not just general to all – as a means to improve retention. Mrs. Mah suggested when PD plans are submitted for review, the relevancy to various content areas could be examined. Mr. Porter suggested a robust support for the CTSO Educators Rising as a means to encourage students into the field of teaching. After the discussion, Mrs. Arnold moved that the Kansas State Board of Education adopt the goals as presented for the time period May 2023 through December 2024. Motion was seconded by Mrs. Mah. Motion carried 9-1, with Mr. Zeck in opposition. The draft that was presented and approved is attached.

MOTION (06:49:29)

ENGLISH LANGUAGE ARTS (ELA) UPDATED STANDARDS (06:55:48)

Beth Fultz, director of KSDE's Career, Standards and Assessment Services (CSAS) team, along with Joann McRell, humanities program manager with CSAS, Dr. Laurie Curtis, early literacy/dyslexia program manager for CSAS, and LuAnn Fox, a KSDE teacher leader consultant, reviewed proposed updated English language arts (ELA) standards with the Board. A public review of ELA standards took place in November 2022. There were some identified areas for improvement in the present standards, including structured literacy - semantics, syntax and morphology. Proposed revisions reflect the Kansas dyslexia initiative by incorporating the Science of Reading and adopting structured literacy as the explicit, evidence-based model for reading instruction. They also provide clarity, common language and alignment across grade levels. Zoom meetings where members of the public can give feedback on the updated ELA standards are currently being scheduled. Information on how to attend the Zoom meetings will be published on the KSDE website, shared through KSDE listservs and included in the KSDEweekly newsletter. Public comments collected from the Zoom meetings will be shared at the June Board meeting when the ELA standards return for possible approval.

ACTION ON REQUEST TO APPROVE PRESCHOOL-AGED AT-RISK PROGRAMS FOR 2023-2024 (07:31:58)

After receiving background information on preschool-aged at-risk programs from Amanda Petersen, early childhood director for KSDE, Mrs. Arnold moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2023-2024. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings. Mr. Porter seconded. Motion carried 10-0.

MOTION (07:46:05)

ACTION ON RECOMMENDATIONS FOR FUNDING KANSAS PRESCHOOL PILOT GRANTS FOR 2023-2024 (07:47:06)

After receiving background information on Kansas Preschool Pilot programs and grants from Amanda Petersen, early childhood director for KSDE, Mrs. Arnold moved that the Kansas State Board of Education approve grant awards for the Kansas Preschool Pilot for 2023-2024, subject to legislative approval of funding; if a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs. Mr. McNiece seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

MOTION (07:59:40)

ACTION ON RECOMMENDATIONS FOR FUNDING KANSAS PARENTS AS TEACHERS GRANTS FOR 2023-2024 (08:00:20)

After receiving background information on Kansas Parents as Teachers programs and grants from Amanda Petersen, early childhood director for KSDE, Dr. Horst moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 2023-2024, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs. Mrs. Arnold seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. **MOTION** (08:07:27)

ACTION ON MEMORANDUM OF AGREEMENT BETWEEN KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT AND KANSAS STATE SCHOOL FOR THE BLIND (08:18:44)

In April, Dr. Jon Harding, Superintendent of the Kansas School for the Blind, presented a proposed Memorandum of Agreement between Kansas Department of Health and Environment (KDHE) and Kansas State School of the Blind (KSSB). The purpose of this MOA between KDHE and KSSB is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004. Mrs. Arnold moved that the Kansas State Board of Education approve the Memorandum of Agreement Between Kansas Department of Health and Environment and Kansas State School for the Blind as presented. Dr. Horst seconded. Motion carried 10-0. **MOTION** (08:20:32)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC) (08:21:20)

General Counsel Scott Gordon presented 14 cases for action: 22-PPC-21; 23-PPC-02; 23-PPC-03; 23-PPC-04; 23-PPC-08; 23-PPC-09; 23-PPC-10; 23-PPC-12; 23-PPC-13; 23-PPC-16; 23-PPC-17; 23-PPC-18; 23-PPC-20 and 23-PPC-22. Dr. Horst moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny or revoke as recommended on May 9, 2023. Mrs. Arnold seconded. Motion carried 10-0. **MOTION** (08:31:50)

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE (08:32:346)

Deputy Commissioner Dr. Craig Neuenswander updated the State Board on the just wrapped legislative session. His report included consensus revenue estimates, projected ending balance, legislation that has been signed or vetoed by the governor to date. He also reviewed legislation that has not been signed or vetoed by the governor but passed both the house and senate.

ACTION ON CONSENT AGENDA (09:15:00)

At the beginning of the meeting, Chair Haas asked to remove item h and license 3494 from item j from the consent agenda. She also asked to remove item c and d for a separate vote from the other submissions per Mrs. Dombrosky's request. Mr. Porter moved to approve consent agenda items 24 a, b e, f, g, i, j (as amended) k, l and m. Dr. Horst seconded. Motion carried 10-0. In this action, the Board: **MOTION** (09:15:24)

- Received monthly personnel report.
- Received report of personnel filling unclassified positions.
- Act on request to initiate an (RFP) request for proposals for the state advisor of Technology Student Association (TSA) Contract.
- Act on request to contract with the Northeast Kansas Education Service
- Center doing business as Keystone Learning Services to support Perkins V annual Civil Rights reviews.

- Act to approve a second term for 4 Special Education Advisory Council (SEAC) members.
- Act to approve local professional development plan.
- Act on recommendations of the Licensure Review Committee as amended.
- Act to approve Northwest Kansas Educational Service Center interlocal agreement.
- Act to approve the Kansas State School for the Blind's general and IDEA grant assurances form.
- Act to approve the Kansas State School for the Deaf's general and IDEA grant assurances form.

Mrs. Mah moved to approve consent agenda item 24c. Dr. Horst seconded. Motion carried 7-3 with Mrs. Dombrosky, Mr. Hershberger and Mr. Zeck in opposition. In this action, the Board: **MOTION** (09:15:48)

- Act on recommendations for funding the 2023-24 AmeriCorps Kansas Grant Awards.

Mrs. Arnold moved to approve consent agenda item 24d. Dr. Horst seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck in opposition. In this action, the Board: **MOTION** (09:16:15)

- Act on request to contract with America Learns, LLC for the AmeriCorps Impact Suite software.

CHAIR REPORT (09:16:54)

In the Chair Report, Chair Haas announced her appointment of Mrs. Dombrosky as Chair of the Student Voice Committee. Additionally, she moved the action for approval of the appointment to the KSHSAA Board of Directors to the June meeting.

Committee Reports —

Mrs. Mah submitted a written report on the activities of the Kansas Advisory Committee on Career and Technical Education, the Kansas Advisory Council on Indigenous Education – Working Group and the Professional Standards Board. She also orally encouraged Board members to submit reports on the committees and advisory boards they sit on as it is an important part of the work as a Board member. Mr. Hershberger also submitted a written summary of activities from the Kansas Foundation for Agriculture in the Classroom.

Requests for Future Agenda Items —

Mrs. Hopkins requested a discussion on the use of consent agenda; Mrs. Arnold requested a look at how specialized schools can be recognized; Mr. McNiece requested a look at data privacy; Dr. Horst requested a look at the qualification of students for special education services if diagnosed with dyslexia; Mrs. Mah requested more information on firearm safety curriculum being used by school districts currently as well as a look at Every Child Can Read Act and how the efforts of KSDE are already working towards the requirements of that legislation.

Action on Board Travel — **MOTION** (09:25:45)

Mrs. Arnold moved to approve travel requests and updates. Mrs. Hopkins seconded. Motion carried 10-0.

Board Attorney's Report —

Mr. Ferguson introduced Sophia Leonard, 2nd year law school intern with his firm. He also discussed the issue of abstentions during Board vote. He will be issuing a memo to the Board. Additionally, he provided brief information on cases happening in education law across the country as well as a case in Kansas involving the Kansas Open Records Act and the native format of records in question.

RECESS

The meeting recessed at 7:40 p.m. until 9:00 a.m. Wednesday.

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

KansansCan: Strategic, Targeted State Board Goals

May 2023 – December 2024

Vision: Kansas will Lead the World in the Success of Each Student

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.



Goal #1:

Enhance the number and quality of educators in every district.

- Outcome: Increase the number of teacher candidates in Kansas.
  - Process Outcome: Start an Apprenticeship Pilot Program by August 1, 2023
  - Process Outcome: Review of TEAL license by June 30, 2023
  - Process Outcome: Review of testing for license by June 30, 2023
  - Process Outcome: Approve regulation changes to include language consistent with the Interstate Teacher Mobility Compact by October 1, 2023
  - Process Outcome: Approve regulation changes to include a twenty-year license for retirees by October 1, 2023
- Outcome: Develop a comprehensive educator leader program
  - Process Outcome: Establish a coherent leadership development plan from college through retirement by August 1, 2024
  - Process Outcome: Review standards with colleges and universities around the preparation of building and district leaders by September 1, 2024.
  - Process Outcome: Review the Kansas Educational Leadership Institute outcomes for beginning administrators by September 1, 2024.

Goal #2

To enhance each student for post secondary opportunities and success.

- Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments.
  - Process Outcome: Schools districts will be able to self-assess their depth of implementation of Structured Literacy by August 1, 2024
  - Process Outcome: Cleary define student learning expectations to Kansas Standards

DRAFT

and supported with evidence-based instruction and materials for school districts by August 1, 2024

Process Outcome: Provide a collection of varying types of assessments that provide Balanced Assessment which gives feedback regarding instruction and student learning by August 1, 2024

Process Outcome: Provide guidance and training for the implementation of evidence-based core lesson design that reflects high expectations, meaningful engagement and learning activities directly aligned to the Kansas Standards.

Outcome: Increase graduation rate to 95%

Outcome: Increase postsecondary effectiveness to 70%-75%

Process Outcome: Revised KESA process presented to districts by August 1, 2024

Process Outcome: Provide guidance and training for school districts to have Data Literacy by August 1, 2024

Process Outcome: Analyze, report and make recommendations as to the progress of virtual schools around academic, graduation and post secondary success.

Outcome: Align school district budgeting with improvement needs for each student, as identified by the building needs assessment.

Process Outcome: Training sessions for school districts will be presented throughout the year starting with the budget workshop by July 2023.

Goal #3

Enhance engagement and partnerships with families, communities, business and policy stakeholders.

Outcome: Families and caregivers feel equipped and welcomed to engage in their student's success.

Process outcome: KSDE will partner with the Kansas Parent Information Resource Center (KPIRC) to develop resources that help build family/caregiver knowledge in an engaging way. Three resources will be developed by May 2023 with an additional three resources developed by December 2024.

Process outcome: By December 2023, KSDE will provide training and resources to enable educators to better communicate what parents/caregivers need to know to have productive exchanges about their student's success. (i.e., what the data show, what structured literacy is, etc.)

Outcome: Increase partnerships with businesses and community organizations to promote student success and career development.

Process outcome: Students will have increased opportunities to participate in career exploration, internships, youth registered apprenticeships, and work-based learning as measured annually.

Goal #4

Provide a safe and security environment to attend school.

Outcome: Increase physical safety in all school districts

Process Outcome: Conduct 5 safety audits in school districts by June 1, 2024

Process Outcome: Have on file school district safety plans by June 1, 2024

Process Outcome: Include sessions on safety and security at annual conference by October 1, 2024

Outcome: Increase cybersecurity safety in all school districts

Process Outcome: Cybersecurity guidelines updated and provided for all districts by August 1, 2023

Process Outcome: Include sessions on cybersecurity at annual conference by October 1, 2024

DRAFT

MINUTES

Kansas State Board of Education

Wednesday, May 10, 2022

CALL TO ORDER (00:04:47)

Chair Melanie Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, May 10, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board Members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

APPROVAL OF AGENDA

Mrs. Arnold moved to approve the day's agenda as amended. Mrs. Hopkins seconded. Motion carried 10-0. **MOTION** (00:04:58)

RECOGNITION OF 2022 BLUE RIBBON SCHOOLS (00:05:13)

The Board recognized the following Kansas schools designated as 2022 National Blue Ribbon Schools:

- Cottonwood Elementary School, Andover USD 385
- Morris Hill Elementary, Geary County USD 475
- R.L. Wright Elementary School, Sedgwick USD 439

The Blue Ribbon program recognizes public and private elementary, middle and high schools in one of two performance categories: Exemplary High Performing and Exemplary Achievement Gap Closing. All Kansas schools were recognized in the Exemplary High Performing Schools category.

ACTION ON REGISTERED APPRENTICE PROGRAM (01:14:09)

Shane Carter, director of KSDE's Teacher Licensure team, gave a quick overview of the apprenticeship program that the Teacher Licensure team is proposing after having met with higher education partners, district partners and other professional education organizations to explore the idea of creating a Registered Teacher Apprenticeship Program since May 2022. The proposed program would fall under House Bill 2292, which takes effect July 1, and requires the Commissioner of Education and the Secretary of Commerce to coordinate and develop the Kansas educator registered apprenticeship grant program and obtain necessary approval and registration of education apprenticeship programs as provided by state and federal law. Mrs. Arnold moved to approve the application to start a Teaching Registered Apprenticeship Program. Dr. Horst seconded. Motion carried 10-0, Now that the State Board has approved the agency's application, it will be submitted to the Kansas Office of Apprenticeship for review and approval and KSDE will hopefully have the pilot established for the 2023-2024 school year. **MOTION** (01:26:00)

UPDATE ON SUBSTITUTE LICENSES (01:32:25)

The State Board suspended its rules so it could act on substitute teaching licenses. Originally on the agenda, Board members were slated to only receive an update on substitute licenses. After Carter provided three different options available to them, Mr. Zeck moved to suspend the Board policy rules to be able to vote for approval of one of the options at this meeting instead of waiting until June. Mrs. Arnold seconded. Motion carried 10-0. Mrs. Mah then moved to extend the Expanded Modified Emergency Substitute License temporarily for two school years and continue collecting data. Mr. Zeck seconded. Motion carried 10-0. The Expanded Modified Emergency Substitute License requirements include a high school diploma; completion of Greenbush substitute training modules; background check; and an application and fee. The license has the same limitation as an emergency substitute with 60 college credit hours, meaning the licensee is limited to 25 days in the same assignment and no more than 75 days during a semester.

MOTION (02:03:20)

MOTION (02:04:15)

RECEIVE STAFF RESONSE AND ACT ON PROPOSED EMERGENCY SAFETY INTERVENTION (ESI) REGULATIONS K.A.R. 91-42-1 AND 91-42-2 (02:14:50)

KSDE's General Counsel Scott Gordon provided a response to the questions and comments posed during the hearing held the previous day on the proposed regulation changes. Following his comments and a discussion among Board members, Mr. Porter moved to adopt the proposed amendments to the Emergency Safety Intervention regulations K.A.R. 91-42-1 and 91-42-2. Mrs. Arnold seconded. Roll call vote was held and the motion carried 10-0.

MOTION (03:00:55)

LEARNING SERIES: SCHOOL BUDGETS 101 (03:12:10)

In the second installment of the Board's "Learning Series" presentations, Deputy Commissioner Dr. Craig Neuenswander and Dale Brungardt, director of school finance for KSDE, presented detailed information on how money is allocated to school districts, where the money comes from, and how schools develop their budgets.

ADJOURNMENT

Chair Haas adjourned the meeting at 1:32 p.m.

The next regular meeting for the State Board of Education is June 13 and 14, 2023.

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

Approved 5.9.2023

MINUTES

Kansas State Board of Education
Tuesday, April 11, 2023

CALL TO ORDER
Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, April 11, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:15:07)

ROLL CALL
The following Board members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chair Haas 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
Chair Haas asked to vote on consent agenda items a, b and k separately from all other items per Mrs. Dombrosky's request. Mrs. Arnold moved to approve the day's agenda as amended. Mrs. Dombrosky seconded. Motion carried 9-1 with Mr. Zeck in opposition. **MOTION** (00:17:18)

APPROVAL OF THE MARCH MEETING MINUTES
Dr. Horst moved to approve the minutes of the March 14 and 15 regular Board meeting. Mr. McNiece seconded. Motion carried 9-1 with Mr. Zeck in opposition. **MOTION** (00:17:54)

COMMISSIONER'S REPORT (00:18:18)
Dr. Randy Watson proposed four goals for the Board to consider adopting as its focus for the next 18 months. The goals and related outcomes were the result of the Board's retreat sessions in February and March and are as follows:

Goal #1: Provide effective educators in every school district.
- Outcome: Increase the number of teacher candidates in Kansas.
- Outcome: Strengthen leadership development in Kansas.

Goal #2: To best position each student for post secondary opportunities and success.
- Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in levels 3 and 4 on the State Assessments.

Goal #3: Enhance engagement and partnerships with families, communities, business and policy stakeholders.
- Outcome: *To Be Determined*

Goal #4: Enhance the safety and security of school districts in Kansas.

- Outcome: Diminish the threat and severity of school violence and cybersecurity attacks on school districts.

CITIZENS' OPEN FORUM (00:44:00)

Chair Haas declared the Citizens' Forum open at 10:28 a.m. There were three speakers and their topics this month: Michael Kratky, Wilson High School Future Committee, informing the Board of their effort to disorganize USD 112 Central Plains; Cheryl Reding, KAPCOTE, sharing information on private colleges of teacher education and KAPCOTE's role in P-20 education; Gretchen Shanahan, Overland Park, asking the Board to provide recommendations to districts for protecting schools for Ed Tech/Big Tech. Chair Haas declared the Citizens' Forum closed at 10:41 a.m.

RECOGNITION OF USD 315, COLBY, STUDENT MADDIE MCCARTY, WINNER OF SIFMA FOUNDATOIN'S NATIONAL INVESTWRITE COMPETITION (00:57:10)

State Board members recognized Maddie McCarty, a Colby Middle School student, Colby USD 315. She won the Securities Industry and Financial Markets Association (SIFMA) Foundation's National InvestWrite Competition. KSDE's Nathan McAlister introduced Charlene Nichols, with the Kansas Council for Economic Education, Maddie, and Brandi Jones, a teacher at Colby Middle School. Maddie played the Stock Market Game in Jones' eighth-grade class. She then wrote an essay to submit to InvestWrite about her experience and long-term investing and capital markets. Maddie was the state winner and then moved on to the national competition, which she also won.

ANNOUNCEMENT OF 2023 KANSAS CAREER AND TECHNICAL EDUCATION SCHOLARS (01:10:40)

Natalie Clark, assistant director of KSDE's CSAS team, announced the 2023 Kansas Career and Technical Education (CTE) Scholars. There were 261 Kansas seniors who were named CTE Scholars this year. This is the largest number of seniors recognized since the program's inception in 2017. The program is an opportunity to recognize well-rounded, outstanding CTE students who are finishing their senior year of high school.

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (01:36:26)

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 9 ESSER II change requests with a total net change of $1.2M. As for ESSER III, 6 new districts have submitted ESSER III plans with a total value of $13.3M. There are 9 ESSER III change requests this month with a total net change of $2.3M.

Mr. McNiece moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. **MOTION** (01:38:30)

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. **MOTION** (01:48:13)

RECOGNITION OF SCHOOLS AWARDED THE KANSAS PURPLE STAR DESIGNATION: USD 207 FORT LEAVENWORTH, USD 260 DERBY AND USD 263 MULVNE (01:49:06)

State Board of Education members recognized three school districts designated as Kansas Purple Star Schools and one district that was the first district in the state to implement a pilot Purple Star School program in 2020. Dr. Keith Mispagel, superintendent at Fort Leavenworth USD 207, and Col.

John Misenheimer Jr., Fort Leavenworth, discussed how Fort Leavenworth USD 207 earned the Kansas Purple Star designation by having events such as the annual USD 207 Freedom Walk, Retiree Appreciation Day and Month of the Military Child. Heather Bohaty, superintendent of Derby USD 260, along with three students from Tanglewood Elementary School and Derby North Middle School, shared how Derby USD 260 earned the designation by conducting age-appropriate spirit weeks, having military morning greeters, military appreciation events and more. Col. Heath Frye, 22nd Mission Support Group Commander at McConnell Air Force Base, and Gregory Martin, school liaison program manager for McConnell, also spoke. Glenda Cowell, director of special services and communication for Mulvane USD 263, shared a message from a former student, Valerie Ford, who just completed Navy boot camp and also shared how Mulvane USD 263 helps military students and their families. Dr. Reginald Eggleston, superintendent of Geary County USD 475, which was the first district in the state to implement the program, and Col. Michael Foote spoke about Geary County's program.

RECOGNITION OF 2023 KANSAS TEACHER OF THE YEAR TEAM (03:45:25)

The 2023 Kansas Teacher of the Year Brian Skinner, an interrelated special education/English teacher at Newton High School, Newton USD 373, and the 2023 Kansas Teacher of the Year Team presented to the State Board members. Team members are: Jessica Gazzano, an art and publications teacher at Woodland Spring Middle School, Spring Hill USD 230. Erica Huggard, a biology, anatomy and physiology teacher at Emporia High School, Emporia USD 253. Mallory Keefe, a preschool teacher at Cheney Elementary School, Cheney USD 268. Pamela Munoz, a kindergarten teacher at McCarter Elementary School, Topeka USD 501. Kendal Norberg, a fourth-grade teacher at Broadmoor Elementary School, Louisburg USD 416. Jaimie Swindler, a special education teacher at Ottawa High School, Ottawa USD 290. Carly Torres, a fifth-grade teacher at Wiley Elementary School, Hutchinson USD 308.

ACTION ON PROPOSED AMENDMENTS TO K.A.R. 91-31-31 AND 91-31-35 (04:26:14)

In June 2021, the Graduation Requirements Task Force was established to review and recommend changes to the Kansas State Board of Education's minimum graduation requirements. Last year, the Kansas State Board of Education reviewed the recommendations and asked for changes to be made to the accreditation regulations. In February and March 2023, KSDE's General Counsel R. Scott Gordon provided the proposed changes to K.A.R. 91-31-31 and 91-31-35 to reflect the State Board's desired changes to graduation requirements and answered Board member's questions. Mrs. Mah moved that the Kansas State Board of Education authorize the Kansas State Department of Education to submit the proposed amendments to K.A.R. 91-31-31 and 91-31-35 through the formal regulatory adoption process. Mrs. Arnold seconded. Motion carried 8-1-1 with Mr. Zeck in opposition and Mrs. Dombrosky abstaining.

MOTION (04:30:55)

ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (04:34:425)

During the State Board meeting in March, Jay Scott, Director of Accreditation and Design, presented information on 20 (18 public and 2 private) systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in March USD 204 Bonner Springs, USD 230 Spring Hill, USD 239 North Ottawa County, USD 252 Southern Lyon County, USD 294 Oberlin, USD 300 Comanche County, USD 346 Jayhawk, USD 356 Conway Springs, USD 359 Argonia, USD 364 Marysville, USD 365 Garnett, USD 366 Woodson County, USD 379 Clay County, USD 464 Tonganoxie, USD 474 Haviland, USD 481 Rural Vista, USD 489 Hays, USD 495 Ft. Larned, and for conditional accreditation – Z0060 Accelerated Schools of Overland Park. Mr. Scott brought these 20 systems back to the Board for action. Mrs. Mah made a motion to accept the

recommendations of the Accreditation Review Council and award the status of accredited to the systems presented and conditionally accredited to Z0060 Accelerated Schools of Overland Park. Mrs. Arnold seconded. Motion carried 10-0.

MOTION (04:40:00)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (04:43:00)

The Accreditation Review Council (ARC) has recommended an accredited status for the next sixteen (16) systems awaiting recommendation (15 public and 1 private). Executive summaries, accountability reports and other narratives were provided to Board members for the 16 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in May 2023. The systems that were received for accreditation are Western Plains USD 106, Doniphan West USD 111, Barnes USD 223, Clifton-Clyde USD 224, Uniontown USD 235, Valley Falls USD 338, Osawatomie USD 367, Hoxie USD 412, Osage City USD 420, Hoisington USD 431, Easton USD 449, Lansing USD 469, Parsons USD 503, and Linn Lutheran; and recommended for conditional accreditation are Leroy-Gridley USD 245 and Kiowa County USD 422.

UPDATE ON REGISTERED APPRENTICE PROGRAM (04:43:55)

Shane Carter, director of KSDE's Teacher Licensure team, updated the Board on the Kansas Registered Teacher Apprenticeship Program. A Teaching Registered Apprentice (RA) program will be a tool to address teacher shortage. The Teaching RA program will allow districts to identify teacher candidates from their current work force such as para educators, substitute teachers, or students who graduated from their district. The Teaching RA program will allow districts to hire candidates as teacher apprentices while the candidate completes college coursework to become a licensed teacher. Teacher apprentice candidates will not serve as teachers of record during the program but serve as an apprentice under the tutelage of a mentor teacher while coursework is completed. The plan is to begin a pilot apprenticeship program during the 2023-2024 school year.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC) (05:30:50)

General Counsel Scott Gordon presented two cases for action and Professional Practices Commission Chair Jennifer Holt attended via Zoom and was available for questions. Mrs. Mah moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow the recommendation to the grant the applications in 22-PPC-08 and 22-PPC-18. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. Next, Mrs. Mah moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow the recommendation to the deny the application in 22-PPC-23. Dr. Horst seconded. Motion carried 10-0.

MOTION (05:36:00)

MOTION (5:37:40)

SUMMARY AND UPDATE OF EMERGENCY SAFETY INTERVENTION (ESI) REGULATIONS (05:38:30)

KSDE's General Counsel Scott Gordon provided an update on proposed changes to the Emergency Safety Intervention (ESI) regulations. In response to an administrative review, the State Board sought clarification and revision on its definition of "seclusion." The State Board approved submission of new language through the formal regulatory adoption process. As part of the adoption process, the State Board will have a public hearing at 1:30 p.m. Tuesday, May 9, and is scheduled to vote on whether to formally adopt amendments to the ESI regulations.

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE (06:18:00)

Deputy Commissioner Dr. Craig Neuenswander updated the State Board on the current legislative session. Legislative committees will return April 24, and the full legislature will return April 26. In

addition to highlighting provisions in the appropriations bills he discussed the following bills that have passed:

- HB 2236 assures parents' rights to object to curriculum and materials that conflict with their morals and values.
- HB 2322 defines dyslexia as an identified special education disability.
- Senate Sub for HB 2138 allows school closure decisions to be appealed to the State Board. The bill also requires school districts to provide separate overnight accommodations for students based on biological sex at birth.
- SB 123 requires school districts to pay for CTE credential assessments. No additional funding is provided.
- HB 2080 allowing virtual students to take the state assessment online has been signed into law by the Governor.
- HB 2292 creates an apprenticeship program for aspiring teachers.
- SB 66 allows Kansas to join the Interstate Teacher Mobility Compact.

RECEIVE MEMORANDUM OF AGREEMENT BETWEEN KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT AND KANSAS STATE SCHOOL FOR THE BLIND (06:10:10)

Dr. Jon Harding, Superintendent of the Kansas School for the Blind, presented a proposed Memorandum of Agreement between Kansas Department of Health and Environment (KDHE) and Kansas State School of the Blind (KSSB). Tricia Waggoner from KDHE was also present to answer questions. The purpose of this MOA between KDHE and KSSB is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004.

ACTION ON CONSENT AGENDA

MOTION (07:24:55)

At the beginning of the meeting, Chair Haas asked to vote on consent items 21a, b and k separately from the other submissions per Mrs. Dombrosky's request. Mr. McNiece moved to approve consent agenda items 21 a, b and k. Mr. Porter seconded. Motion carried 10-0. In this action, the Board:

- Received the monthly personnel report.
- Received the report of personnel filling unclassified positions.
- Approved the request from USD 465 Winfield for capital improvement (bond and interest) state aid.

ACTION ON REMAINDER OF CONSENT AGENDA ITEMS

MOTION (07:25:40)

Mrs. Mah moved to approve consent agenda items 21c, d, e, f, g, h, I and j. Mr. McNiece seconded. Motion carried 6-4 with Mrs. Dombrosky, Mr. Hershberger and Mrs. Hopkins and Mr. Zeck in opposition. In this action, the Board:

- Approved recommendations for licensure waivers.
- Approved recommendations for funding the 2022-23 Supplemental AmeriCorps Kansas Grant Award.
- Approved ERC recommendations for accreditation and program approval.
- Approved request to contract with WIDA for alternate English Learner assessments.
- Approved request to amend the contract with Renaissance Learning, Inc., to provide professional development services to 98 additional systems.
- Approved request to contract with Brustein & Manasevit to support the administration of Perkins V.
- Approved request to contract with Learning Tree Institute at Greenbush to develop a CTE

Digital Reference Guide and research Kansas' Career & Technical Education Career Field, Cluster and Pathway model.

- Approved recommendations of the Licensure Review Committee.

CHAIR REPORT (07:26:22)

In the Chair Report, Chair Haas announced her appointment of Mrs. Arnold to remain on the Interstate Migrant Council and Mrs. Dombrosky to remain on the Charter and Virtual Advisory Council.

Action on Board Travel —

MOTION (07:28:00)

Mrs. Dombrosky moved to approve travel requests and updates. Mrs. Arnold seconded. Motion carried 10-0.

Committee Reports —

There were no committee reports.

Board Attorney's Report —

Mr. Ferguson did not have a report this month.

Requests for Future Agenda Items —

Mr. Porter, Mr. Hershberger and Dr. Horst all expressed interest in reviewing/discussing possible permanent changes to the current requirements for substitutes. Mrs. Dombrosky requested a presentation on Emergency Safety Interventions. Mr. Zeck would like an in depth look at the state's service centers including budgets and individuals involved. Mrs. Hopkins requested a presentation of the teacher licensure process. Lastly, Mr. Porter requested a report on why we do not have an approved educator pathway.

RECESS

The meeting recessed at 5:30 p.m. until 9:00 a.m. Wednesday at the Kansas School for the Deaf.

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

Approved 5.9.2023

MINUTES

Kansas State Board of Education

Wednesday, April 12, 2023

SCHOOL VISITS

The State Board of Education attended scheduled visits to the Kansas State School for the Deaf and the Kansas State School for the Blind on Wednesday, April 13, 2022.

ROLL CALL

The following Board Members were present:

Betty Arnold	Ann Mah
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck
Deena Horst	

*Michelle Dombrosky was not in attendance.

KANSAS STATE SCHOOL FOR THE DEAF

Superintendent Luanne Barron welcomed the Board members and gave a history of KSD and an overview of KSD programs. Presentations from staff members followed, as well as a presentation from two students on their experience at the school.

KANSAS STATE SCHOOL FOR THE BLIND

Superintendent Jon Harding gave the Board members a tour of the campus including their new maker's space. After the tour, members gathered in the library for presentations by different staff members and a student.

ADJOURNMENT

The day's activities concluded at approximately 3:15 p.m. The next regular monthly meeting is May 9 and 10 in Topeka.

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Tate Toedman	Bert Moore	Randy Watson		

Item Title:

Act on ESSER II Change Requests, ESSER III Expenditure Plans and ESSER III Change Requests for Use of Federal COVID-19 Relief Funds

Recommended Motions:

ESSER II items:
It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds.

ESSER III items:
It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

Agenda Number: 9

Meeting Date: 6/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: FY24 Budget Recommendations to the Governor

From: Sherry Root

Craig Neuenswander, John Hess and Dale Brungardt will review and discuss budget recommendations to the Governor.

Agenda Number: **10**

Meeting Date: **6/13/2023**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Learning Series: At-Risk and Title Funding 101

From: Sherry Root

This Learning Series will highlight the Kansas At-Risk Pupil Assistance Program.

Funding for At-Risk Students
- Craig Neuenswander, Deputy Commissioner

Criteria for students to be identified as At-Risk and additional education opportunities.
- Tate Toedman, Assistant Director, Special Education and Title Services (SETS)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Jay Scott	Jay Scott	Randy Watson		

Item Title:

Act on Accreditation Review Council's May Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the accreditation status as presented.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, 42 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

The following systems are once again being presented for action on an accreditation status:

Accredited:

101	Erie-Galesburg
107	Rock Hills
112	Central Plains
200	Greeley County
203	Piper
219	Minneola
220	Ashland
226	Meade
237	Smith Center
241	Wallace County
269	Palco
284	Chase County
293	Quinter
297	St. Francis Community
299	Sylvan Grove
306	Southeast of Saline
309	Nickerson - South Hutchinson
312	Haven
327	Ellsworth
330	Mission Valley (Eskridge)
332	Cunningham
353	Wellington

387	Altoona-Midway
407	Russell County
423	Moundridge
432	Victoria
439	Sedgwick
466	Scott County
470	Arkansas City
473	Chapman
479	Crest
482	Dighton
483	Kismet-Plains
492	Flinthills
497	Lawrence
502	Lewis
508	Baxter Springs
S0507 (8614)	Parsons State Hospital
Z0026 – 9710	Bethany Lutheran
209	Moscow (Redetermination)

Conditionally Accredited:

504	Oswego

Withdrawal from KESA:

Z0067 – 9930	Wellington Christian Academy (Withdrawal)

Agenda Number: 12

Meeting Date: 6/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive Accreditation Review Council's Recommendations for KESA

From: Jay Scott

This school year, 2022-2023, one hundred and seventy-nine (179) systems (157 public, 1 state, and 21 private) are scheduled for accreditation. Of these 179 systems, 174 entered the KESA process as year one and did pause. Five systems are going through their second cycle of accreditation and did not pause; these five systems are also utilizing Cognia.

Beginning in November 2022 and through July 2023, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 179 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In May, the ARC met and took its action on the accreditation recommendation for forty six (46) systems (41 public and 5 private). The systems for the Board to receive in June 2023 are:

Accredited:

109	Republic County
114	Riverside
210	Hugoton
231	Gardner-Edgerton
234	Ft. Scott
240	Twin Valley
242	Weskan
256	Marmaton Valley
263	Mulvane
273	Beloit
274	Oakley
275	Triplains
287	West Franklin
311	Pretty Prairie
322	Onaga-Havensville-Wheaton
331	Kingman-Norwich

336	Holton
341	Oskaloosa
342	McClouth
351	Macksville
355	Ellinwood
382	Pratt
386	Madison-Virgil
388	Ellis
390	Hamilton
402	Augusta
418	McPherson
453	Leavenworth
454	Burlingame
494	Syracuse
496	Pawnee Heights
Z0009 - 0000	Independence Bible Elementary
Z0026 - 5798	Trinity Lutheran Elementary - Atchison
Z0026 - 7042	St. Paul Lutheran
Z0070 - 9942	Branches Academy

Conditionally Accredited:

401	Chase-Raymond

Attachments:

ARC Report
Accountability Report

Accreditation Summary

Date: 05/08/2023

System: D0109 Republic County (0000)

City: Belleville

Superintendent: Nancy Meyer

OVT Chair: Nadine Smith

Executive Summary/AFI

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

ARC Comment

This system has fulfilled all applicable requirements and deadlines to achieve compliance. Data reflects growth in all areas.

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

ARC Comment

Tiered Systems of Support- This system has a devoted time of 30 minutes for MTSS at the elementary level. This is a dedicated devoted time that the entire school does. Students who are on benchmark meet in groups of 12 and students meet with certified staff while students who are not on benchmark meet in groups of 4 to 7. These groups remain fluid and fluctuate dependent upon progress monitoring. At the secondary level, they have time built into their seminar time and have worked together as a team to set up a process for MTSS activities. This system has a tiered framework of support in place for students guided by data and progress monitoring.

Stakeholder Engagement- The system has a system-wide practice of engaging stakeholders that occur on a regular basis and is embedded throughout the system. They have a great program built with their 5th grade Veterans Day program. They also have monthly class speakers at the middle school. In addition, they have worked with their law enforcement center, DCF, and local mental health professionals to develop a task force to address chronic absenteeism and truancy within the district.

Diversity and Equity- All student groups are represented in the improvement process. The system has policies that support diversity and equity while ensuring rigorous curriculum and extracurricular activities. Through the K-5 MTSS and the 6-12 Buffs program, they meet the diverse academic needs of the students through targeted intervention.

Communication and Basic Skills- It is an expectation that all USD 109 students will develop excellent communication and basic skills. The students have authentic face-to-face conversations with stakeholders in the community and school. This skill is integrated into the activities and opportunities provided for the students. They have a system in place that supports structures in communication and basic skills.

Civic and Social Engagement- This system has many diverse opportunities for civic and social engagement. Curriculum and processes in place support civic and social engagement throughout the system.

Physical and Mental Health- This system has curriculum and structures in place that support mental and physical health evidenced by their SECD curricula of Second Steps (K-5) and Habitudes (6-12). In addition, staff members participate in a physical wellness challenge each spring.

Arts and Cultural Appreciation- This system has curricula and programs in place that support arts and cultural appreciation. The system has a rich tradition in fine arts and culture steeped in music education, theater, forensics, and foreign language.

Postsecondary and Career Preparation- It is evidenced by the data that this system has structures and curricula in place that support career preparation at the elementary and secondary level. This system is outperforming the state on the confidence interval by 11 points and is above the four-year adjusted cohort graduation rate by 3 points.

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

ARC Comment

This system's goal was adjusted per KSDE guidance and they have added a general ed preschool teacher in order to support Kindergarten readiness and improve the graduation rate to 95%. The system has opened a new preschool and is at capacity in year one. They had 100% ASQ-SE survey completion. The graduation rate did not meet their initial goal but did increase to 92.5%.

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

ARC Comment

The adjusted goal states the system will increase the percent of K-5 students meeting benchmarks in reading by 5% from fall to spring each year and focus on improving post-secondary success rate from 66.7% to 75%.
They didn't meet their goal and yet they came very close to meeting it. They recognized that their spring assessment scores at benchmark have remained flat at 62% over the past couple of years. They have taken steps to address this.

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's DLT reported that their PD plan aligns with their KESA goals and processes in place. The board has gone after funding options to increase the capabilities of the communal structures within the district. The system has been responsive and supports the district's improvement efforts. The system is committed to a six-year curriculum in all areas which is a major financial investment. Adopting and hiring a PK program and additional staff has also been proof of their commitment to the community and kindergarten readiness as well.

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

Data for all state board outcomes is at or above expectation and the systems and processes they have in place help this to fruition.

Board Outcomes

Social-Emotional Growth	The system has a consistent PK-5 SECD curriculum and are showing growth in attendance rate as well. The system has added time at the secondary level as well in addition to continually providing K-6 weekly counseling sessions as part of the master schedule.
Kindergarten Readiness	The system has increased their Brigance % of students with no concern by 10% to 83% over the course of the last 5 years. 100% of PK students showed letter naming and letter sound fluency. Additionally 100% of students completed the ASQ in the fall. The district pre-school teacher collaborates with area preschools to gain consistency in kindergarten readiness expectations as well.
Individual Plans of Study	The system is at the implementing/transitioning stage with respect to the language on the rubric. The system has seniors complete a project checklist and exit survey. Additionally student-led conferences play a role in their IPS. Additionally they now have 100% of student in grades 6-12 completing and individual plan of study.
High School Graduation Rate	At the start of the cycle the systems graduation rate was in the 80% range and now has increased to the low to mid 90% range. The 6-12 Buff's at-risk program has gone from identifying 74% of students at risk in 18-19 to 56% student at-risk in 21-22. The understand the numbers could get better and yet have processes in place in order to help the system get better.
Postsecondary Success	The system has gone from 60.6% in 2016 to 73.8% in 2020 with respect to the accountability report success rate. At the same time the effectiveness rate has increased from 60.6% to 67.4% in the same time frame. The also collect data using LifeTrack to gain insight into student experiences in their system.

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

ARC Comment

The system is diligent in involving community stakeholders into their KESA process. They have open lines of communication and have held several parent meetings throughout the process of their seminar and senior projects to answer any questions. They also have relied on community stakeholders to help mentor students in the system.

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

ARC Comment

The system was committed to the KESA process, conducted a needs assessment and gathered feedback from multiple forms of data. The needs assessment was disaggregated at the building and district level, providing a quantitative and qualitative analysis on where the system was. The system was open to feedback from the OVT and was committed to the process.

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

ARC Comment

The system has faithfully followed and have been committed to the KESA process and a continuous

improvement cycle. They have taken suggestions from the OVT and implemented that over the course of the cycle. They have appropriate goal statements and goal areas that the system has actively kept at the forefront of their decision making.

ARC Recommendation

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

Justification

The system has been committed to the continuous improvement cycle. They have identified their shortcomings and have identified a direction for the future. They are open to feedback from the OVT and have processes in place to help the future success of the system.

Strengths

They have identified appropriate qualitative and quantitative data and have explicitly stated why their data is what it is and what they have planned as a system to address shortcomings. The team takes pride in the KESA process and getting better. They are dedicated to the systems students and continually adapting and pivoting for the benefit of their students.

Challenges

The system has recognized its limitations to the data shared. Next steps would be to formulate appropriate intervention responses to improve success. In addition a next step would be to find a way qualitatively or quantitatively to measure stakeholder involvement.

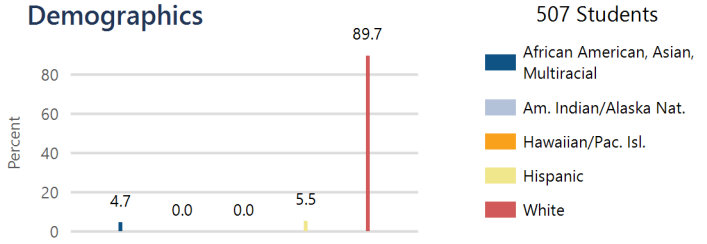
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Republic County USD 109

1205 19th Street, Belleville, KS 66935-0469
(785) 527-5621
www.usd109.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Nancy Meyer**

Demographics

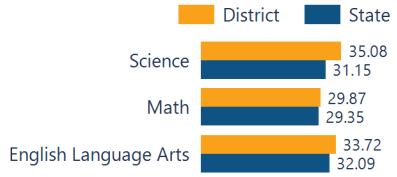


District Kansans Can Star Recognition

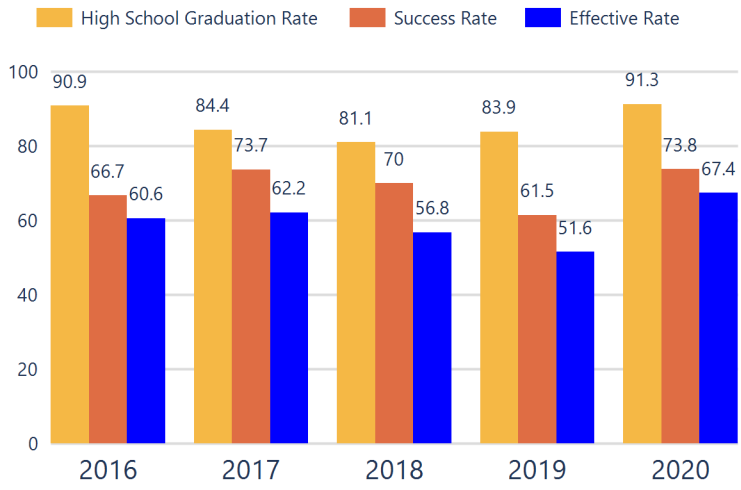
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success		✶		

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 **86.5%**

Five-Year Success Avg **69.9%**

Five-Year Effective Avg **60.4%**

95% Confidence Interval for the Predicted Effectiveness Rate **52.6 - 56.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

92.5% State: 89.3

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

92.5% State: 92.1

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

22.8% State: 25.4

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.

0.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,847
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Republic County USD 109

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.76	31.72	24.07	27.09	31.74	35.96
Level 2	N/A	N/A	N/A	44.44	36.54	37.03	43.02	34.52	28.94
Level 3	N/A	N/A	N/A	23.80	26.90	24.07	25.89	25.39	26.31
Level 4	N/A	N/A	N/A	1.98	4.81	14.81	3.98	8.33	8.77

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.10	43.41	35.41	34.10	41.53	44.23
Level 2	N/A	N/A	N/A	49.61	36.43	43.75	45.73	30.00	26.92
Level 3	N/A	N/A	N/A	14.72	13.95	10.41	17.82	22.30	19.23
Level 4	N/A	N/A	N/A	1.55	6.20	10.41	2.32	6.15	9.61

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.85	69.69	N/A	48.48	50.00	80.00
Level 2	N/A	N/A	N/A	22.85	21.21	N/A	42.42	32.35	13.33
Level 3	N/A	N/A	N/A	14.28	9.09	N/A	9.09	17.64	6.66
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

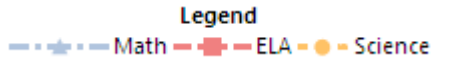
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

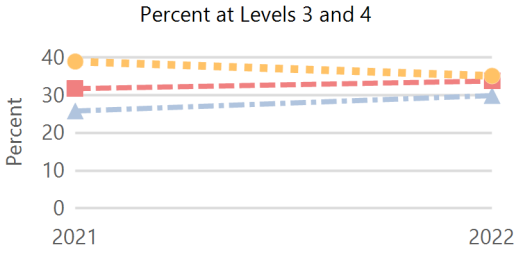
HISPANIC STUDENTS

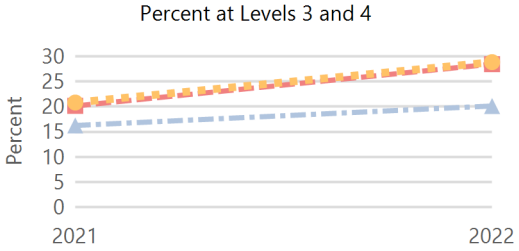
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	13.33	33.33	N/A	30.76	46.15	N/A
Level 2	N/A	N/A	N/A	66.66	46.66	N/A	61.53	30.76	N/A
Level 3	N/A	N/A	N/A	20.00	20.00	N/A	7.69	23.07	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

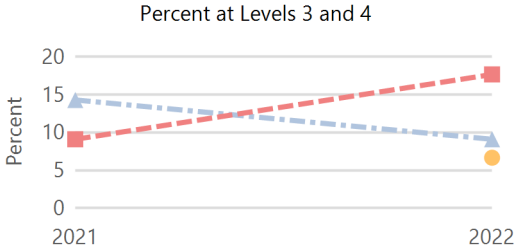
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



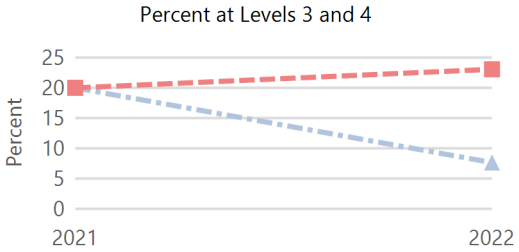






Percent at Levels 3 and 4

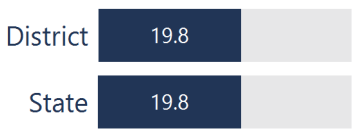
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/19/2023

System: D0114 Riverside (0000)

City: Elwood

Superintendent: John Whetzal

OVT Chair: Lonnie Moser

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Tiered System of Support- The system began to work with TASN and two other regional schools in the fall of 18. They worked on structuring a fully integrated K-12 MTSS into their system. With turnover in leadership, the system is aware that this is still a priority. They have an MTSS coordinator on each campus as well as improving walkthrough practices to improve tier 1 instruction. In addition to new core resources for Math, ELA, and science.

Stakeholder Engagement- The system could surely up its stakeholder engagement process and has outlined the plans to do that. They have also added district-wide events and engagement strategies that evidence their work towards this structure.

Diversity and Equity- The system has two social workers that have been added during the cycle. In addition, they bring an on-site licensed therapist that partners with the school from Atchison Mental Health. The system is making strides to improve their processes and structures they have in place.

Communication and Basic Skills- The system has made progress towards a comprehensive plan adding a personal finance course, a required research report in 2nd grade, a computer app's course, a mandatory senior project, and work-based experience. They now have procedures in place for this structure that they didn't at the beginning of the cycle.

Civic and Social Engagement- The process they have used has led to the leadership team being more intentional about identifying opportunities for the students with respect to this structure. The system has identified events and learning to increase their effectiveness on this rubric piece.

Physical and Mental Health- The system provides resources to meet this standard including two social workers, one counselor, one therapist, and various partnerships with area agencies and entities. They have some support and structure in place that supports physical and mental health.

Arts and Cultural Appreciation- The system has evidenced the structures in place as the following, Speech, forensics, vocal, theater, instrumental music, and K-12 art classes. I encourage the system to be more explicit in what they are doing to become more culturally aware and engage with their stakeholders.

Postsecondary and Career Preparation- The system is below its effectiveness rate and yet has a 93.6% adjusted four-year cohort average. The system has identified and been taking advantage of resources such as XELLO and Highland Community College in order to evidence their success towards this structure. They have added a FACS teacher as well as operating 14 CTE pathways as well as a student-run business. I would be interested in why the effective rate is trending down and yet the graduation rate is trending up.

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

ARC Comment

Relationships- The system addressed reducing chronic absenteeism within the system. They had developed, measurable goals with identifiable success outcomes and procedures in place to accomplish that. I encourage them to continue building upon evidenced-based strategies to reduce their chronic absenteeism.

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

ARC Comment

Relevance- The system will improve student achievement in math in levels 3 and 4 on the state assessment 2%/year. The system evidenced vertical curriculum alignment, the use of Fastbridge math screener, and walkthrough observations as data to support growth. The system increased anywhere from 8%-13% of students attaining levels 3 and 4 on the assessment.

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 effectively worked together with its board to ensure all needed procedures and policies are in place throughout the KESA process. With the turnover in administration they have hired a school improvement consultant in order to better help the entire system. The system has exemplified and demonstrated an increase in capacity and fidelity to the process.

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

ARC Comment

The system data with respect to state board goals is trending in the right way. Though they are outside their confidence interval they have structures in place that will help improve the lag measures.

Board Outcomes

Social-Emotional Growth	The system has taken an active role to increase their concentration on SEL and are using the Lion's Quest Curriculum and most recently Cloud9World which they have found to better fit their individual needs.
Kindergarten Readiness	This is an area of strength for the system. They have strong curriculum and educators and data to prove that the structures they have in place are positively impacting students. Their ASQ data has increase substantially.

Individual Plans of Study	The system has implemented the IPS process 7-12 and with start with the 6th grade next year. The counselors utilize XELLO and the CTE coordinator in order to help students align their goals with realistic outcomes.
High School Graduation Rate	The adjusted four-year cohort is at 93.6% and has increased 5% over the last 5 years.
Postsecondary Success	The system is below their confidence interval and yet has taken measures and implemented structures that will positively impact this data measure in the future. They have improved their relationship with the local community college as well as.

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

ARC Comment

The system consistently obtained feedback through site councils, conferences as well as other community engagement events. Additionally, stakeholders were involved in surveys. I encourage the system to think about how to strategically involve stakeholders throughout the next improvement cycle and to provide qualitative data to that end.

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

ARC Comment

The system was extremely honest, responsive and committed to the KESA process. With the extreme amount of turnover they took steps to ensure continued success throughout by hiring an outside consultant. They have outlined next steps to continue to improve as a system in the next cycle.

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

ARC Comment

They system was faithful to the process and took steps to gather input from stakeholders throughout. I encourage them to continue to find ways for continuity throughout the system with respect to the improvement cycle.

ARC Recommendation

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

Justification

The system identified shortcomings and took steps by implementing policies and procedures to address the issues. They have identified where they want to go in the future and have allocated resources for change to happen.

Strengths

The system has proven their ability to problem-solve and develop plans that lead to growth. They were intentional in their process and committed to long-term improvement. They have taken steps to shore up tiered interventions and consistent curriculum, so the lag measures will improve.

Challenges

The dysregulation of administrative leadership has impacted the system in predictable ways. The current leadership is actively confronting their challenges through a lens of how to get better system-wide. Recent results are encouraging. The high mobility of their students is a challenge as well as the recent consolidation.

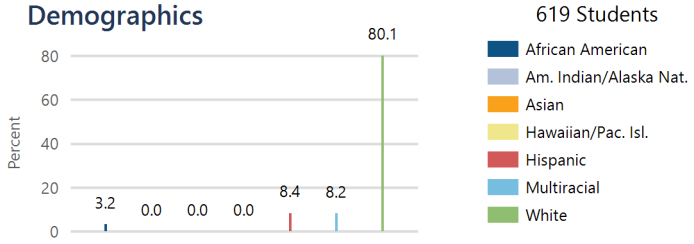
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Riverside USD 114

1409 Vermont, Elwood, KS 66024
(913) 365-5632
www.usd114.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **John Whetzal**

Demographics

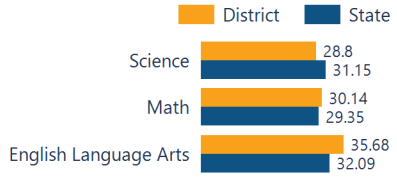


District Kansans Can Star Recognition

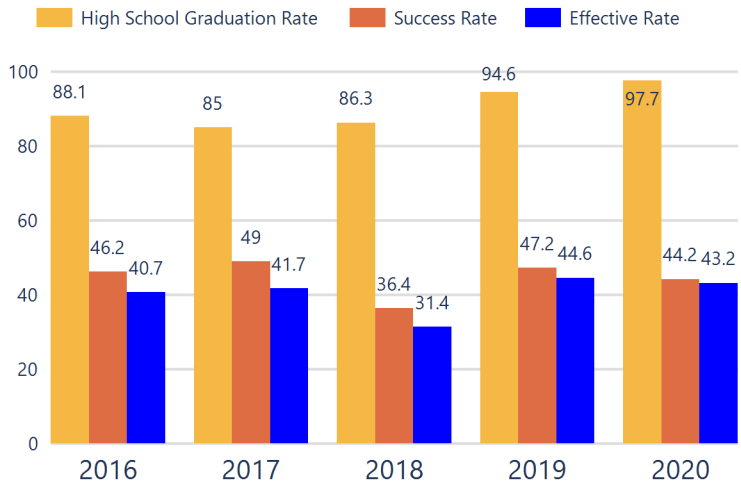
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
90.0%

Five-Year Success Avg
44.9%

Five-Year Effective Avg
40.4%

95% Confidence Interval for the Predicted Effectiveness Rate
47.5 - 50.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

93.6% State: 89.3

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

92.2% State: 92.1

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

23.7% State: 25.4

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.

0.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,819
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Riverside USD 114

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.76	34.93	43.80	28.61	28.00	40.80
Level 2	N/A	N/A	N/A	47.42	33.90	30.57	41.23	36.30	30.40
Level 3	N/A	N/A	N/A	13.40	26.36	16.52	24.61	29.53	18.40
Level 4	N/A	N/A	N/A	2.40	4.79	9.09	5.53	6.15	10.40

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.35	42.10	45.94	31.66	31.66	38.09
Level 2	N/A	N/A	N/A	50.00	31.57	24.32	48.33	35.83	42.85
Level 3	N/A	N/A	N/A	7.89	21.92	13.51	17.50	29.16	11.90
Level 4	N/A	N/A	N/A	1.75	4.38	16.21	2.50	3.33	7.14

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.28	71.42	69.56	40.84	46.47	83.33
Level 2	N/A	N/A	N/A	28.57	19.64	26.08	35.21	33.80	11.11
Level 3	N/A	N/A	N/A	5.35	5.35	0.00	15.49	16.90	5.55
Level 4	N/A	N/A	N/A	1.78	3.57	4.34	8.45	2.81	0.00

AFRICAN-AMERICAN STUDENTS

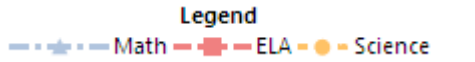
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.66	41.66	N/A	41.66	41.66	N/A
Level 2	N/A	N/A	N/A	58.33	41.66	N/A	50.00	41.66	N/A
Level 3	N/A	N/A	N/A	0.00	16.66	N/A	8.33	16.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

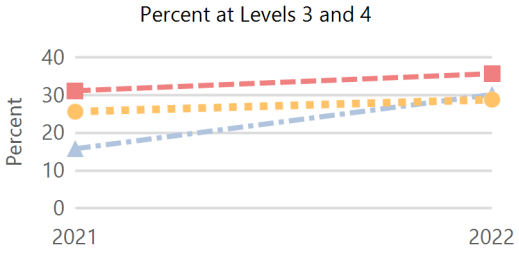
HISPANIC STUDENTS

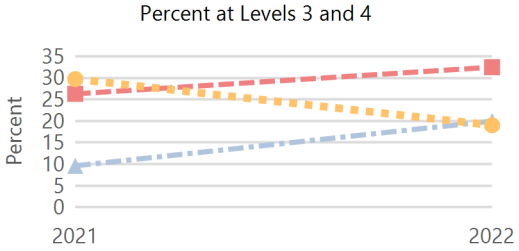
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.89	57.89	N/A	34.78	43.47	45.45
Level 2	N/A	N/A	N/A	31.57	15.78	N/A	43.47	26.08	36.36
Level 3	N/A	N/A	N/A	5.26	21.05	N/A	17.39	21.73	0.00
Level 4	N/A	N/A	N/A	5.26	5.26	N/A	4.34	8.69	18.18

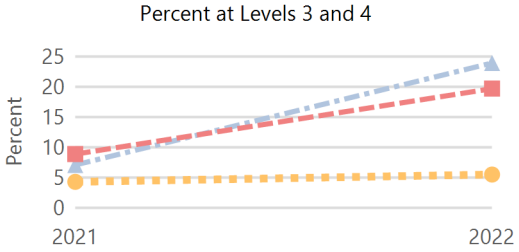
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

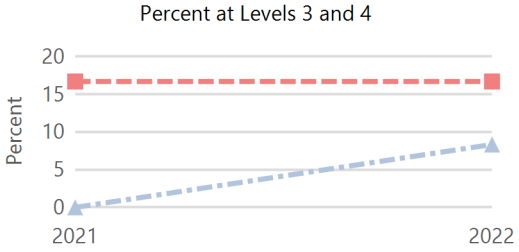
Academically Prepared for Postsecondary Success

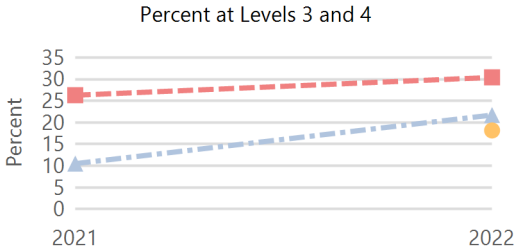








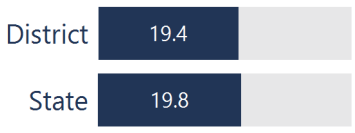




ACT Performance (2022 School Year)

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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/19/2023

System: D0210 Hugoton Public Schools (0000)

City: Hugoton

Superintendent: Adrian Howie

OVT Chair: David Younger

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Tiered Framework of Supports- The system has tiered supports in place for students and uses data to support their MTSS work. They have outlined how they plan to integrate more effectively at the secondary level.

Stakeholder Engagement- The system has practices in place to engage stakeholders across the community. They have developed partnerships with local entities to support their students. They have embedded communication systems with all stakeholders.

Diversity and Equity- The system represents all students' needs throughout the KESA process. They have become more aware and taken steps to update procedures and policies to better support all students and families.

Communication and Basic Skills- The system has taken a comprehensive approach to address students' communication skills including providing pathways and Engage New York curriculum guides. It is evident that the system has structures in place to address the individual needs of the students with respect to this foundational structure.

Civic and Social Engagement- The system has evidenced curricula and events in place in order to support this structure. The students help organize community events such as Veterans Day, local blood drives, and community service events.

Physical and Mental Health- The system recognizes the importance of SEL and has implemented various screeners and disaggregated that data in order to support change with respect to curricula. They currently utilize Second Steps in addition to having integrated "unplugged" times for the students.

Arts and Cultural Appreciation- The system has processes in place to support student engagement in arts and cultural appreciation. They have community-wide events to help foster more diverse and inclusive community values that help with cultural understanding.

Postsecondary and Career Preparation- The system has curricula in place that support several measures to address the postsecondary effectiveness of their students. They implement the IPS and align that with students' interest in CTE pathways and the appropriate student-initiated goals that they have.

Additionally, they have invested in MyEducationData in order to have a comprehensive look at how all their data ties in together.

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

ARC Comment

Relevance- Student engagement- Increase student input and collaboration with teachers, increase student-teacher relationships with respect to engagement, and promote student ownership of learning and engagement.

The system measured the success of this on their goal such as NWEA MAP data, and KCTC survey in addition to Panorama survey responses from both students and staff. They have attributed some success to the consolidation of the data and their ability to learn from in from the implementation of MyEducationData. They have also implemented self-reported grades and this has been one of the most successful ways to increase engagement. I would encourage them in the future to write their KESA goals in a SMART goal format.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

District Climate- Responsive Culture- The system has made gains to focus on building positive student-teacher relationships. They have fostered a sense of safety in the classroom and utilized the KCTC and SAEBRS data in order to guide their decision-making.

I encourage the system to identify specific measures of data and how that data has changed over their KESA cycle, in addition to a PD plan, and update the ARC on the implementation of procedures of policies directly related to this goal.

5. Evidence is **generally** 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 identified that it would be nice to allocate additional resources to meet the KESA goals. With the struggle to find qualified staff, the burden is heavy on districts to figure out how to fiscally move forward in the most appropriate way. The system has allocated more to technology integration and SEL as well.

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 has made growth in most of the state board outcomes. They are showing a positive incline in most areas, while a few have dropped in the last year of the report.

Board Outcomes

Social-Emotional Growth	The system has taken on multiple initiatives to address SEL growth. The implementation of Rachel's Challenge and weekly student check-ins as well as seminar built into the schedule are integral to this process.

Kindergarten Readiness	The system has taken a comprehensive approach to Kinder readiness. The ASQ is administered and increasing participation in early childhood education programs has helped the system. The system has plans for the future on how to engage the community better with respect to this outcome as well.
Individual Plans of Study	The system uses Career Cruising as an exploration platform for K-6 and has implemented XELLO for 7-12. In addition, the secondary has electronic portfolios that include students' progress to academic success. The system has had a renewed focus on post-secondary certificates and programs.
High School Graduation Rate	The system has received a bronze start for high school graduation. The four-year adjusted cohort is at 91.2%, above the state average. Their Five-year graduation rate is at 90.4% and has grown since the start of the cycle.
Postsecondary Success	The system is performing within its confidence interval with respect to the five-year effective average. There was a drastic drop in 2020, but that is to be expected.

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

ARC Comment

Though the system struggled to specifically address this, it was apparent through the report that they engaged stakeholders along the way. I encourage them to specifically report the feedback and progress gathered during their next cycle. Some relevant stakeholder groups are represented in the KESA process. There needs to be more evidence of their active participation.

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

ARC Comment

The system leadership demonstrated a strong commitment to the improvement cycle. They were willing to engage in meaningful conversation and receive feedback provided by the OVT with respect to aligning district goals. They have overall exemplified a growth mindset with the KESA process. I encourage them to better detail their needs assessment in the future.

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

ARC Comment

The system goals and statements result from some system-level analysis of data related to goals. Some attempts were made to determine students' needs, this needs to be better clarified in the next cycle. Though they were complex, some goal statements are measurable and this needs to be shored up in the next cycle.

ARC Recommendation

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

Justification

The system has identified growth measures and made gains with respect to the accountability report. They have appropriate policies, procedures, and systems in place in order to meet the needs of their diverse population. They have planned accordingly for the future improvement cycle.

Strengths

The system is committed to using data to drive change and make decisions. The team prioritizes collaboration with stakeholders. The system prioritizes culture within the system.

Challenges

The system needs to focus on system-wide SMART goals in their future improvement cycle. Additionally, they need to continue to pour into PD and MTSS at the secondary level with respect to RTI.

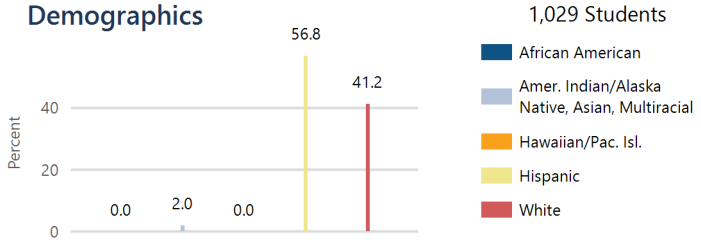
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Hugoton Public Schools USD 210

529 S Main St, Hugoton, KS 67951
(620) 544-4397
http://www.usd210.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Adrian Howie**

Demographics

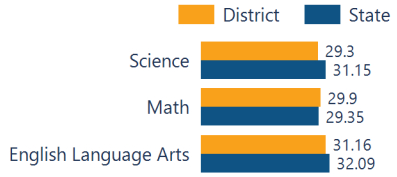


District Kansans Can Star Recognition

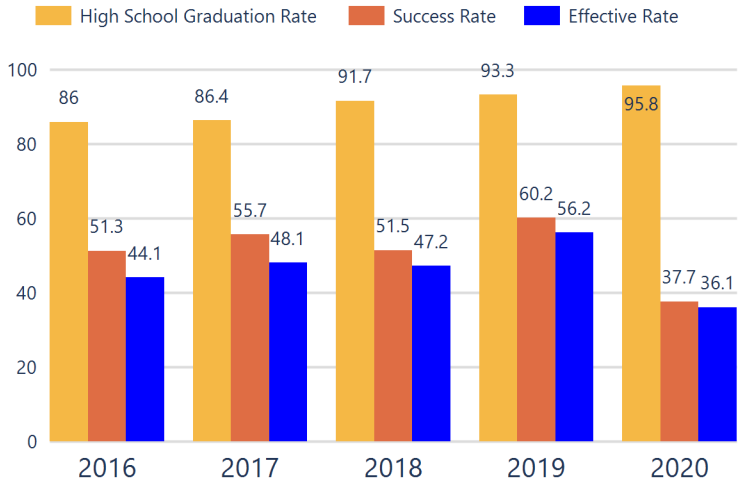
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				

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 **90.4%**

Five-Year Success Avg **51.6%**

Five-Year Effective Avg **46.7%**

95% Confidence Interval for the Predicted Effectiveness Rate **45.9 - 49.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

91.2% State: 89.3

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

92.3% State: 92.1

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

25.2% State: 25.4

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.

1.0% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$11,806
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Hugoton Public Schools USD 210

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.65	30.65	30.73	25.71	28.68	39.65
Level 2	N/A	N/A	N/A	44.52	40.14	30.27	44.38	40.15	31.03
Level 3	N/A	N/A	N/A	18.61	24.81	23.85	24.76	25.62	16.37
Level 4	N/A	N/A	N/A	6.20	4.37	15.13	5.14	5.54	12.93

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.79	38.32	34.34	30.35	34.64	45.96
Level 2	N/A	N/A	N/A	44.94	39.02	30.30	45.71	40.00	29.03
Level 3	N/A	N/A	N/A	16.37	18.81	20.20	20.00	21.07	12.09
Level 4	N/A	N/A	N/A	4.87	3.83	15.15	3.92	4.28	12.90

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.31	72.46	71.42	61.53	60.00	64.51
Level 2	N/A	N/A	N/A	28.98	20.28	23.80	26.15	27.69	32.25
Level 3	N/A	N/A	N/A	5.79	5.79	4.76	9.23	12.30	3.22
Level 4	N/A	N/A	N/A	2.89	1.44	0.00	3.07	0.00	0.00

AFRICAN-AMERICAN STUDENTS

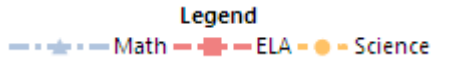
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

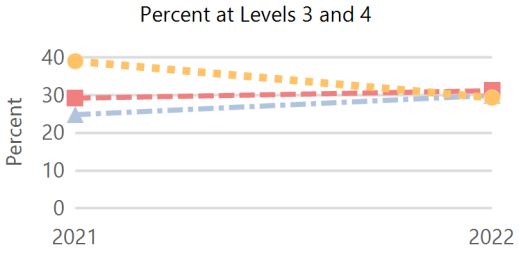
HISPANIC STUDENTS

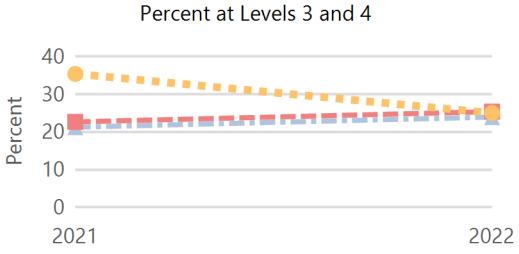
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.59	35.17	37.61	26.77	32.76	49.58
Level 2	N/A	N/A	N/A	46.90	42.99	32.11	46.77	41.97	29.75
Level 3	N/A	N/A	N/A	16.61	19.21	19.26	21.35	22.18	14.87
Level 4	N/A	N/A	N/A	4.88	2.60	11.00	5.08	3.07	5.78

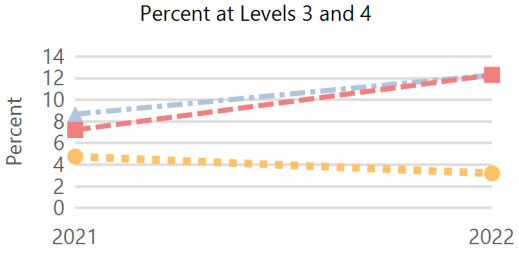
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



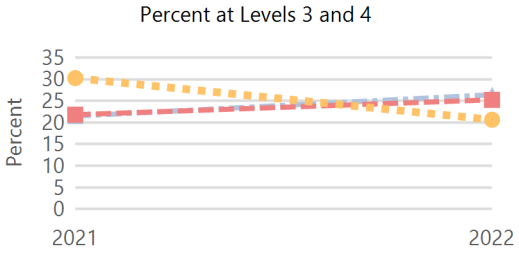






Percent at Levels 3 and 4

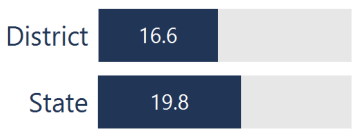
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/31/2023

System: D0231 Gardner Edgerton (0000)

City: Gardner

Superintendent: Brian Huff

OVT Chair: Ruth Waggoner

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Supports
All students in the district participate in intervention groups at the elementary and high school levels. Interventions have also been added at the high school level. Professional development has been provided in this area, and all schools participated in the MTSS training process with TASN.

Family, Business, and Community Partnerships
The system has many business and community partnerships. They have developed an MOU with Johnson County Mental Health and created a school crisis co-responder position that was not in place in previous years. They worked in conjunction with five other Johnson County Schools to create Zero Reasons Why, a suicide prevention campaign. Additional articulated agreement courses and college offerings have been added to an existing partnership with Johnson County Community College. A partnership with the Gardner Chamber president has been established to provide a career education series for the high school. USD 231 became a member of the Workforce Training Consortium to develop practices that prepare students to work at Panasonic and other industry partners. The district has partnered with 27
community-based clubs and organizations to provide nearly $100,000 in local scholarships for Gardner Edgerton High School students.

Diversity, Equity, and Access
Efforts in this area include the addition of DANG (Diversity And Inclusion Group) at the high school. In addition, the high school also added a Gay Straight Alliance Club. A representative from the ACLU came to speak with the GSA club, and all students were invited to attend. The ACLU representative covered Title 9, LGBTQ rights, discrimination on the basis of sex, and student club rights. Students have participated in the MLK Essay competition each year and have attended the NAACP Banquet. ELL programs celebrate cultural events specific to the students in the program.

Communication and Basic Skills
An ELA curriculum committee revised the Reading/Writing/Listening Curriculum and new curriculum resources were purchased for kindergarten through sixth grade in 2020. Tier 2 and Tier 3 curriculum resources were inventoried and reviewed to determine if phonics, comprehension, writing, etc. were

lacking. In the last two years, LETRS training for PK-3 teachers was provided. Currently, 70 staff members are participating in this program.

Civic and Social Engagement
Standard school-related activities make up the majority of the system's focus in this area.

Physical and Mental Health
The system has placed additional focus on this area due to the fact that with students being absent from school for so long during the pandemic, relationships with both staff and other students were affected. Various programs have been implemented such as Second Step and Sunflower House to facilitate these.

Arts and Cultural Appreciation
The system boasts cross-discipline collaboration between the Arts Department and the Science Department as an example of their focus in this area. Many events occur to support the Arts including Dessert Night with Performing Arts and Culinary, community performances by students in Choir, Band, and Orchestra, as well as Soup Dinner with Performing Arts and Culinary. Cultural Heritage student presentations occur in elementary schools, and all schools in the district have student artwork displayed in the Board of Education Office for staff, parents, and community members to view.

Postsecondary and Career Preparation
This area has expanded during the KESA cycle. The Advanced Technical Center was created as well as other programs including Career Fairs with local industry professionals, and expansion of certification programs in everything from the culinary arts to fire science to information support services.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal #1 was changed from - "Students will feel an increased sense of belonging through improved teacher relationships as measured by: Chronic student absences (students missing 10%) will decrease by 2% overall Students' relationships with teachers will be measured through surveys via Panorama showing an increase of 2% in Grades 3-5 and 5% in Grades 6-12," to "Increasing a sense of belonging through improved teacher relationships" after a change in leadership.

Anecdotal evidence suggests progress is being made based on teacher and administrator impressions. No mention of student surveys or data to determine if this is working. While high, their Chronic rate is below the state average.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal #2 - "By May 2023, students will improve in reading as measured by the percentage of students meeting their projected growth on NWEA MAP (1st - 9th grade)."

This goal too was recently revamped from a previous one due to administrative changes. Based on both the system's report and the OVTs, it sounds like they will be able to begin moving forward in a positive direction but the recent changes prevent the ability to determine growth in the previously established goals, or these new ones.

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

Once again, with all of the challenges faced during this cycle, the system has shown a commitment to putting a continuous improvement plan in place with a feedback loop that will be a major focus in the next cycle. They have already done preliminary planning for budget allocations for increased staffing, curriculum, and resources needed based on KESA goals and the upcoming strategic plan.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline with the exception of slight declines across the board in KAP.

Board Outcomes

Social-Emotional Growth	The Fall 2022 data shows a 3% favorable increase in elementary students' responses and a slight decline in secondary responses as compared to 2020. The system attributes this decline to the extended time students spent in remote learning over the past several years.
Kindergarten Readiness	The system provided numerous outreach opportunities for families through Parents As Teachers. They added an At-Risk Preschool Program serving 3- and 4-year-olds in the Fall of 2021. ASQ participation rates have been low across this accreditation cycle, prompting the creation of their Kindergarten Rodeo, piloted this past August. DLT members felt this was a successful intervention and have plans to expand this in August 2023.
Individual Plans of Study	The system has developed an IPS structure that begins in a student's sixth-grade year and follows throughout their high school career. Professional learning is offered annually to help staff connect their instructional units to career clusters and pathways offered by the district.
High School Graduation Rate	The system is scoring significantly higher than the state and this is an area of celebration for the system. The five-year graduation average is 95.4% and the district has disaggregated its graduation data by subgroups to identify any concerns that may be hidden underneath the overall high percentage.
Postsecondary Success	One of the district's successes in postsecondary success has been the increased number of students earning industry certifications: 2019-2020:115 certifications earned 2020-2021: 170 certifications earned 2021-2022: 186 certifications earned

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

ARC Comment

There was a complete about-face when the new leadership was sought for the system. A strategic plan

was started as soon as that was done. They sent out surveys for their strategic plan to all parents and employees who were able to freely comment and provide suggestions and other feedback. Board committees have been formed that include all stakeholders. The new superintendent will host quarterly Board meetings that review the KESA process so the Board will become more familiar with the KESA process, have a voice, and be provided routine updates.

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

ARC Comment

The OVT has been very impressed with the efforts of the system to come up with a systematic plan that is not dependent on personnel but is one that is dependent on a feedback loop that will effectively guide them in school improvement. The system has been very responsive and appreciative of feedback and advice from the OVT Team and Chair.

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

ARC Comment

The system recognized the need for a more systematic approach to improvement and has worked diligently to incorporate a system that more fully aligns with school improvement.

ARC Recommendation

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

Justification

System data and a strong process rooted in an effective feedback loop that involves all needed stakeholders.

Strengths

The system has put together a systematic approach to the school improvement process that is not dependent on personnel but on systems. Those new to the district should be able to follow it with consistency. Student achievement goals are now based on data analysis to guide the implementation, revision, and refinement of processes.

Challenges

With the major changes in leadership and direction, it will be important to follow through with plans and goals to ensure lasting change occurs.

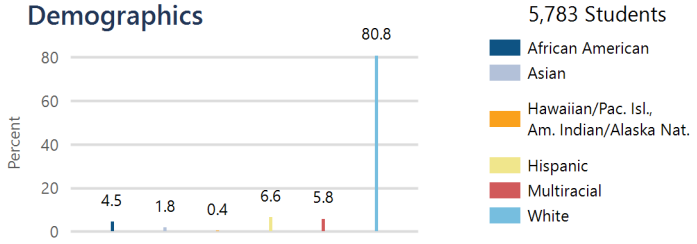
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Gardner Edgerton USD 231

231 East Madison Street, Gardner, KS 66030
(913) 856-2000
www.usd231.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Brian Huff**

Demographics

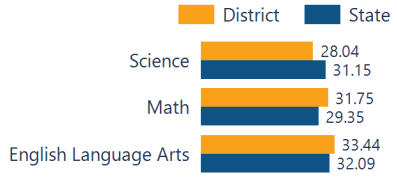


District Kansans Can Star Recognition

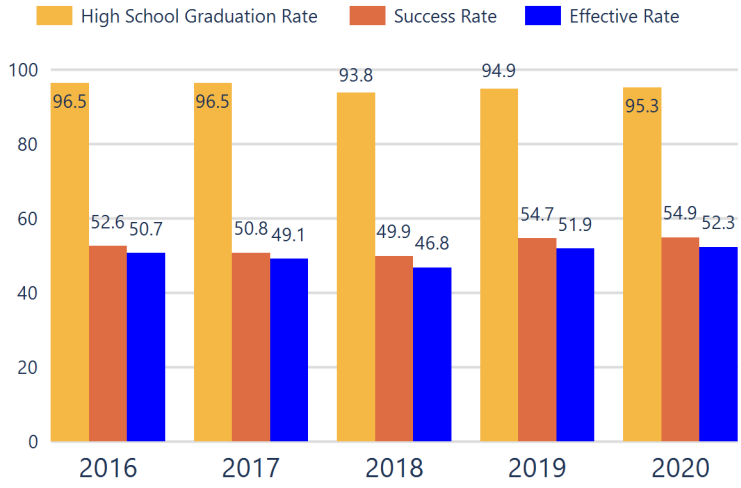
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
95.4%

Five-Year Success Avg
52.6%

Five-Year Effective Avg
50.2%

95% Confidence Interval for the Predicted Effectiveness Rate
56.3 - 58.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

94.9% State: 89.3

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

92.0% State: 92.1

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

23.9% State: 25.4

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.

0.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$13,785
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Gardner Edgerton USD 231

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.56	27.49	35.52	28.57	29.14	44.04
Level 2	N/A	N/A	N/A	39.65	35.76	31.19	39.66	37.39	27.89
Level 3	N/A	N/A	N/A	23.00	29.22	22.71	23.79	26.73	17.81
Level 4	N/A	N/A	N/A	8.77	7.50	10.56	7.96	6.71	10.23

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.99	38.53	42.39	40.57	40.44	53.99
Level 2	N/A	N/A	N/A	39.85	33.82	33.98	40.46	36.88	26.72
Level 3	N/A	N/A	N/A	16.50	23.66	16.82	15.18	19.22	14.60
Level 4	N/A	N/A	N/A	4.64	3.96	6.79	3.76	3.44	4.68

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.45	55.32	53.12	50.86	56.11	62.43
Level 2	N/A	N/A	N/A	36.30	30.27	28.75	33.62	29.43	22.92
Level 3	N/A	N/A	N/A	8.92	11.89	16.25	10.68	11.35	8.78
Level 4	N/A	N/A	N/A	3.31	2.50	1.87	4.82	3.09	5.85

AFRICAN-AMERICAN STUDENTS

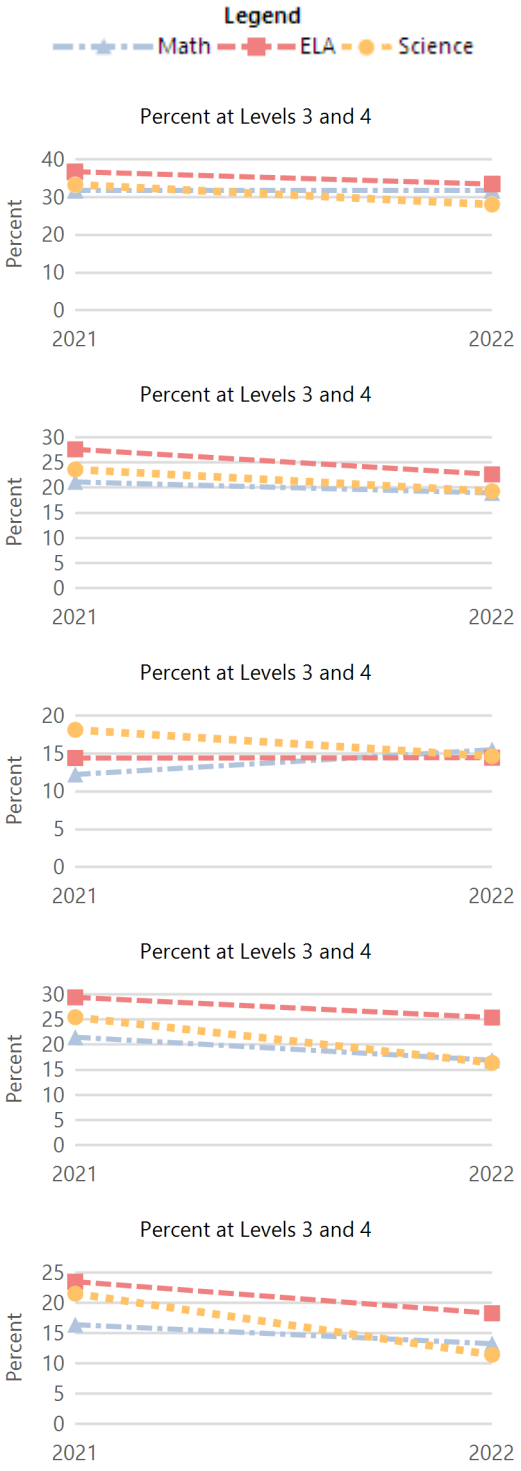
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.49	42.01	45.45	36.15	45.23	52.45
Level 2	N/A	N/A	N/A	38.01	28.57	29.09	46.92	29.36	31.14
Level 3	N/A	N/A	N/A	17.35	21.84	20.00	12.30	22.22	16.39
Level 4	N/A	N/A	N/A	4.13	7.56	5.45	4.61	3.17	0.00

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.51	40.75	42.30	44.53	41.86	51.63
Level 2	N/A	N/A	N/A	44.07	35.73	36.15	42.18	39.83	36.88
Level 3	N/A	N/A	N/A	12.15	20.06	16.15	10.54	17.47	9.83
Level 4	N/A	N/A	N/A	4.25	3.44	5.38	2.73	0.81	1.63

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

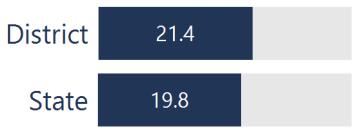
Academically Prepared for Postsecondary Success



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 07/16/2021

System: D0234 Fort Scott (0000)

City: Fort Scott

Superintendent: Destry Brown

OVT Chair: Bobbi Williams

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Tiered Framework of Support: The system and OVT have provided evidence (generally) that a partial tiered framework of support is in place for all students. USD 234 provides equal access to the curriculum for all students by implementing remediation and extension supports to students. The district utilizes instruction and assessment programs such as Fountas and Pinnell, Eureka Math, myIGDIs, FastBridge, Measure of Academic Progress, and KAP. Based on data, interventions are determined for students in need. The district has implemented multi-tiered systems of support for all students, and progress is tracked and analyzed across all grade levels. Through the PLC framework, ownership of intervention has transitioned to teachers. Regarding intervention for social- emotional learning, staff used SAEBRS and mySAEBRS to identify social-emotional concerns, but mySAEBRS was discontinued due to requirements for parental opt-in. Counselors implement social-emotional learning lessons using Second Step resources, and meet in small groups or individually with students in need. Counseling staff now meet regularly to increase district-wide cohesiveness. Additional staff have been hired to support MTSS efforts at various levels.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (assuredly) there is a system-wide practice of engaging all stakeholders on a regular basis and this practice is embedded in the overall culture. USD 234 uses various forms of communication, including social media, surveys, and parent-teacher conferences to engage with parents and the community. They have made efforts to improve participation in conferences and SITE Council meetings, and are revamping and refining their district webpage for better information sharing. Fort Scott Preschool Center has established partnerships with SEK-CAP and Happy Kids to provide classrooms while offering community-based services. The high school is working with colleges and businesses to provide more internships, vocational and dual credit opportunities, and career fairs. They have also expanded their Career Technical Education Pathways.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) some student group needs are represented in the improvement process. USD 234 is a school district with a diverse student population. Although there have been minimal changes in the demographics of the district involving race and ethnicity since 2017, there has been an increase in the ESOL population and a significant special education population with unique needs for support. In the past six years, the system has implemented numerous changes that increase the accessibility of instruction for all students, including the implementation of 1:1 and Educlimber. The district has also established behavior teams,

safe spaces, and sensory and focus rooms to address behavior concerns. USD 234 partners with community entities to provide a variety of services to students, including mental health services and resources for students with needs. The district also offers choices in electives and pathways for middle and high school students, as well as enrichment opportunities for elementary students.

Communication and Basic Skills: The system and OVT have provided evidence (assuredly) that curricula that support the structures in communication and basic skills are evident. During the 2022-2023 school year, the school district worked on aligning courses to competencies and assessed Kansas standards. District-wide staff are reviewing and revising teaching units to focus on essential standards that all students should demonstrate mastery of. Teachers are attending training focused on supporting student learning and achievement, and elementary buildings have implemented tiered systems of support to focus on basic skill gaps. Student-led conferences have been implemented to allow for individual ownership of student progress and planning for their future. In addition, the focus on essential standards has allowed staff to identify foundational skills needed for success, which will assist in the vertical alignment as USD 234 continues with this process.

Civic and Social Engagement: The system and OVT have provided evidence (generally) that curricula that support the structures in civic and social engagement are somewhat evident. USD 234 provides a social studies curriculum that encourages civic and social engagement for students of all grade levels. The system offers leadership opportunities, community service projects, and field trips to teach students about their responsibilities to their family, community, and nation. The district continues to provide a community service component in each student's Individual Plan of Study (IPS) at the middle school level. High school students participate in a variety of civic and social activities, such as performances, food drives, and career fairs.

Physical and Mental Health: The system and OVT have provided evidence (assuredly) that support the structures in Physical and Mental Health are evident. USD 234 provides comprehensive physical and mental health services to its students. The district has physical education teachers who follow state standards and offer basic PE, strength and conditioning, and lifetime fitness courses. The system has partnered with SEK Mental Health and Community Health Center to provide physical health and mental health supports. USD 234 has also implemented behavior teams and a wellness committee to cater to the individual needs of students and staff. Students are evaluated through SAEBRS, ASQ-SE, and DECA. The high school conducted suicide training for all students in the 2021-2022 school year.

Arts and Cultural Appreciation: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Arts and Cultural Appreciation are evident. USD 234 provides a range of arts and cultural experiences to students in music, art, and theater, with courses offered throughout the district from grades K-12. Middle school students can participate in a drama club outside school hours, while high school students can take Spanish courses and independent language studies. Various competitions and performances occur within these courses, showcasing the talents and skills of the students. The district also offers preschool students exposure to art and music, with opportunities for elementary and middle school students to attend cultural events and visit museums. Despite various restrictions, the district continues to offer these opportunities to students, allowing them to explore different techniques and mediums while developing their interests.

Postsecondary and Career Preparation: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Postsecondary and Career Preparation are evident. USD 234's Five-Year Graduation Average is 86.3%. The most current Graduation Rate is 92.3%, earning the system Kansans Can Star Recognition for High School Graduation (gold). The Five-Year Effective Average is 46.4%, which is within the Predicted Effectiveness Rate of 43.6-47.0%. USD 234 is a school district that focuses on preparing students for life after high school through various courses, programs, and extracurricular activities. In middle school, students choose courses aligned with their interests and explore career opportunities through Xello. High school students select from various CTE Pathways based on interest exploration. The system partners with Fort Scott Community College to offer dual

credit courses and internships. The school district has increased the number of CTE Pathways offered, and the Individual Plans of Study (IPS) is an integral part of student-led conversations.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Evidence is (generally) documented that all system goals were identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results.

Goal 1 – Family Engagement

The system has two goal statements. Goal 1 statement is measurable but there is a lack of documentation to support the attainment of the goal; however, there is some evidence to illustrate the goal is having a positive impact on student learning and progress toward some State Board Outcomes. USD 234 has implemented various measures over the past six years to engage families and stakeholders within the community. To ensure effective communication, the buildings use newsletters, emails, text alerts, social media, and local news outlets. The system believes in engaging families and students in diverse ways, offering a variety of opportunities, such as clubs, athletics, electives, and parent invitation into the school system for events. At the secondary level, student-led conferences have been incorporated, enabling advisors and students to share interests, IPS, and goals beyond high school with parents. This has resulted in opening communication lines between staff and families. At the elementary level, events such as awards assemblies and art shows allow students to showcase their talents, celebrate success, and engage families. There is a focus on communication, with staff and administration sharing information through various methods and seeking input from parents and the community.

The following supports the attainment of increased family engagement, especially through the COVID-19 Pandemic, and demonstrates a positive impact on student learning related to State Board Outcomes:

USD 234's Five-Year Graduation Average is 86.3%, with a Four-Year Adjusted Graduation Rate of 92.3%. The system's Attendance Rate is 91.4%, compared to the state average of 92.1%. The system's ACT average is 17.3, compared to the state average of 19.8. The Five-Year Success Average is 53.8%, and USD 234 is exceeding their Predicted Effectiveness Rate of 43.6%-47.0% with a Five-Year Effective Average of 46.4%.

Regarding state assessments, 25.47% of district students are scoring at levels 3 and 4 on the KS ELA assessments, compared to the state average of 32.09%. On state math assessments, 20.81% of district students are scoring at levels 3 and 4, compared to the state average of 29.35%. On state science assessments, 22.8% of district students are scoring at levels 3 and 4, compared to the state average of 31.15%. The system is scoring less than 10% below the state average in ELA, Math, and Science.

Goal 1 was not developed as a SMART goal. It is strongly recommended during the next KESA cycle, the system identify an explicit measurable goal with root cause(s), action steps/ interventions, and annual/cycle growth measures that will lead students to being academically prepared for postsecondary success.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Evidence is (generally) documented that all system goals were identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results.

Goal 2—Technology Integration

The system has two goal statements. Goal 2 statement is measurable but there is a lack of documentation to support the attainment of the goal; however, there is some evidence to illustrate goal is having a positive impact on student learning and progress toward some State Board Outcomes. At the beginning of this KESA cycle, USD 234 began a process of growing technology integration with the school system. COVID-19 Pandemic significantly impacted Goal#2's integration and refinement of technology. The integration of technology has continued to enhance student access and learning since the initial school closures in 2020. Teachers, counselors, and business and technology teachers are teaching digital citizenship and appropriate online behavior. Through technology integration, students now have more opportunities for leadership and ownership of their learning, as well as access to enrichment opportunities tailored to their individual needs. Through the implementation of technology, students not only were able to face the challenges the Pandemic presented, but students now leave high school better equipped for postsecondary education and the workforce.

The following supports the attainment of increased technology integration, and demonstrates a positive impact on student learning related to State Board Outcomes:

USD 234's Five-Year Graduation Average is 86.3%, with a Four-Year Adjusted Graduation Rate of 92.3%. The system's Attendance Rate is 91.4%, compared to the state average of 92.1%. The system's ACT average is 17.3, compared to the state average of 19.8. The Five-Year Success Average is 53.8%, and USD 234 is exceeding their Predicted Effectiveness Rate of 43.6%-47.0% with a Five-Year Effective Average of 46.4%.

Regarding state assessments, 25.47% of district students are scoring at levels 3 and 4 on the KS ELA assessments, compared to the state average of 32.09%. On state math assessments, 20.81% of district students are scoring at levels 3 and 4, compared to the state average of 29.35%. On state science assessments, 22.8% of district students are scoring at levels 3 and 4, compared to the state average of 31.15%. The system is scoring less than 10% below the state average in ELA, Math, and Science.

Goal 2 was not developed as a SMART goal. It is strongly recommended during the next KESA cycle, the system identify an explicit measurable goal with root cause(s), action steps/ interventions, and annual/cycle growth measures that will lead students to being academically prepared for postsecondary success.

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 and OVT have provided evidence (assuredly) that the system works with its local board to ensure procedures and policies exist to support improvement efforts and have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. USD 234 is focused on continuous improvement in sustainability practices. The district plans to include district and building guiding coalitions to ensure all staff members are included in the district improvement process. One goal is to improve family engagement through two-way communication with parents and community members. USD 234 also plans to focus on teaching and learning, including the refinement of the instructional framework and technology integration. The system will allocate time for meaningful collaboration among stakeholders, and monthly times are allotted for collaboration within Professional Learning Teams. Additionally, funds for professional development, technology support, and early childhood expansion are allocated, with a focus on sustainability. Additional staff positions have been added to the middle

school, early childhood, and special education. The system will focus on providing an environment that supports continued learning for staff through structured, quality professional development. The system will work toward common goals while providing the necessary support to achieve them.

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 and OVT have evidence (generally) that data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes.

Board Outcomes

Social-Emotional Growth	USD 234 has made significant efforts to address the social-emotional and mental health needs of its students and staff. This includes the implementation of focus rooms and sensory spaces in the elementary school and screening tools to identify students in need of support. In 2021-22, staff began administering the SAEBRS and mySAEBRS screeners, to help identify concerns regarding student social-emotional well-being. Due to legislative changes in 2022-23, mySAEBRS was not given to students to complete because of the requirements to gain parent permission to administer the assessment. This data has been reviewed by counselors and used to ensure that students with emotional or mental health needs are paired with appropriate supports. The district has incorporated social-emotional learning into lessons and implemented a character word of the month program. At the elementary level, Second Steps is used for the Child Protection and Bullying units. Additional topics are covered through resources pulled from a variety of sources. The counseling staff have begun to meet together on a regular basis to create cohesiveness throughout the district. Staff members have been provided with mental health support and opportunities for professional development in trauma-informed instruction. The Student Improvement Team process has also been updated to include a focus on mental health interventions. Overall, USD 234 has taken a comprehensive approach to promoting the well-being of its students and staff.
Kindergarten Readiness	USD 234's kindergarten and preschool staff collaborate to align Kindergarten Readiness and ensure a smooth transition for students. The Early Childhood Committee provides valuable insight and collaboration for expanding early childhood opportunities in the county. The collaboration time between preschool and kindergarten teachers is essential to create a continuum for students' foundational skills.

Individual Plans of Study	USD 234's kindergarten and preschool staff collaborate to align Kindergarten Readiness and ensure a smooth transition for students. The Early Childhood Committee provides valuable insight and collaboration for expanding early childhood opportunities in the county. The collaboration time between preschool and kindergarten teachers is essential to create a continuum for students' foundational skills. USD 234 has implemented Career Cruising and Xello for grades 6-12 to explore career planning, and two additional counselors have been hired to support Individual Plans of Study. The high school has developed units to determine interests and pathways. The school also created a user-friendly course catalog and increased the number and diversity of pathways. FSHS hosts career and academic fairs, and recruiters visit the high school. Student goals and progress are reviewed during parent-teacher conferences and with advisory teachers before enrollment. USD 234 is still determining the best way to oversee all student plans regularly. A third counselor at the high school has a heavy focus on IPS, and a second counselor at the middle school supports career exploration tasks.
High School Graduation Rate	USD 234's Five-Year Graduation Average is 86.3%. Their current four-year adjusted cohort rate is 92.3%, and the system earned Kansans Can Star Recognition for High School Graduation (gold). In a district with 150 students in each grade level, the system reports it is essential to pay attention to the individual student's performance. Recently, USD 234 discontinued its virtual school program due to low success rates among participants. However, FSHS has collaborated with Greenbush Virtual Academy for the upcoming academic year to provide students with alternative learning opportunities. The district is still exploring ways to improve student participation and support to help students attain graduation requirements.
Postsecondary Success	USD 234's Five-Year Graduation Average is 86.3%, with the most recent four-year adjusted cohort rate of 82.3%. The system earned Kansans Can Star Recognition (gold) for High School Graduation on the current accountability report. The system's Five-Year Effective Average is 46.4%, which is within the Predicted Effectiveness Rate of 43.6-47.0%. Fort Scott has implemented several initiatives to improve career planning and post-secondary outcomes for students. This includes implementing IPS, offering counseling services, and providing career exploration opportunities. In addition, the district has increased the number and diversity of Pathways available to students, hosted academic and career fairs, and worked to provide a more user-friendly course catalog. The district states they remain committed to improving outcomes for students and ensuring staff are supported in their effort to do so. By continuing to provide necessary supports and resources to students, the district aims to increase graduation rates and better prepare students for success in the postsecondary world.

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

ARC Comment

The system and OVT have provided evidence (generally) that some stakeholders' feedback is gathered and progress is shared randomly on improvement in some goal areas. The system has provided some evidence that some stakeholder groups provide input to the system with regard to KESA. USD 234 has been communicating with stakeholders about specific goal areas rather than the improvement process, as a whole. The district has informed parents and community members about new implementations, processes, and tools available to improve family interaction and student learning. USD 234 is looking forward to improving its approach to communication as an area for ongoing improvement. The system has put in place various teams and systems in the past seven months to increase communication, not only regarding the improvement process but in a variety of areas.

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

ARC Comment

USD 234 faced district leadership changes and pandemic disruptions during their KESA cycle but remained committed to achieving their goals and action plans. To guide the final year, the current administrative team bridged KESA goals and established five areas of focus for providing the best educational opportunities for all students. The district acknowledged the use of flexibility to meet unique needs and prioritize the needs and feedback of stakeholders to ensure intended goals were addressed and provide a comprehensive view of each school and overall district quality.

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

ARC Comment

The system and OVT have provided some evidence (generally) that the system is reporting to their local board and communities and there is a system plan with action steps and goals that drives academic improvement priorities. No action plan was included in the system's artifacts, but an improvement process is referenced throughout the system and OVT reports. Improvement priorities and process for evaluation are evident but not consistent and there is a feedback loop that may be inconsistent. The system appears to have been responsive to feedback. During the final OVT visit, the OVT reports district leadership was eager to share their challenges and successes. The system was able to articulate areas of need and plans to address the continued need in the next KESA cycle.

ARC Recommendation

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

Justification

There is evidence the system has both process and results in place.

USD 234's Five-Year Graduation Average is 86.3%, with a Four-Year Adjusted Graduation Rate of 92.3%. The system's Attendance Rate is 91.4%, compared to the state average of 92.1%. The system's ACT average is 17.3, compared to the state average of 19.8. The Five-Year Success Average is 53.8%, and USD 234 is exceeding their Predicted Effectiveness Rate of 43.6%-47.0% with a Five-Year Effective Average of 46.4%.

Regarding state assessments, 25.47% of district students are scoring at levels 3 and 4 on the KS ELA assessments, compared to the state average of 32.09%. On state math assessments, 20.81% of district students are scoring at levels 3 and 4, compared to the state average of 29.35%. On state science assessments, 22.8% of district students are scoring at levels 3 and 4, compared to the state average of 31.15%. The system is scoring less than 10% below the state average in ELA, Math, and Science.

Strengths

USD 234 has earned Kansans Can Star Recognition for High School Graduation (gold), and the system's Five-Year Effective Average is 46.4%. They are performing within their Predicted Effectiveness Rate of 43.6-47.0%. During this KESA cycle, the system has strengthen their multi-tiered systems of support in academics and social-emotional learning. They have added additional staff to support these efforts, as well. The system continue to develop and refine their IPS process, as well.

Challenges

Goals 1 and 2 were not developed as SMART goals. It is strongly recommended during the next KESA cycle, the system identifies an explicit measurable goal with the root cause(s), action steps/ interventions, and annual/cycle growth measures that will lead students to being academically prepared for postsecondary success.

It is further recommended the system address Academically Prepared for Postsecondary Success. Although the system did not perform more than 10% below the state average in any tested area, trend data indicates the system achievement is declining among all students, including identified subgroups.

Chronic absenteeism has increased over time. It is recommended the system consider the increased rate of chronic absenteeism during the next KESA cycle.

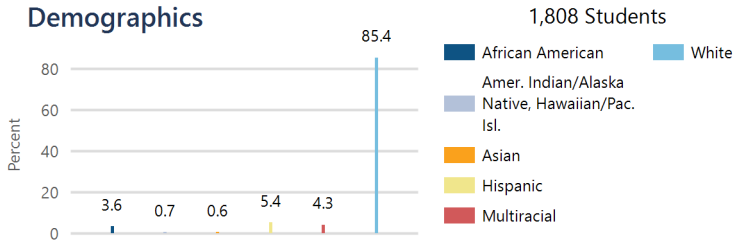
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Fort Scott USD 234

424 S Main, Fort Scott, KS 66701-2097
(620) 223-0800
www.usd234.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Destry Brown**

Demographics

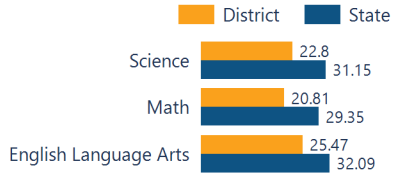


District Kansans Can Star Recognition

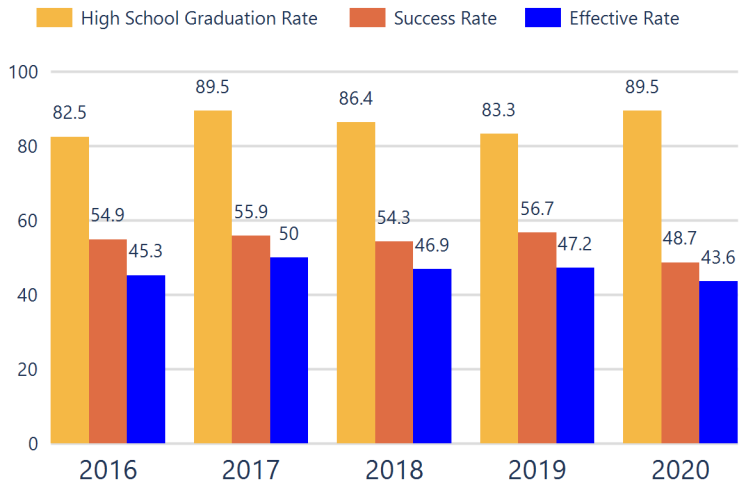
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				

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
86.3%

Five-Year Success Avg
53.8%

Five-Year Effective Avg
46.4%

95% Confidence Interval for the Predicted Effectiveness Rate
43.6 - 47.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

92.3% State: 89.3

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

91.4% State: 92.1

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

31.9% State: 25.4

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.

1.7% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$13,055
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Fort Scott USD 234

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.63	31.67	37.99	38.09	38.66	51.21
Level 2	N/A	N/A	N/A	41.65	39.88	30.53	41.09	35.85	25.97
Level 3	N/A	N/A	N/A	15.40	22.77	23.31	15.66	20.08	14.80
Level 4	N/A	N/A	N/A	3.29	5.66	8.15	5.15	5.39	8.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.40	40.93	47.71	47.21	47.56	56.57
Level 2	N/A	N/A	N/A	39.70	37.90	29.44	39.77	35.01	27.19
Level 3	N/A	N/A	N/A	11.64	18.60	19.28	10.22	14.41	11.40
Level 4	N/A	N/A	N/A	1.24	2.55	3.55	2.78	2.99	4.82

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.40	50.00	71.87	66.16	65.41	68.00
Level 2	N/A	N/A	N/A	26.31	22.05	15.62	24.06	19.54	18.00
Level 3	N/A	N/A	N/A	9.77	22.05	10.93	7.51	11.27	4.00
Level 4	N/A	N/A	N/A	1.50	5.88	1.56	2.25	3.75	10.00

AFRICAN-AMERICAN STUDENTS

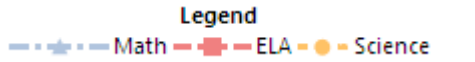
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	60.60	41.37	66.66	54.83	53.33	58.33
Level 2	N/A	N/A	N/A	30.30	44.82	20.00	38.70	36.66	33.33
Level 3	N/A	N/A	N/A	9.09	10.34	13.33	3.22	10.00	0.00
Level 4	N/A	N/A	N/A	0.00	3.44	0.00	3.22	0.00	8.33

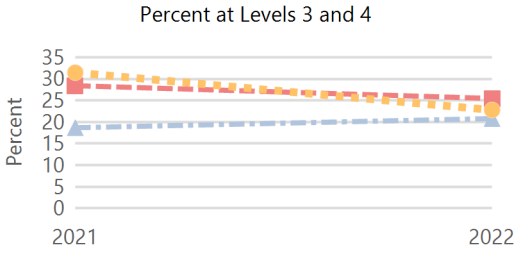
HISPANIC STUDENTS

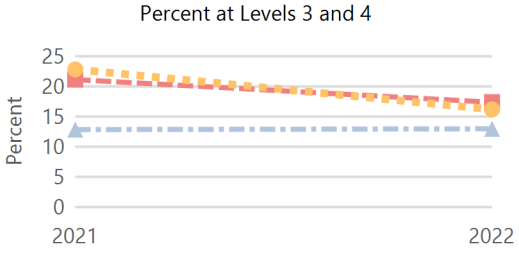
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.36	28.94	18.18	48.88	36.36	72.22
Level 2	N/A	N/A	N/A	43.18	47.36	45.45	37.77	54.54	16.66
Level 3	N/A	N/A	N/A	20.45	23.68	27.27	8.88	6.81	11.11
Level 4	N/A	N/A	N/A	0.00	0.00	9.09	4.44	2.27	0.00

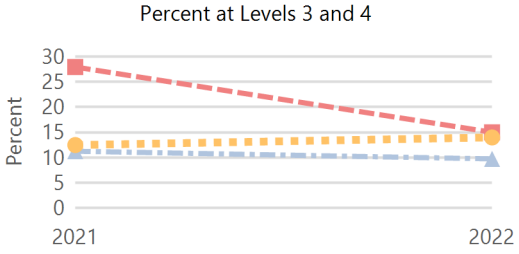
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

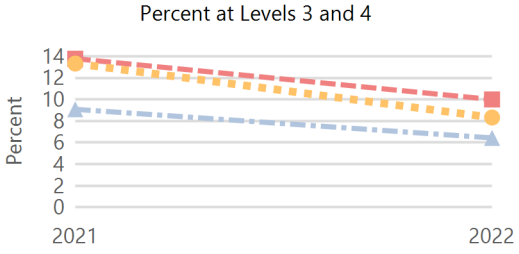
Academically Prepared for Postsecondary Success

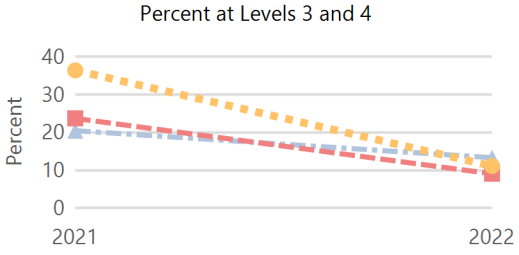








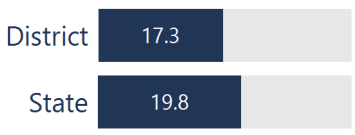




ACT Performance (2022 School Year)

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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/12/2023

System: D0240 Twin Valley (0000)

City: Bennington

Superintendent: Pam Irwin

OVT Chair: Chris Vignery

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support: While a system of support was already established at the start of this cycle, USD 240 has worked to expand K-12 reading and math screeners, resources, personnel, and progress monitoring efforts. During this cycle, efforts are more established and expanded upon at the elementary level; however, during this cycle there has been a push to expand screening and support resources at the secondary level.

Family, Business, and Community Partnerships: Since the pandemic, USD 240 has worked to re-engage families. They have revamped and created new opportunities, such as "Books and Breakfast," for parents, families, and community members to be in the building. They have also expanded their presence via social media. The system uses Site Councils and their local Parent-Teacher Organizations to get input and support from the community and local businesses.

Diversity, Equity, and Access: During this KESA cycle, USD 240 has focused on facilitating family communication and instructional support with students and families of diverse backgrounds. They implemented procedures and systems for interpretation & translation support. They have also partnered with several universities to increase the number of teachers with an ESOL endorsement and hired 2.5 staff members to provide at-risk support K-12. For students, the system's core instruction now offers more opportunities to explore world cultures. They have also developed a partnership with the Creede Repertory Theater, which provides bilingual performances.

Communication and Basic Skills: During this cycle, USD 240 has adopted and implemented a new social emotional curriculum and expanded upon student organizations that support the development of communication skills. An organization of focus this past year was the Supervised Agricultural Experiences [SAE] in which students present to a small group of community members. These efforts, in addition to the integration of socratic and universal assessment practices in classrooms, provide staff with feedback to support & facilitate opportunities for student growth.

Civic and Social Engagement: Civic and social engagement are addressed through the general

education curriculum and social studies core content instruction. Instruction is broad at the elementary level, but gains specificity at the secondary level in business, history, and other social studies courses. Students explore the economics of business and entrepreneurial structures as well as government structures and ways to find and check the accuracy of information. Last, at all levels there are community service projects throughout the year to assist students in developing relationships and completing acts that support their local community.

Physical and Mental Health: USD 240 has maintained physical health supports and made tremendous strides in mental health supports during this KESA cycle. In addition to adopting a socioemotional learning resource, the district has taken a team approach in its implementation as both student services and general education staff provide direct instruction and regular lesson follow up. The system has also made strides in utilizing multiple community resources to support student and staff mental health. Student support services coordinate with these agencies to provide on-site school support as it is needed. Nearly 600 individual services had been completed at the time of this report, with 100 students receiving therapy and/or wrap around services.

Arts and Cultural Appreciation: Multiple exposure to the fine arts is part of USD 240's K-12 general education curriculum. At the elementary level, vocal classes are offered and students have access to local theaters, one of which provides bilingual performances. At the secondary level, the system offers vocal music, guitar, and band. These groups provide performances in the community. Theater, creative writing, and art courses are also offered. Students in these courses are supported and encouraged to participate in a variety of competitions.

Postsecondary and Career Preparation: During this cycle, USD 240 transitioned from Career Cruising to Xello and made strides in extending postsecondary and career exploration opportunities to intermediate grade levels. A scope and sequence matrix of lessons has been developed and implemented quarterly for grades 3-12. Starting in 7th grade, there are annual field trips to postsecondary institutions. The rigor of their student Individual Plan of Study [IPS] has also increased through the utilization of outside resources to ensure that students have access to their professional portfolio and documents beyond high school. This, in addition to the option for a second semester senior flex schedule, has assisted students in flexibility and opportunities to gain workplace experiences that start during high school with the potential to continue beyond graduation.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system's efforts to align data review processes and decision-making are evident. Their goal to have 80% of students performing at grade level or above in the area of reading (as evidenced by FastBridge data)by 2026 is ambitious, but progress is being made. All but one of the three system's FastBridge measurements of earlyReading, aReading, and AUTO reading showed annual improvement. In earlyReading from fall 21-fall 22, USD 240 went from 58% to 49% of students performing at or above grade level. That said, their fall/winter/spring trend from 21-22 shows less fluctuation, as from fall to winter 21 scores went from 58% to 29%, but fall to winter 22 shows scores going from 49%-46%.

In the FastBridge aReading and AUTO reading assessments, the system has shown steady and continuous growth. For aReading, USD 240 has built up from 54% in fall 2021 to 60% winter 2022. For AUTOreading, USD 240 started at 53% in fall 2021 and is most recently at 65% in winter 2022.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system's efforts to align data review processes and decision-making in goal 2 are also evident.

Their goal to have 80% of students performing at grade level or above in the area of math (as evidenced by FastBridge screening data) by 2026 is ambitious. Notwithstanding, as of winter 2022, the goal for K-1 was met as 84% of students were performing at or above grade level in math. For grades 2-12, steady and consistent progress forward is being made, as the system started with 57% of students in fall 2021 and 63% scoring at or above grade level in math in winter 2022.

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 USD 240 Board of Education fully supports the work being done as part of the KESA process. They receive monthly updates regarding the system's continuous improvement process. USD 240 recognizes the need to make fiscal adjustments in order to sustain support implemented with ESSER funding, such as an elementary math specialist. They are also working with their board and capital outlay planning process to purchase 1:1 technology.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data reflecting all five State Board outcomes and a plan to improve and/or sustain growth.

Board Outcomes

Social-Emotional Growth	At the start of this KESA cycle, USD 240 did not have a uniform, district-wide tool to assist in screening socioemotional development. The KESA process assisted the system in identifying a common screener among all schools. Funding from a grant assisted in forming connections with local mental health agencies. At the beginning of the cycle, USD 240 hired a coordinator to serve students at the secondary level. Since year 1, the student support services specialists have expanded to a team of four and serve students K-12.
Kindergarten Readiness	USD 240 has consistently provided the ASQ Readiness Snapshots. During this cycle, the system partnered with a local community center to create an additional child care facility. In addition to child care, the facility provides parenting and family life skills classes. USD 240 also has a strong Parents as Teachers Program and during the 22-23 school year added 3-year olds to their existing PreK program. MTSS screeners and supports are also in place and being further refined at the kindergarten level.
Individual Plans of Study	USD 240 utilizes Xello and has developed a scope and sequence relating to career exploration and Individual Plans of Study [IPS] for grades 3-12. This scope and sequence includes but is not limited to postsecondary exploration experiences, a looping advisory and regular meetings and support to build an electronic portfolio. In year 4, USD 240 expanded upon this to include a portable electronic portfolio through Google Sites so that students can access their IPS beyond graduation.

High School Graduation Rate	USD 240 is committed to having a graduation rate that is 95% or higher by 2026. At the beginning of the cycle, the graduation rate was 88.7%. For the most part, this rate increased above 90% for all years with the exception of a dip to 87.5% in 2021. Notwithstanding, the graduation rate rebounded back to 93.3% in 2022. As their population is small, the system has focused their efforts on identifying students in need of support as early as possible. The system is utilizing data to identify students as well as supports. They are working to offer 'zero hour' opportunities, amp up their credit recovery program, and provide a continuation option for students within 10% of passing a given course.
Postsecondary Success	While their post-secondary success has had fluctuations since the beginning of the cycle, the overall trend has been upward, starting at 45.9% before the start of this cycle in 2017 and 61.4% in 2022. The system has consistently performed notably above its confidence interval.

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

ARC Comment

The system utilizes several ways to attain stakeholder involvement. In addition to building site councils, information is shared via social media (Facebook) and via their student information system messaging feature. Information is gathered and exchanged via monthly board meetings, a parent advisory group, the superintendent's "Snack and Chat" meetings. Moving forward, the OVT recommended that students be more involved in the continuous improvement process.

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

ARC Comment

The OVT reported that USD 240 was always responsive to OVT feedback. As the system is in tune with their data, students, and staff, the recommended changes were often already in motion. The team meets regularly and works together effectively towards continuous improvement.

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

ARC Comment

The OVT reported that USD 240 did a good job of planning, implementing and adjusting their KESA plan throughout the course of this improvement cycle. They are adept at applying quality instructional practices for students and learning opportunities for staff. The system uses data at a high level to make informed decisions and adjustments as needed. USD 240 reports to their board and other stakeholders regularly regarding the continuous improvement process.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD 240. The system is performing above the state average academically and with high school graduation. Their five-year effective average is also notably above their confidence interval. Success in these metrics can be attributed to their data and systems-based approach for making informed decisions, established (and growing) IPS process, as well as efforts to make connections and establish an infrastructure to support stakeholder mental health.

System USD 240 is to be applauded for their ambitious goals, efforts to achieve them, and trends of upward growth. Their desired state is clearly stated via measurable and student-centered goals. Their goals are still in process and their dedicated efforts are moving the system steadily towards the fruition despite not achieving the goals set at the time of this report.

Their first goal was to have 80% (or more) of students performing at grade level or above in reading as evidenced by FastBridge screening data. While the trend growth has generally been upward with earlyReading results moving from ending at 46%, aReading at 60%, and AUTOreading at 63%, there is still substantial growth needed to meet this goal.

Their second goal was to have 80% (or more) of students performing at grade level or above in math as evidenced by FastBridge screening data. While their end date for this goal is 2026, at this current time only 1 of the 2 measures, earlyMath, indicates success in this area.

Strengths

The district is above or notably above the state assessment program average of 3's and 4's in reading (33.75%), math (38.52%), and science (31.29%). Their standardization of screeners has assisted in the utilization of data to make informed decisions and adjustments.

System wide alignment of efforts to screen and respond to students' academic and socioemotional needs are worthy of celebration. The tremendous growth of systems and community connections established to support the mental health of students and staff are applauded.

Goals were student-centered and measurable. USD 240 has systems in place to utilize data in making decisions and adjustments as needed.

Challenges

Continued growth and efforts are needed to expand upon MTSS screeners to active structures to support students at all tiers at the secondary level. Finding time and ensuring staff to implement supports are challenges for which the system is aware.

Efforts to continue developing MTSS supports and processes have the potential to positively impact student student populations, such as students with disabilities and those that are Hispanic, that do not currently follow the system's above state average academic performance.

In continuing efforts towards their goals and the desired state of achievement in math and reading, it is recommended that they consider establishing an incremental timeline with annual/biennial benchmarks that align with the KESA timeline. Including and/or utilizing additional data points, such as those from the Kansas Assessment Program, was also recommended by the OVT and is being acted upon by the system.

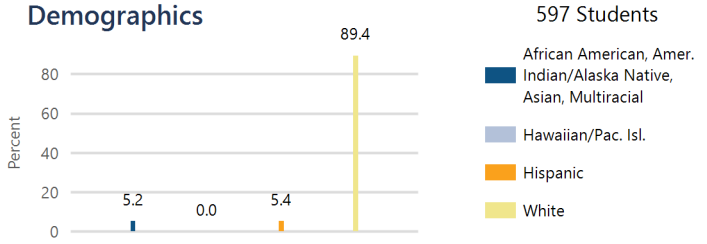
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Twin Valley USD 240

107 N. Nelson, Bennington, KS 67422-0038
(785) 488-3325
www.usd240.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Pam Irwin**

Demographics

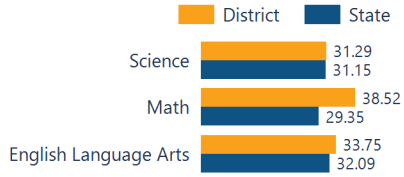


District Kansans Can Star Recognition

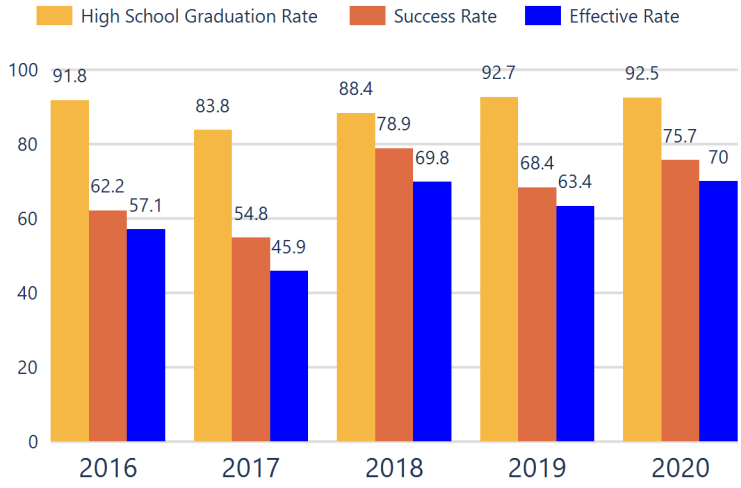
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success		✶		

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 **90.0%**

Five-Year Success Avg **68.3%**

Five-Year Effective Avg **61.4%**

95% Confidence Interval for the Predicted Effectiveness Rate **53.0 - 55.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

93.3% State: 89.3

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

93.4% State: 92.1

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

16.0% State: 25.4

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.

1.8% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,922
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Twin Valley USD 240

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.79	25.97	30.30	23.24	30.57	45.03
Level 2	N/A	N/A	N/A	43.40	34.74	26.51	38.21	35.66	23.66
Level 3	N/A	N/A	N/A	23.79	30.84	33.33	31.52	26.11	19.84
Level 4	N/A	N/A	N/A	9.00	8.44	9.84	7.00	7.64	11.45

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.90	27.55	33.33	27.48	30.53	52.17
Level 2	N/A	N/A	N/A	46.87	39.37	30.00	44.27	40.45	23.91
Level 3	N/A	N/A	N/A	16.40	25.98	28.33	22.90	23.66	19.56
Level 4	N/A	N/A	N/A	7.81	7.08	8.33	5.34	5.34	4.34

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.74	70.83	55.00	56.60	67.92	80.00
Level 2	N/A	N/A	N/A	31.37	20.83	20.00	37.73	26.41	15.00
Level 3	N/A	N/A	N/A	3.92	8.33	20.00	3.77	5.66	5.00
Level 4	N/A	N/A	N/A	1.96	0.00	5.00	1.88	0.00	0.00

AFRICAN-AMERICAN STUDENTS

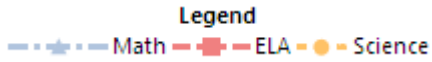
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

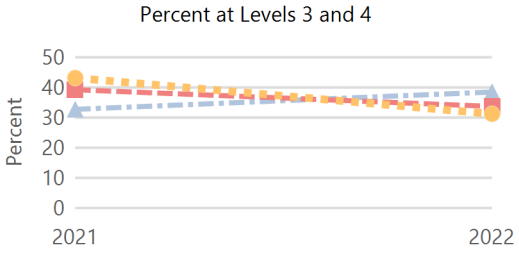
HISPANIC STUDENTS

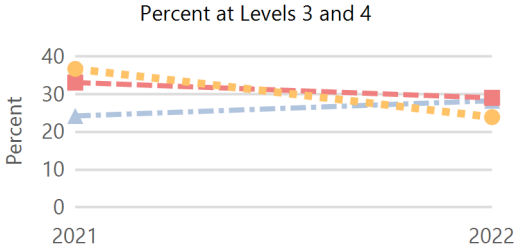
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.84	20.00	46.15	41.66	41.66	N/A
Level 2	N/A	N/A	N/A	57.89	70.00	23.07	33.33	41.66	N/A
Level 3	N/A	N/A	N/A	5.26	10.00	23.07	25.00	8.33	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	7.69	0.00	8.33	N/A

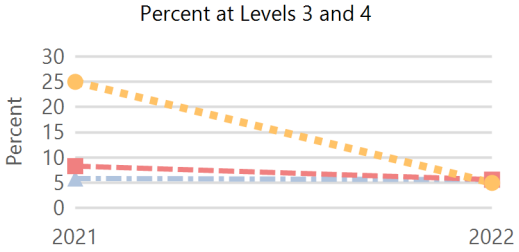
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



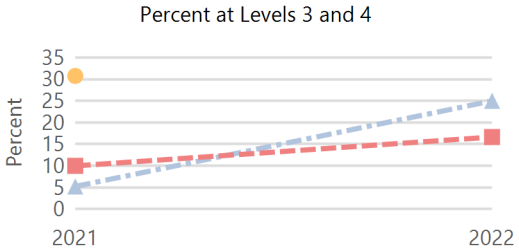






Percent at Levels 3 and 4

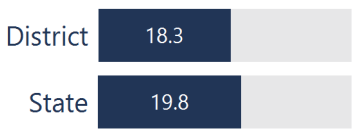
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/11/2023

System: D0242 Weskan (0000)

City: Weskan

Superintendent: Amy Rother

OVT Chair: David Morrow

Executive Summary/AFI

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

   ARC Comment

   The system has fulfilled all official applicable requirements and deadlines and timelines and has actively working with State BOE to achieve compliance.

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

   ARC Comment

   All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. This work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

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

   ARC Comment

   Goal 1: Relationships
   The system has made progress in achieving this goal. After assessing needs through direct student surveys, the system implemented a quarterly social-emotional learning plan. This evolved into a Student Leadership Team. Project EVERS funds were utilized to support SEL activities, including book studies for all staff. At the high school, “Coyote Packs” was the final product of the character education program. The system has met the targets with 100% implementation.

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

   ARC Comment

   Goal 2; Rigor
   The system has achieved this goal by crafting a structure for providing a coherent and thorough professional development plan and creating a culture of professional development in which PD is encouraged and embraced. The evidence indicates that the system has achieved this goal with 100% fidelity. PLC's were developed, staff has pursued district-funded professional development opportunities, and an extra day of professional development was negotiated. The majority of the staff have taken advantage of LETRS training, and all staff has completed the Project EVERS book study.

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 made substantial investments into professional development. They have clear procedures for identifying needs and addressing them with policy changes. Additionally, the Booster Club benefits more than just athletes and involves external stakeholders.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	A focus on social emotional growth was a goal during this cycle, and office discipline referrals have gone down and eligibility rates have gone up. Additionally, student perception of teachers and the school is increasing.
Kindergarten Readiness	The system has had a 100% completion rate on the ASQ-3 and ASQ-SE. A focus on kindergarten readiness has helped the system's in-house preschool program. Additionally, the system has purchased preschool reading and mathematics curricula in order to better prepare students for kindergarten.
Individual Plans of Study	The system has a plan on file for each student in grades 6-12. The goal is to digitize the IPS portfolios.
High School Graduation Rate	The system's four-year adjusted cohort graduation rate is 100%. They have received a gold star in this area.
Postsecondary Success	The system's post secondary success rate is 62.2% , above predicted levels. They have received a bronze star in this area.

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

ARC Comment

The system's needs assessment included student surveys, teacher perception surveys, School Board input, administration input, and a whole-staff review and analysis of the 4Rs. A site council was formed that included parents/families and members of the community.

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

ARC Comment

The district was timely in completing and progressing through the KESA cycle. Feedback from the OVT was received and reflected in the next year's work.

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

ARC Comment

The system has taken advantage of the advice given to them throughout the KESA cycle. The system has benefited from good leadership.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD 242 Weskan. State assessment scores are above the state average, and the five-year graduation rate is 92.5% with a four-year cohort graduation rate of 100% and they have received a gold star.
Post Secondary Success rate: 62.2% (above predicted) - A bronze star was received in post-secondary success and a copper star for academically prepared. Additionally, the ACT average of 22.5 is above the state average. The system met both of their KESA goals. The board demonstrated a financial commitment to the KESA initiatives by adding a professional day in the negotiated agreement and offered district-funding PD opportunities.

Strengths

Areas for concern from year 1 are now strengths in year 5. The system has a highly engaged staff and has benefitted from strong leadership. The community Veteran's Day program is a strength of the school/community partnership. The program includes a meal, student presentations, and a band performance for all veterans. The OVT noted that this is a model program that should be replicated in other schools.

Challenges

Staff and substitute shortages pose obstacles to the system. Weskan is a small district on the Kansas/Colorado border, as well as few students, which impacts their budget.

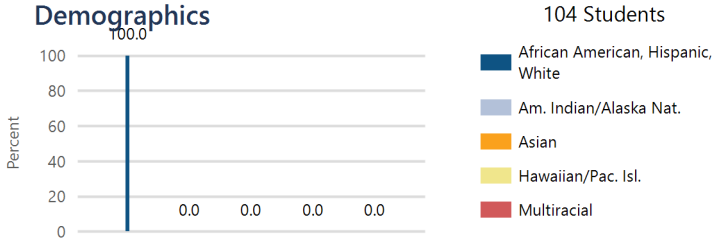
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Weskan USD 242

219 Coyote Boulevard, Weskan, KS 67762-4004
(785) 943-5222
weskanschools.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12,NG**
Superintendent: **Amy Rother**

Demographics

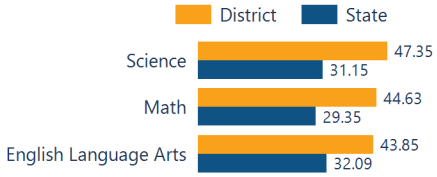


District Kansans Can Star Recognition

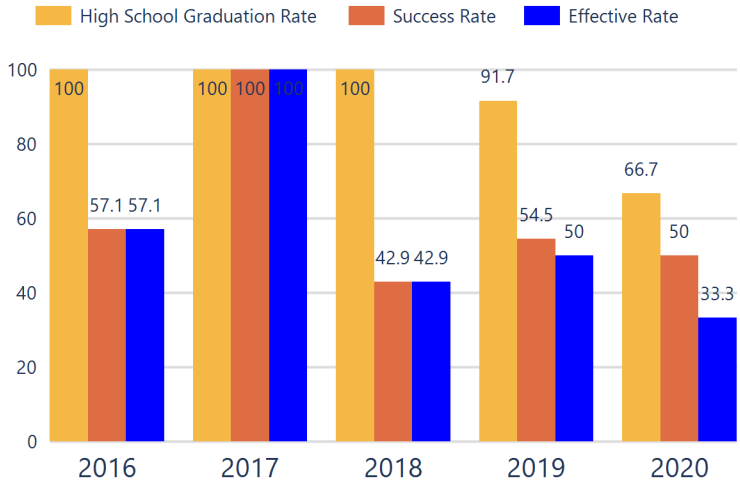
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

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
92.5%

Five-Year Success Avg
62.2%

Five-Year Effective Avg
57.5%

95% Confidence Interval for the Predicted Effectiveness Rate
49.4 - 53.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.
100.0% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.
95.3% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.
13.5% State: 25.4

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.
N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$16,135
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Weskan USD 242

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	17.39	4.44	0.00	12.50	14.03	15.78
Level 2	N/A	N/A	N/A	36.95	42.22	42.85	42.85	42.10	36.84
Level 3	N/A	N/A	N/A	36.95	40.00	28.57	35.71	35.08	15.78
Level 4	N/A	N/A	N/A	8.69	13.33	28.57	8.92	8.77	31.57

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.42	0.00	N/A	26.31	20.00	N/A
Level 2	N/A	N/A	N/A	42.85	71.42	N/A	36.84	50.00	N/A
Level 3	N/A	N/A	N/A	28.57	21.42	N/A	31.57	30.00	N/A
Level 4	N/A	N/A	N/A	7.14	7.14	N/A	5.26	0.00	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

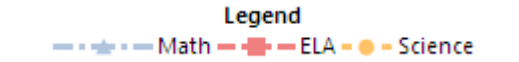
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

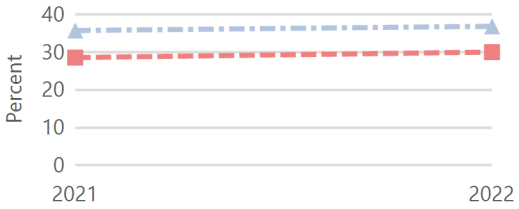
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

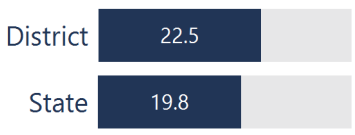
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/25/2023

System: D0256 Marmaton Valley (0000)

City: Moran

Superintendent: Kim Ensminger

OVT Chair: Craig Bagshaw

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Overall, USD 256 has worked hard to improve in every foundational area and that work shows.

Tiered Framework of Supports- USD 256 has placed an emphasis on data-driven decisions during this cycle. They have added additional staff to help with interventions as well as screeners to help identify students and their individual needs.

Family, Business and Community Partnerships- Communicating with stakeholders was a priority and they followed through on making some big changes in this area to better reach out to the community. Partnerships with businesses have increased as well.

Diversity, Equity and Access- USD 256 is a small rural community where many kids will never leave the surrounding area. Knowing this the district invested in Google Expeditions Virtual Reality kids to provide students the opportunity to “travel” and experience other cultures. They have also encouraged families to host foreign exchange students and have had the opportunity to include students from Germany, Brazil, France, Montenegro, Norway, and the Czech Republic as part of their student body.

Communication and Basic Skills- USD 256 has implemented in their graduation requirements a speech course long before the state requires it. This speaks to their emphasis on students being good communicators.

Physical and Mental Health- USD 256 has partnered with the local mental health facility to provide on site therapy and case management for students during the school day. The system has also increased breakfast participation by adding another serving time.

Arts and Cultural Appreciation- Since USD 256 is a small rural district, they have worked to provide virtual opportunities for field trips to other countries. The system also has a robust fine arts program throughout K-12.

Postsecondary and Career Preparation- USD 256 has created partnerships with the local regional technical center, created a personal finance graduation requirement as well as added CTE pathways. Dual credit courses are also avaialbel to high school students.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal : By 2022-23 school year, 100% of K-5 students (up from 0% at the beginning of the cycle) will actively participate in Family groups while 100% of 6-12 students (up from 0%) will actively participate in Seminar groups. Chronic absenteeism will decrease to at least 5% (down from 9% at the beginning of the cycle) by the end of the cycle.

While USD 256 did implement and require participation in both family groups and seminar groups, they did not meet the goals set forth by the system. When the system began this KESA cycle they did not write measurable goals, so during the cycle, they adjusted their goals to more of a smart goal that was measurable. Creating family/ seminar groups is a great way to create better relationships, but this is something that the school created and requires of students. It would be interesting to survey the students now and see what the students feel that they are getting from these groups.
There was no data to support growth on the chronic absenteeism portion of this goal included in the OVT report. The state reports that the chronic absenteeism for USD 256 is at 17.4%, so this is a rather large jump up from 9%. The OVT nor the system reports addressed this portion of the goal with plans to create changes in order to decrease their percentage.

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal: By 2022-23 school year, 70% of students will meet the mean RIT score on the MAP Assessment.

The system admits that they did not reach their goal, but did not provide data on where they started and where they finished. Adding data would at least show if there had been growth during the cycle. Without any data to support growth, again the system is just stating that did not meet its updated smart goal.

Areas For Improvement

Comment	Goal data
Rationale	
Tasks	
Timeline	
System Response	

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 OVT reported that the system has plans in place to address the sustainability of the programs and staff that they have added.

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

ARC Comment

USD 256 has committed to addressing the state board goal outcomes and their data shows improvement in these areas.

Board Outcomes

Social-Emotional Growth	The district uses the SRSS screener to screen for behaviors and address risk factors. The district has also teamed with SEK mental health to provide on-site counseling and case managers 5 days per week to students.
Kindergarten Readiness	USD 256 uses the ASQ and ASQ:SE to screen incoming kindergarten students. The system has seen growth in the decreasing number of kids that had concerns. The system has also started the discussion about increasing preschool options for 3-year-olds.
Individual Plans of Study	USD 256 decided to create its own IPS and is showing that all students have one and utilize it throughout high school. Conferences have changed to a student-led model which increased attendance as well. Students work with seminar teachers and the counselor weekly on their IPS.
High School Graduation Rate	USD 256 received a Silver Star Kansans Can recognition for their graduation rate. The system has consistently had a graduation rate above the state average. The five-year average is 94.2%
Postsecondary Success	USD 256 received a Copper Star Kansans Can recognition in the are of postsecondary success. Their five-year effective average is at 50.5% which is above their predicted rate of 49.3-53.2%.

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

ARC Comment

USD 256 used numerous surveys and avenues of communication to include as many stakeholders as possible during the process of this KESA cycle.

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

ARC Comment

The leadership team at USD 256 was highly responsive to the feedback provided by the OVT throughout the accreditation cycle. They were open to any input that will help their students in all areas of growth.

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

ARC Comment

USD 256 has completed cycle 1 of KESA with fidelity. They realized in year 3 that they had not created sustainable goals that were also measurable, so they put in the work to adjust those goals.

ARC Recommendation

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

Justification

While USD 256 did not show growth in their goals, they have shown adequate growth in their other points of data. The graduation rate five-year average is almost at the state goal of 95% as they are at 94.2%. Postsecondary is at 50.5% which is right in the middle of their confidence interval of 49.3-53.2%.

Strengths

The system realized during the cycle that their original goals were not measurable so they tweaked those goals. The system has hired new staff to address the individual needs of their students. During this first cycle, the system has made a big shift and is now making decisions based on data, rather than on personnel and feelings.

Challenges

One very important challenge that USD 256 needs to prioritize moving into the next cycle, is to set SMART goals. With that being said, they adjusted their goals to measurable goals in the middle of this first cycle, but lacked the data or process to show growth on those goals. There will always be times when a system does not meet a goal, so there should always be a process to explain that shows how the system is working on the goals even when the data does not support growth. Please make sure that the system is including both the data and the process. As the process is vital for long-term success.

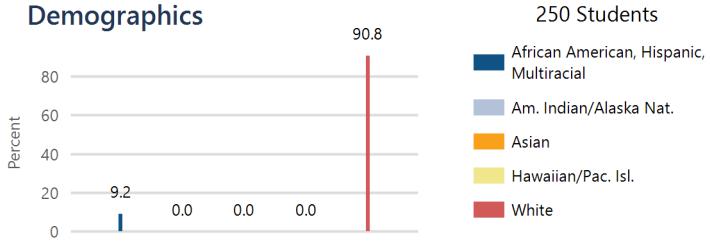
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Marmaton Valley USD 256

128 West Oak Street, Moran, KS 66755
(620) 237-4250
www.usd256.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Kim Ensminger**

Demographics

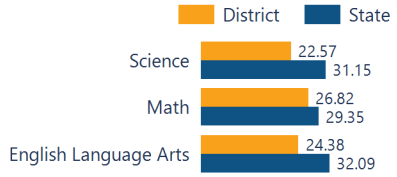


District Kansans Can Star Recognition

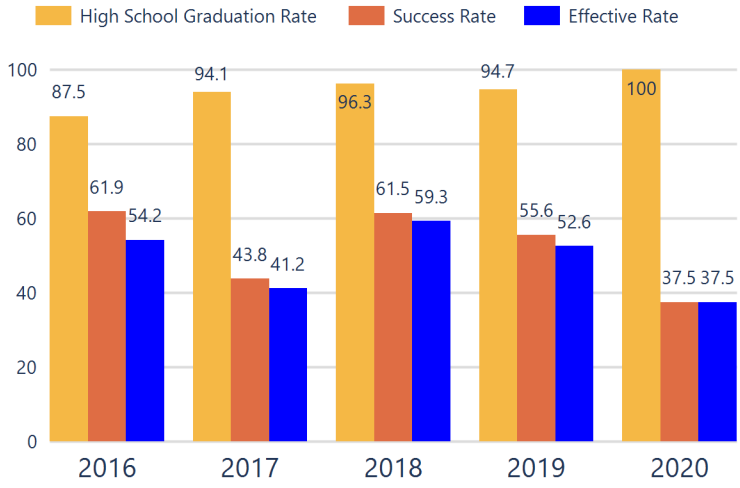
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

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 **94.2%**

Five-Year Success Avg **53.6%**

Five-Year Effective Avg **50.5%**

95% Confidence Interval for the Predicted Effectiveness Rate **49.3 - 53.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

95.2% State: 89.3

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

94.2% State: 92.1

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

17.4% State: 25.4

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.

0.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$13,998
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Marmaton Valley USD 256

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.59	28.12	33.89	30.89	38.21	29.03
Level 2	N/A	N/A	N/A	43.60	43.75	40.67	42.27	37.39	48.38
Level 3	N/A	N/A	N/A	15.03	24.21	13.55	21.95	20.32	14.51
Level 4	N/A	N/A	N/A	3.75	3.90	11.86	4.87	4.06	8.06

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.14	44.44	50.00	37.93	48.27	42.85
Level 2	N/A	N/A	N/A	33.33	38.88	33.33	48.27	32.75	42.85
Level 3	N/A	N/A	N/A	10.52	16.66	8.33	12.06	17.24	4.76
Level 4	N/A	N/A	N/A	0.00	0.00	8.33	1.72	1.72	9.52

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	72.72	76.47	N/A	78.94	84.21	N/A
Level 2	N/A	N/A	N/A	22.72	17.64	N/A	21.05	15.78	N/A
Level 3	N/A	N/A	N/A	4.54	5.88	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

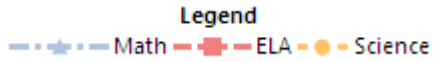
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

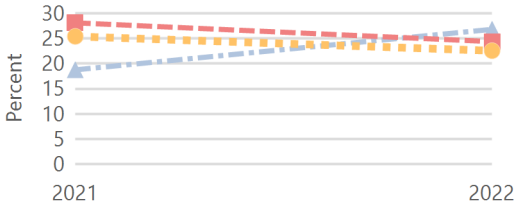
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

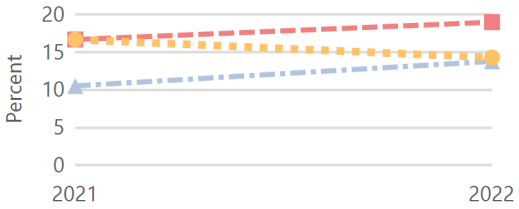
Academically Prepared for Postsecondary Success



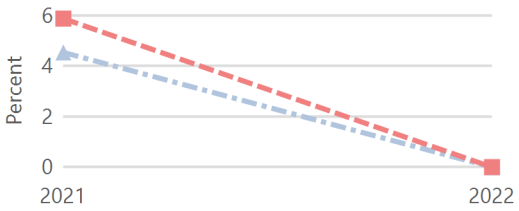
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

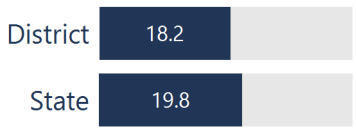
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/16/2023

System: D0263 Mulvane (0000)

City: Mulvane

Superintendent: Jay Ensley

OVT Chair: Charlene Laramore

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support
A full MTSS framework was developed and implemented. Screeners, progress monitoring processes, and trainings were implemented. Tier I instructional materials were updated to align with MTSS materials. FastBridge is used as a universal screener. Staff were trained on GEI so interventions were used in the classroom setting. Training was provided on Pathways to Reading, LETRS, and the adopted curricular materials: IXL, iReady, 95% Group, and Study Island.

Family, Business, and Community Partnerships
The district uses a district Steering Committee to form their priorities and drive the master facilities plan. The Mulvane Education Foundation, the police department, and local colleges also work with the district to provide additional opportunities for students. Student advisory groups assist with school-based decision-making. Other noted partners include Kansas All-Star Scholars Board Mulvane Recreation Commission, Children's Fund, and local scholarship donors. Additional information on how each group has created specific opportunities or benefits for students would be helpful, though a schedule was shared of the regularity with which each group met.

Diversity, Equity, and Access
MTSS, Title I, 504s, and IEPS are all used with fidelity. PBIS is used within each classroom at the middle school. Specialized Structured Classrooms were developed in Year 4 to support students with autism who benefit from structured predictability. Schedules were adjusted to allow for greater movement throughout the building to individualize their learning experiences. Mulvane is also a participant in the TASN project Access for All to assess student performance with and without the use of assistive technology and increased its usage at all tiers.

Communication and Basic Skills
ELA curricula was aligned to the KCCRS to incorporate speaking, listening, reading, and writing. Communication skills were integrated into other content areas' curricula. Additional courses include ELA courses, Forensics, Debate, Intro to Speech, Intro to Ag, Animal Science, Ag Entrepreneurship, KCAT

Video Production, Esprit de Corps, Band, Introduction to Theatre, Advanced Theatre, French 1 & 2, Spanish 1-4, Research, & Business Communications. The career pathway courses and supporting co-curricular programs also embed basic skills.

Civic and Social Engagement
Mulvane has high participation rates in student organizations. MHS assists high school students with voter registration. Multiple courses embed civic and social engagement such as World Studies, American Studies, Civics, US History Topics, and AP Environmental Science. MHS implemented a Leadworthy course to further support these efforts.

Physical and Mental Health
The district has an SEL screening from which data was used and reviewed with stakeholders. Sanford and Harmony were adopted at K-5 curricula and staff were trained. Second Step was implemented 6-8 while 9-12 use the Kansas Competency Wheel as their guide. Tier 1 pacing guides were created for roadmap implementation. Courses were developed to focus exclusively on SE growth. Additional courses that embed physical and mental health include: PE Concepts, Strength & Conditioning, General Weights, Coed Activities, Nutrition & Wellness, Consumer & Personal Finance, Family Studies, Human Growth & Development, Health Science 1, Care of Athletes, Psychology, AP Psychology, Anatomy & Physiology, & Biology. Additional social workers were added throughout the district.

Arts and Cultural Appreciation
The districtwide curriculum includes offerings in vocal and instrumental music, music history, theater, visual arts, media arts, foreign language, family and consumer sciences, and industrial technology. Cocurricular activities supporting arts and culture include concerts, music, art, speech, and drama competitions. Courses promoting arts and cultural appreciation begin in kindergarten.

Postsecondary and Career Preparation
A fully developed IPS process exists and is supported with Xello. College & Career Readiness days were developed at the middle school. Senior Exit conferences are held during parent-teacher conferences and enrollment conferences. FAFSA nights are held, and college admissions attend enrollment conferences. CTE pathways were recently reviewed and expanded to provide greater opportunities. Life skills work-study opportunities were implemented along with other personalized course offerings.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1 – RIGOR Systemwide, students will improve FASTbridge aReading scores from 61% of students meeting benchmark in Fall 2022 to 70% of students meeting benchmark in May 2024.

USD 263 sought to improve student outcomes by focusing on teacher knowledge and the implementation of high-impact instructional strategies. Observational data were collected regarding implementation using the eWalkThrough tool to note whether strategies were being implemented. The eWalkThough data indicates that usage of Clear Learning Targets, Checking for Understanding, and Specific Feedback increased over the cycle. The system sought to improve reading and math results on the universal screener. The goal was tailored down to specific needs and strategies within each building with extensive planning documents. To assist with reading, all applicable staff were trained on the science of reading and structured literacy participating in Pathways to Reading and LETRS training. The FastBridge screening tool was not implemented until 2020, which has not left them enough time to see the impact in their results. Reading schools remained at 61% while math remained consistent at 60%. A clearly defined process combining intentional strategies and professional learning was utilized to move toward the goal. There simply wasn't enough time to use the data measurements to determine the overall effect size.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 - RELATIONSHIPS Systemwide, student SAEBRS scores will increase from 83% of students meeting benchmark in Fall 2022 to 87% of students meeting benchmark in May 2024.

To reach their goal of impacting relationships, Mulvane focused on SEL, which was measured with SAEBRS data. PreK-12 curricula was adopted and pacing guides were established to ensure continuity. Staff were also trained on Capturing Kids' Hearts with onsite visits to receive feedback. SAEBRS data shows relative maintenance from 83% to 85%. Data from the on-site visit showed progression with a few instances of individual schools demonstrating excellence. eWalkThrough observation shows an increase in SECD instruction over the cycle. Again, this goal shows a clearly defined and intentional process with some progress being made despite the goal not yet being achieved.

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 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The board made financial and human resource obligations to assist in meeting the goals. The district works collaboratively seeking feedback from multiple stakeholders who are invested in the success of this process, which they have aggressively pursued by partnering with a school improvement consultant.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	During the cycle, USD 263 implemented research-based SEL curricula system-wide. They have developed a PreK-12 discipline matrix to ensure consistency in response to behaviors, supported by PBIS and MTSS behavior interventions. They support teachers in assisting with SECD and the district has engaged in training such as Capturing Kids' Hearts.
Kindergarten Readiness	The district achieved 82% completion of the ASQ. They have decreased class sizes and expanded their preschool opportunities through the attainment of the KPP grant. An active Early Childhood Advisory Council meets to review data and provide direction for the program. Screening data through FastBridge is used to provide early intervention to students to ensure preparation for the transition to kindergarten.

Individual Plans of Study	IPS teams have been formed with the secondary buildings along with a district IPS team. A fully developed framework for IPS was created, including an IPS Scope and Sequence for advisory teachers. Professional learning was provided to Advisors on the Role of the Advisor. Students use Xello to track their career research, which is then presented at student-led conferences. Student interest data is used to determine enrollment in Career Pathway courses. Students participate in College/Career Fairs and work-based learning opportunities.
High School Graduation Rate	USD 263 had an average graduation rate of 95.3% with 7 out of the last 9 years having a graduation rate in the high 90s; only two years dipped down to 92 or 93%. The focus on SEL and career-focused opportunities coupled with differentiated instruction through MTSS and other services have clearly attributed to this high result. Creative alternatives for struggling students such as credit recovery options enable students to progress toward graduation.
Postsecondary Success	The district currently sits at 58.7% on their post-secondary success rate, though the five-year average still remains 6% below the predicted range of 57.4-60.0%. To assist in this trend, they are working to increase the number of students who earn industry-recognized certifications moving from 11 in 2018 to 92 in 2021. The middle school has now facilitated two College and Career Readiness Days each year since 2019 in addition to enhancing their pathway offerings at the high school level.

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

ARC Comment

Stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. 100% of certified staff have participated on a shared leadership team. District Site Council, student leadership groups, PTOs, and community-based groups had an active role in the KESA process.

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

ARC Comment

The OVT expressed that the district has been thoroughly invested in the process and presented exemplary reports each year. The DLT was responsive to guidance and welcomed feedback for improvement.

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

ARC Comment

The system used the accreditation model to guide their continuous improvement process actively and positively. Defined goals were set, strategies were formed to support progress toward the goals, and professional development supported the needs and goals. The district included all stakeholders in the decision-making processes with support from the community and local Board of Education.

ARC Recommendation

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

Justification

RESULTS: The system showed consistently high results in Graduation Rate with an average of 95.3%. The Effective Average of 51.3% is below the predicted range of 57.4-60.0%. Assessment scores of students performing in levels 3 and 4 in Math are less than 3% below the state average, ELA is in line with the state average, and science is above by 6.5%. While there is room for growth, USD 263 has identified its areas for growth and are actively pursuing academic improvement through target curriculum alignment and adoption process and intentional professional learning.

PROCESS: The district set very clear SMART goals for improvement in academic performance and student emotional well-being. Although the progress wasn't made that was hoped for, the system has a strong understanding of the intended continuous improvement process. They have established extensive stakeholder involvement groups for analyzing data and guiding decisions. They created detailed action plans for each building aligned with the district goal and have connected and purposeful professional learning to support staff in the implementation of the set initiatives. With more time, the district will likely see the results match their efforts.

Strengths

A strong process exists for creating results. The district has truly embraced a shared leadership approach to ensure all voices are heard and valued. They clearly see the connectedness between aligning their goals, strategies, and data. USD 263 exemplifies fidelity of the process.

Challenges

Moving forward, the district needs to be cognizant of the benchmark data, the timeframe in which they're working, and the reality of the goals they set. Two years may not be enough time to move from 61% to 70% meeting benchmark. While professional learning for staff targets the reading outcomes, the system should also consider how to target professional learning that will improve student math scores. Although high-impact strategies can benefit student understanding of math concepts, numeracy-based trainings can further ensure that student math performance improves.

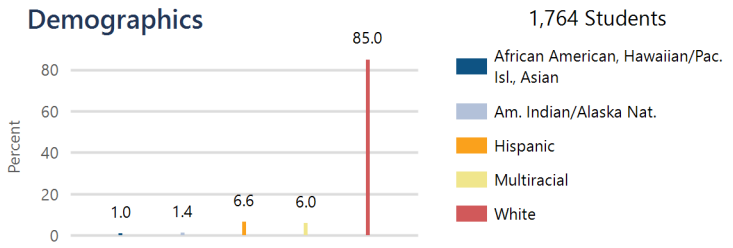
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Mulvane USD 263

628 E. Mulvane, Mulvane, KS 67110
(316) 777-1102
www.usd263.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Jay Ensley**

Demographics

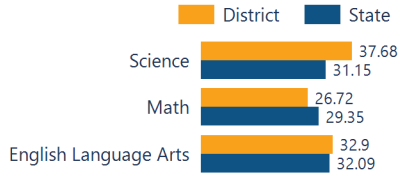


District Kansans Can Star Recognition

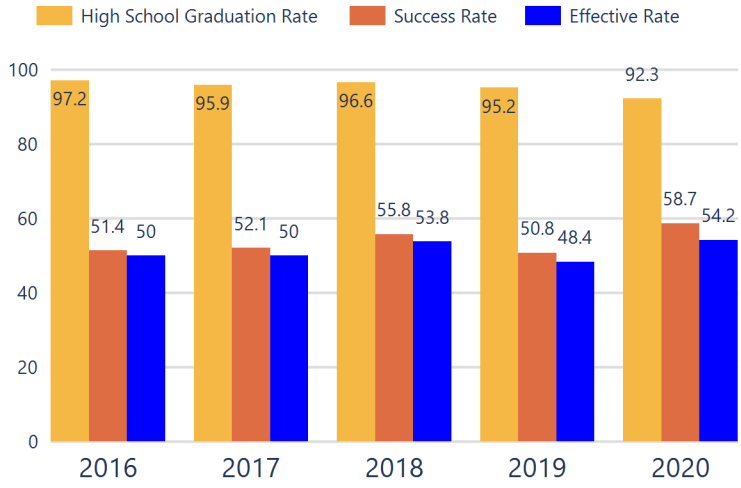
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
95.3%

Five-Year Success Avg
53.8%

Five-Year Effective Avg
51.3%

95% Confidence Interval for the Predicted Effectiveness Rate
57.4 - 60.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

96.2% State: 89.3

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

91.2% State: 92.1

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

32.9% State: 25.4

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.

0.5% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$12,983
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Mulvane USD 263

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.47	23.31	29.04	33.22	33.96	33.00
Level 2	N/A	N/A	N/A	45.14	39.27	27.02	40.04	33.12	29.31
Level 3	N/A	N/A	N/A	18.65	29.83	31.31	20.23	27.44	26.60
Level 4	N/A	N/A	N/A	6.73	7.57	12.62	6.49	5.46	11.08

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.71	31.78	34.01	47.41	47.86	36.23
Level 2	N/A	N/A	N/A	48.35	40.39	26.53	35.80	30.81	31.88
Level 3	N/A	N/A	N/A	11.04	24.17	29.25	14.51	19.34	25.36
Level 4	N/A	N/A	N/A	3.88	3.64	10.20	2.25	1.96	6.52

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.19	38.93	54.09	57.86	56.32	61.11
Level 2	N/A	N/A	N/A	34.41	38.05	21.31	28.30	26.58	19.44
Level 3	N/A	N/A	N/A	9.74	19.46	19.67	11.32	15.82	16.66
Level 4	N/A	N/A	N/A	0.64	3.53	4.91	2.51	1.26	2.77

AFRICAN-AMERICAN STUDENTS

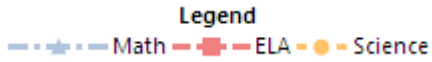
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

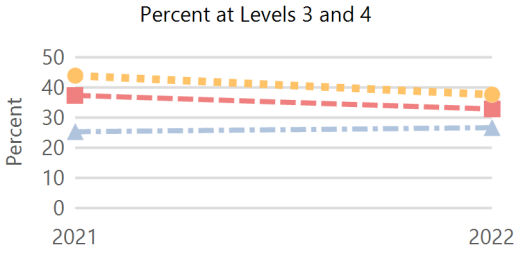
HISPANIC STUDENTS

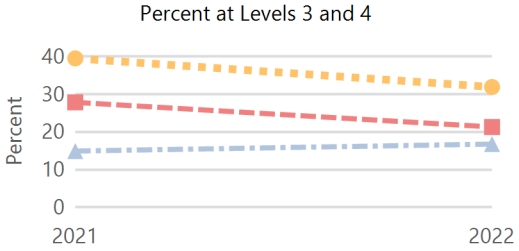
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.77	32.60	26.08	43.10	35.71	40.74
Level 2	N/A	N/A	N/A	32.65	34.78	34.78	44.82	39.28	25.92
Level 3	N/A	N/A	N/A	22.44	26.08	30.43	6.89	23.21	18.51
Level 4	N/A	N/A	N/A	6.12	6.52	8.69	5.17	1.78	14.81

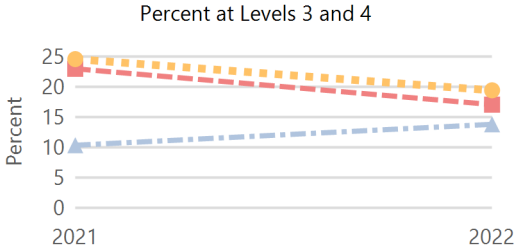
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

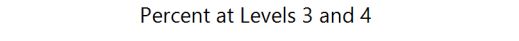
Academically Prepared for Postsecondary Success



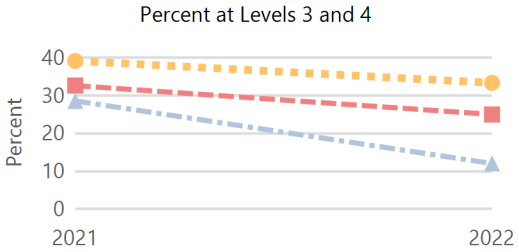








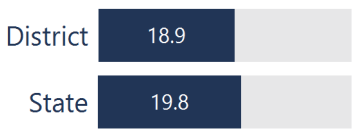
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/16/2023

System: D0273 Beloit (0000)

City: Beloit

Superintendent: Jeff Travis

OVT Chair: Chris Vignery

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support
The system reports having a well-defined MTSS process. They have increased their intervention staff from three to four and implemented PBIS and Social Emotional interventions to ensure they address both behaviors and academics. USD 273 intends to focus on building out MTSS at the secondary level to mirror the success of the elementary. Still, little information is presented to describe the process including whether a screener is used for the identification of students, a process for delivery of interventions, or progress monitoring.

Family, Business, and Community Partnerships
USD 273 has increased community involvement throughout the process, including an increase in surveys for feedback when making decisions and the formation of community advisory groups. They have partnered with businesses to increase work-based learning experiences for students. The district partnered with neighboring districts to increase the CTE offering capability. They are also part of a national cooperative of 17 districts focused on workplace certifications. Other partnerships include NCK Tech, the Beloit Educational Foundation, and the newly formed JAG-K program.

Diversity, Equity, and Access
The district provides services of equity such as ELL, Special Education, and Title I services. They extended assistive technology to all students for use at school and home. They have also taken steps to provide access to transgendered students. The district should consider sharing how diversity is addressed in the core curricula and what equitable measures are taken to ensure students receive the differentiated needs of students.

Communication and Basic Skills
Speaking, listening, reading, and writing skills are integrated into the curricula, which have been vertically and horizontally aligned with the Kansas College and Career Ready Standards. Other courses, such as personal finance and computer applications are offered at the secondary level while digital citizenship is instructed in the elementary and junior high. These are supported by extra- and co-

curricular activities.

Civic and Social Engagement
The district hosts Service-Learning Days for students and had a 40-hour requirement of service learning for graduation. Information regarding social and civic embedment within the curricula was not presented.

Physical and Mental Health
The district implemented curricula to address the SECD standards. Beloit has worked in a pilot district with The Transitional Learning Center to help students transition back to the buildings after temporary removal for social-emotional needs and concerns. They were recently recognized as a State and National School of Character. Further information should be provided to express how SEL was embedded into curricula and instructed system-wide. Physical health focus in curricula was not presented.

Arts and Cultural Appreciation
Courses offered that address Arts and Cultural experience include visual arts, music, Spanish, and fine arts. Co-curricular activities support classroom studies including forensics, theater, school musical, and music and art competitions. Clubs and organizations within the school also take national and international trips to expose students to varied cultures. The system should address how they incorporate culture into the curricula.

Postsecondary and Career Preparation
The system has a fully designed framework for IPS. Early grades conduct career exploration and have experience-based observations or list to professional speakers. The elementary added Project-Based Learning to STEM courses using robotics, drones, 3D printers, CNC routers, and more. They have also enhanced their CTE programs by adding junior high exploratory courses while creating opportunities for high school students to graduate high school with certificates and honors from post-secondary institutions.

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

ARC Comment

Goal 1 - 273 will increase the high school graduation rate from 90.2% in 2016 to 97% in 2022, implementing the following strategies to make learning relevant:
• Work with postsecondary institutions and business & industry partners to increase postsecondary opportunities
• Provide funds for facilities redesign at all buildings
• Design and pilot a Regional Transitional Learning Center (transitioned to K-6 in 2021-22)

The system formed partnerships with six community companies or educational institutions. They redesigned the library, constructed a coffee shop located within the school, completed greenhouse and ag shop expansions, developed a STEM lab in both buildings, created a JAG classroom, and built an outdoor classroom. Each of these contributes to career education. The elementary level supported these goals by adding 3D design and printing, computer coding, robotics, and a CNC router with a laser engraver to teach technical skills that support relevancy in the curriculum. During this cycle, they also implemented Projected-Based Learning and expanded IPS down through sixth grade. At the high school level, the system increased relevant post-secondary credits, enhanced work-based learning opportunities, and used accredited online programs as alternative graduation pathways. From 2016 to 2020, the system improved their graduation rate from 90.2% to 95.3%, falling short of the 97% goal, but still showing growth and exceeding the state average.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

Goal 2 - The district will increase post-secondary effectiveness (from 52% (2018) to 65% (2022), by implementing the following strategies:
- Implementation of the IPS process 6-12
- Implementation of SECD curriculum PK-12
- Family involvement in conferences
    - High School - 42% (Spring 2017) to 98.2% (Spring 2022)
    - Elementary - 94% (Fall 2018) to 95% (Fall 2021)

To enhance postsecondary outcomes for students, IPS was implemented 6-12, SECD curricula were implemented PK-12, and student-led conferences were used to increase parent participation and involvement in career research and preparation. At the elementary level, students spend 30 minutes per day focused on Character Education Pillars and Boys Town Life Skills lessons. Olweus Bullying Prevention is implemented by the newly hired district social worker. Elementary student leadership teams were formed, and site council partner ambassador teams were formed. As a result, the school saw a 32% reduction in office referrals. At the secondary level, IPS was implemented with weekly activities led by advisors, complemented by student-led conferences moving from 42% to 98% participation. SECD was integrated from the classroom to athletics. Service learning was instituted as a foundational pillar for the district to develop pride and social engagement. As a result, the district saw a shift in Post-Secondary Effectiveness from 65.5% to 62.5% between 2016 and 2020 taking a hard hit in 2018 (52%) and building their way back up.

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 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. They have intertwined the KESA and Strategic Plans. As a Redesign school, they have merged Accreditation and Design efforts. There is strong staff, administrative, and Board collaboration, supporting the sustainability of the process.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	The system implemented SECD curricula, Olweus Bullying Prevention, and SEL screeners. They also increased their social worker staffing. As a result, office referrals decreased by 32%, and they were identified as a National School of Character.

Kindergarten Readiness	Beloit works with the Mitchell County Partnership for Children to provide preschool professional development, social-emotional lessons tailored to the preschool classroom, and implement PBIS. ASQ data shows improvement of student preparation from 90% to 96% while myIGDIs show an increase in Language Comprehension from 91% to 97% between 2017 and 2022.
Individual Plans of Study	USD 273 has a fully developed process for IPS grades 6-12. Using an advisory model, students receive guidance through the process of exploring and researching careers, determining training pathways and financial planning, then coordinating their high school course schedules with desired postsecondary plans. Activities to support preparation include resumes and mock interviews. They have incorporated work-based learning options, JAG-K, and career mentorships.
High School Graduation Rate	The system has a graduation rate of 95.6%, due in part to the IPS planning, character pillar integration, and postsecondary efforts they have employed. The community partnerships have increased the success of their students enabling them to receive silver or gold star recognition for graduation rates over the past four years.
Postsecondary Success	The district exceeds their postsecondary effectiveness range; 63.2% out of 58.1-61.0%. While there was a significant drop in 2018, the system has shown continual growth since then. This is likely attributed to the work they are doing on the IPS, the laser focus on SEL, and the work-based opportunities they have created for students.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. A very detailed process existed for gathering feedback from staff, students, the community, and the BOE.

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

ARC Comment

USD 273 conducts monthly meetings with an outside consultant. The OVT expresses their commitment to an innovative mindset, shared leadership, continued stakeholder engagement, and focused professional learning. These attributes they believe contribute to the sustainability of the process. The board has prioritized both human and fiscal resources to achieving its goals.

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

ARC Comment

The system was always responsive to feedback from the OVT, though they note the system remains very aware of their potential challenges using data to forecast and avoid substantial obstacles.

ARC Recommendation

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

Justification

RESULTS: The system showed consistently high results in the Graduation Rate with an average of 96.6%. The Effective Average of 63.2% is beyond the predicted range of 58.1-61.0%. Assessment scores of students performing in levels 3 and 4 in ELA is 5% below the state average while Science is in line with the state average. They are, however, exceeding the state average in Math.
PROCESS: The system has a very thorough process for improvement. Using an independent consultant has benefited them greatly in merging their KESA and Redesign initiatives to ensure that improvement efforts are thoughtful and purposeful. While some lofty goals fell just short of attainment, they challenged the system to create detailed strategies for improvement and implementation, which they achieved.

Strengths

Beloit has sought guidance from outside agencies to streamline its efforts. They have capitalized on community partnerships to enhance student learning, embedded relevance systemwide, and ensured that PRIDE (SECD) has remained a core focus of their programs. The system has truly embodied the cycle of improvement using data to guide their decisions.

Challenges

A lot of information was lacking in the final report to evidence that each area was addressed and met the rubric standards regarding Foundational Structures and State Board Outcomes. There was very little change from the Year Four to Year Five report adding to the difficulty in determining if each was achieved. Acknowledging the primary focus of continuous improvement is about the efforts rather than the reporting, greater detail regarding strategy in those two sections would make the efforts of the system more apparent.

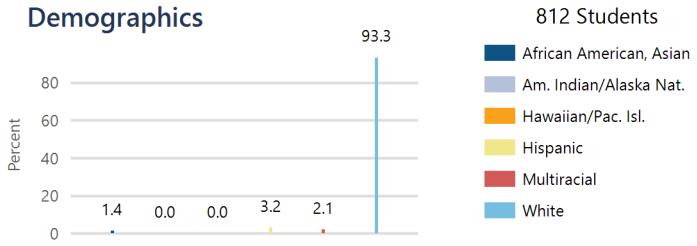
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Beloit USD 273

3075 US Highway 24, Beloit, KS 67420
(785) 738-3261
www.usd273.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Jeff Travis**

Demographics

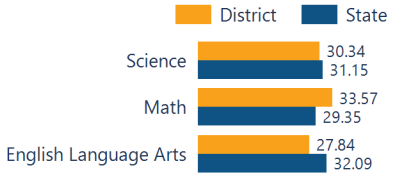


District Kansans Can Star Recognition

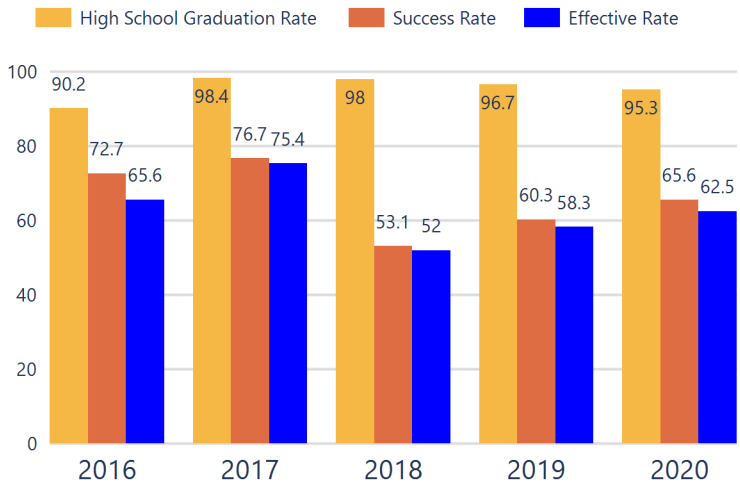
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study			★	
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation		★		
Postsecondary Success		★		

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 **95.6%**

Five-Year Success Avg **66.1%**

Five-Year Effective Avg **63.2%**

95% Confidence Interval for the Predicted Effectiveness Rate **58.1 - 61.0%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

97.7% State: 89.3

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

93.3% State: 92.1

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

22.1% State: 25.4

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.

0.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$22,568
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Beloit USD 273

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.76	29.31	30.40	23.23	33.16	38.09
Level 2	N/A	N/A	N/A	40.98	33.42	25.00	43.18	38.98	31.54
Level 3	N/A	N/A	N/A	31.96	29.58	33.78	28.78	22.53	21.42
Level 4	N/A	N/A	N/A	6.28	7.67	10.81	4.79	5.31	8.92

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.81	37.59	40.00	28.30	39.62	38.57
Level 2	N/A	N/A	N/A	44.36	38.34	27.50	46.54	40.88	34.28
Level 3	N/A	N/A	N/A	24.81	21.80	25.00	23.89	16.35	22.85
Level 4	N/A	N/A	N/A	3.00	2.25	7.50	1.25	3.14	4.28

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.14	57.89	76.47	53.22	64.51	65.62
Level 2	N/A	N/A	N/A	28.07	21.05	0.00	37.09	30.64	9.37
Level 3	N/A	N/A	N/A	15.78	21.05	17.64	9.67	3.22	18.75
Level 4	N/A	N/A	N/A	0.00	0.00	5.88	0.00	1.61	6.25

AFRICAN-AMERICAN STUDENTS

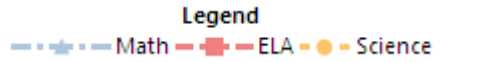
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

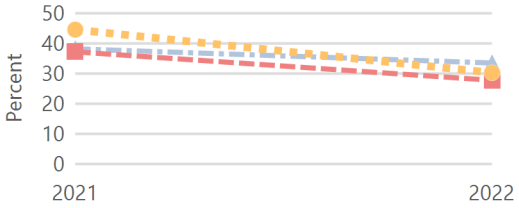
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

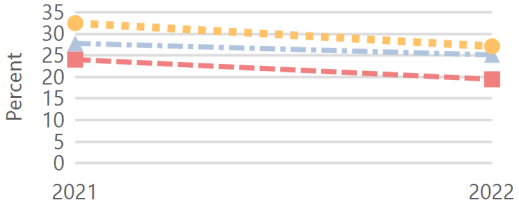
Academically Prepared for Postsecondary Success



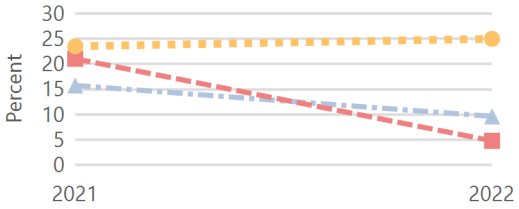
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

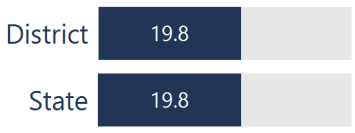
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/16/2023

System: D0274 Oakley (0000)

City: Oakley

Superintendent: Ken Bockwinkel

OVT Chair: Katina Brenn

Executive Summary/AFI

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

ARC Comment

No violations cited.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

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

ARC Comment

Goal 1 – By 2023, USD 274 will improve the Post-secondary Effectiveness rate by 5% system-wide, utilizing Project-Based Learning that links students to future career options and employability.

ARC Comment: According to the KSDE Accountability Report, Oakley has scored within or above their predicted range. During the improvement cycle, Oakley implemented college representatives' visits to the school, an ACT Preparation course, added two new Pathways in CTE (Digital Media and Healthcare), and implemented a structure to track earned certifications, college credits/degrees, and pathway completion. They also have implemented college visits with provided transportation, IPS portfolios for all students grades 7-12 that are updated annually, and earned a Bronze Star Award from KSDE for IPS and Postsecondary Success. Oakley has worked hard to provide students with opportunities to support their postsecondary success. In 2017-18, 27 high school seniors earned 7 high CTE industry-recognized certificates. In 2021-22, 30 high school seniors earned 67 CTE industry-recognized certificates. Oakley's 2021-22 5-year effective average rate is above their predictive range of (49.9-53.2%) at 57.1%. In 2020-21 the effective average rate was above their predictive range at 51.9% (44.8-48.9%), in 2019-20 the effective average rate was at the top of their predictive range at 46.0% (41.5- 46.0%), and in 2018-19 the effective average rate was above their predictive range at 48.0% (43.0-46.0%).

Oakley's attendance rates have consistently been at or above the state attendance rates. According to the KSDE Accountability Reports, the system is at 94.3% in 2021-22 (state average 92.1%), 96.1% in 2020-21 (state average 93.8%), 95.0% in 2019-20 (state average 94.5%), and 95.4% in 2018-19 (state average 94.5%).

The system's chronic absenteeism rates have consistently been below the state's chronic absenteeism rates. According to the KSDE Accountability Reports, the system is at 12.9% in 2021-22 (state average 25.4%), 8.9% in 2020-21 (state average 17.5%), 12.0% in 2019-20 (state average 13.9%), and 11.4% in

2018-19 (state average 13.9%)

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

ARC Comment

Relevance: USD 274 will improve staff communication by implementing system-wide PLCs and initiating student-led conferences at the high school focused on the IPS. This will help decrease the number of students with behavior issues by 30%.

ARC Comment: The system has addressed the sustainability of its improvement process.

Goal 2 Support Data:
Support Data: A 94% attendance rate has been achieved and communication amongst staff has been improved through the analysis of progress monitoring data through Fastbridge and DIBELS.

PLC Meetings at Elementary, Middle School, and High School 2020-2021, 32 (91% attendance) 4 (100% attendance), 2021-2022, 29 (84% attendance), 12 (92% attendance), 8 (100% attendance), 11/11/22, 12 (95% attendance), 3 (95% attendance), 4 (95% attendance) .

Behavioral Issues & Suspensions
Elementary, Middle School, High School
2017-2018 22 22 180
2018-2019 24 24 80
2019-2020 16 39 56
2020-2021 23 12 73
2021-2022 21 28 40

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 district did in good faith develop goals and strategies that were intended to meet the needs of the district. Oakley effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The district has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

Throughout the accreditation process, the district transitioned to recognize they have the need to reconfigure teacher groups to encompass Foundational Structures, and State Board Outcomes, as well as the identified goal areas. Teacher focus groups for curriculum alignment have been led throughout the system for a more unified approach to tiered instruction which will continue to sustain the improvement process. Also, continued robust professional development opportunities are essential to long-term growth. Teachers are currently attending several "Science of Reading" symposiums, and they are eager to implement these ideas in the next cycle.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, data reflecting

all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	Oakley has provided data of growth for social-emotional learning. They understand their data, can explain their data results, and have implemented a plan to improve their growth in social-emotional learning. Description: Curricula that support the structures in mental health is evident. At the beginning of the improvement cycle, Oakley was rated as emerging and was able to earn a rating of transitioning on the evaluation rubric at the end of the improvement cycle. In 2020-21, Oakley joined with NKESC for Project EVERS and the MHIT grant, added a mental health liaison through this program, and added 2 staff in-services on Trauma Informed Schools. In 2021-22 Oakley added a Student Services Coordinator, implemented programs PreK-8 for SEL in the classroom, and implemented Second Step Program PreK-5. In 2022-23 the middle school and high school used the Lions Quest SEL curriculum which is implemented by the counselors to ensure fidelity and they continue to utilize the Second Step curriculum. They now utilize SAEBRS data to measure SEL baseline and growth data multiple times each school year. The elementary school gave the DESSA-Mini in the fall of 2021 which showed 13.6% of elementary students had social-emotional needs. The Student Services Counselor formed small groups based from those needs (self-control, conflict resolution, social skills, friendships, etc.). The questionnaire was filled out again in the spring. Students who show strengths improved from 50 to 83 students. Students showing needs decreased went from 21 to 16 students.
Kindergarten Readiness	Oakley is fortunate to have three preschools in the community: HeadStart, St. Joseph's Preschool, and their own HELLO Preschool. Continued support and communication for the three preschools in the district allow them to identify the needs of students before they enter kindergarten. Also, their preschool teacher serves as the special education teacher of record for both the district-ran preschool and Head Start preschool. Oakley has utilized ASQ data and adjusted practices through an academic curriculum that focuses on communication and personal social skills. This is implemented through imaginative play centers and tub time. Oakley expanded their center tubs to include fine motor skills, problem-solving, and gross motor skills.

Individual Plans of Study	During this cycle the IPS process evolved. It has evolved into a process that earned a Bronze Star Award from KSDE 2021-2022. All students 7-12 have an IPS. The district has a 7-12 scope and sequence, which has structured planning and accountability. Oakley implemented work-based learning and job shadowing at the HS level. They actively use Xello to show progress with career inventories and electronic portfolios have been added by using Google folders to document students' resumes, writing samples, reference letters, and industry certificates. CTE pathways also provide students with foundational knowledge in many careers through the curriculum taught in each pathway. Their entrepreneurship pathway takes students into the heart of running a business. These students run a community-owned theater. They handle every facet of the business, including maintaining the inventory, handling the finances, taking care of sales tax, payroll and payroll taxes, ordering movies, and more. There are PK-6th grade career awareness activities implemented. Elementary and middle school students have multiple guest speakers and local field trips that allow for a variety of experiences which is documented. They also engage with persons in various careers through videos produced by business people. Twenty-six business persons have described their careers this way, and the students review these and choose one to explore deeper.
High School Graduation Rate	Oakley collects, analyses, understands, and can explain their data results. Oakley has earned a graduation rate above the state average every year except one since 2018-19. Due to small graduating class sizes in Oakley, 1 or 2 students have a substantial effect on the graduation average. Oakley contributes the dip in data in 2019-20 specifically to bringing students back after Covid. They have incorporated specific conversations with parents when students are leaving to track their re-enrollment in receiving programs. They have also put structures in place for attendance and truancy notifications. Oakley has increased attendance, decreased chronic absenteeism, and significantly decreased Fs during this improvement cycle.
Postsecondary Success	During the improvement cycle, Oakley implemented college representatives' visits to the school, an ACT Preparation course, added two new Pathways in CTE (Digital Media and Healthcare), and implemented a structure to track earned certifications, college credits/degrees, and pathway completion. They also have implemented college visits with provided transportation, IPS portfolios for all students grades 7- 12 that are updated annually, and earned a Bronze Star Award from KSDE for IPS and Postsecondary Success.

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

ARC Comment

The Board of Education, site-councils, advisory councils, and parents are updated regularly and their feedback is encouraged. Oakley has also developed district leadership teams and building leadership teams to provide input. Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. Oakley has developed a system-wide practice of engaging all stakeholders on a regular basis which is embedded in the overall culture. They also provided evidence that all relevant stakeholder groups are represented and are active participants providing input to the system.

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

ARC Comment

The OVT expressed that the system eagerly sought feedback and recommendations, which they implemented. Oakley submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE. The OVT team has no concerns regarding fidelity to the KESA process.

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

ARC Comment

The OVT expressed that the system eagerly sought feedback and recommendations, which they implemented. Oakley submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE. The OVT team has no concerns regarding fidelity to the KESA process.

ARC Recommendation

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

Justification

Overall, the system demonstrates both Results and Processes. Assessment scores of students performing in levels 3 and 4 in Science and ELA, are above the state average while Math has shown a decrease and is below state averages in levels 3 and 4. The district has maintained their graduation and post-secondary rates above the state average. They have implemented the State Board Outcomes and actively pursued the implementation of the Foundational Structures.

Strengths

Oakley has conducted a needs assessment in all required areas, provided evidence of thoughtful planning and efforts in all State Board Outcome areas, and provided growth evidence. Oakley's data indicates strength in the areas of IPS, attendance rates, chronic absenteeism rates, graduation, and postsecondary success, and they have been very intentional in their efforts to develop stakeholder collaborations to meet student needs. Oakley's CTE program is very strong and developed for the size of its district.

Challenges

System challenges are in the area of academic preparedness for postsecondary. Although system alignment of the curriculum has indicated results in postsecondary rates, it is recommended that the system make intentional efforts to improve state assessment scores during the next improvement cycle. It is recommended that Oakley analyze their state assessments for all students and subgroups to determine root causes for students scoring at levels 1 and 2, determine research-based interventions and strategies to best address their needs to incorporate into their tiered system of supports, and provide professional development for staff.

The system's size limits the number of resources and staff available to do improvement work. Also, student enrollment affects the data substantially. They will need to continue to have to explain the effects that 1 or 2 students have on results.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

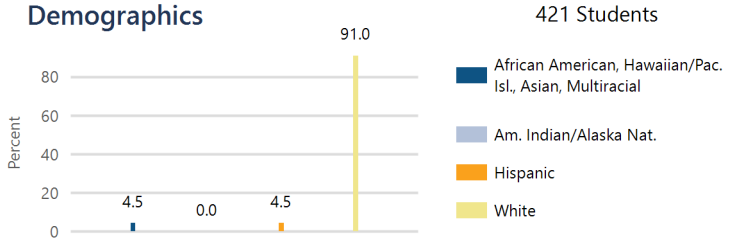
Oakley USD 274

621 Center Avenue, Suite 103, Oakley, KS 67748
(785) 671-4588
www.oakleyschoolsks.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Ken Bockwinkel**

Demographics

421 Students

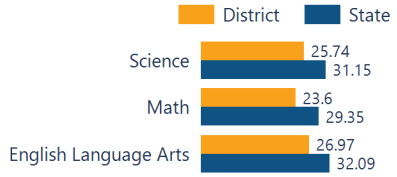


District Kansans Can Star Recognition

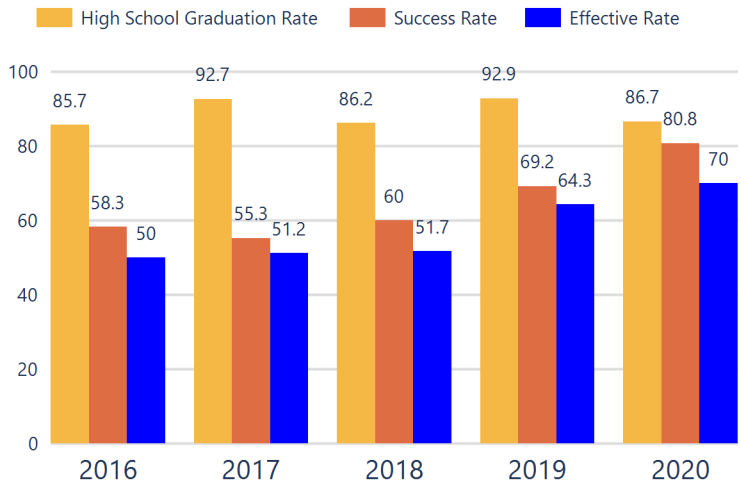
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study			✶	
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation		✶		
Postsecondary Success			✶	

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 **89.1%**

Five-Year Success Avg **64.0%**

Five-Year Effective Avg **57.1%**

95% Confidence Interval for the Predicted Effectiveness Rate **49.9 - 53.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

96.8% State: 89.3

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

94.3% State: 92.1

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

12.9% State: 25.4

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.

0.5% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$13,600
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Oakley USD 274

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.98	36.74	31.46	36.57	33.48	37.62
Level 2	N/A	N/A	N/A	43.37	35.81	32.58	39.81	39.53	36.63
Level 3	N/A	N/A	N/A	14.15	24.65	24.71	19.90	23.25	19.80
Level 4	N/A	N/A	N/A	5.47	2.79	11.23	3.70	3.72	5.94

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.29	45.71	41.17	47.52	44.55	44.89
Level 2	N/A	N/A	N/A	43.51	34.28	35.29	36.63	30.69	40.81
Level 3	N/A	N/A	N/A	7.40	19.04	23.52	12.87	21.78	10.20
Level 4	N/A	N/A	N/A	2.77	0.95	0.00	2.97	2.97	4.08

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.42	64.28	83.33	56.25	71.87	57.14
Level 2	N/A	N/A	N/A	46.42	21.42	8.33	34.37	18.75	28.57
Level 3	N/A	N/A	N/A	3.57	14.28	8.33	6.25	6.25	14.28
Level 4	N/A	N/A	N/A	3.57	0.00	0.00	3.12	3.12	0.00

AFRICAN-AMERICAN STUDENTS

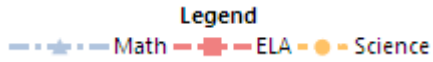
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

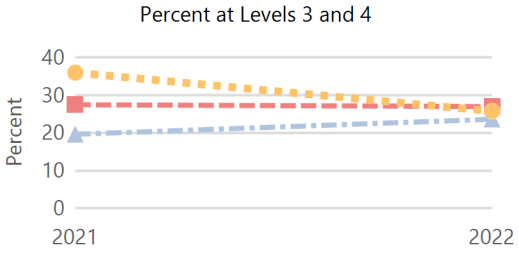
HISPANIC STUDENTS

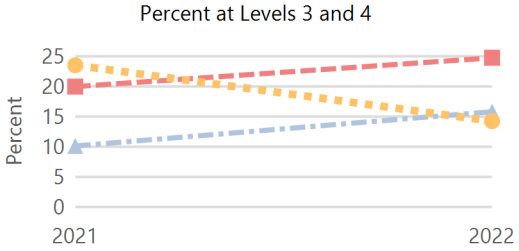
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	71.42	50.00	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	28.57	33.33	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	0.00	16.66	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A

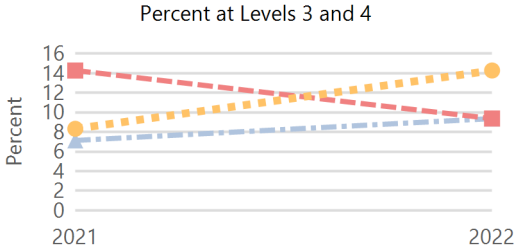
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

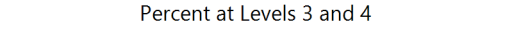
Academically Prepared for Postsecondary Success



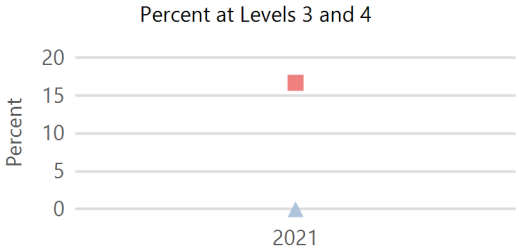








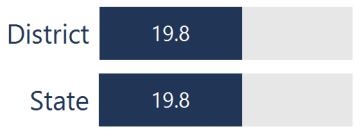
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



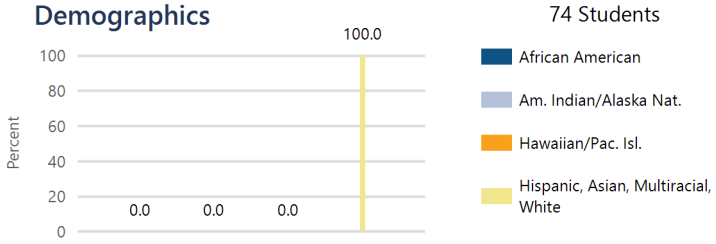
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Triplains USD 275

503 Wilson, Winona, KS 67764-0097
(785) 846-7869
www.triplains.weebly.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Lamar Bergsten**

Demographics

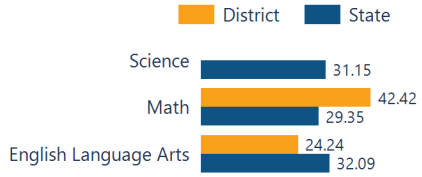


District Kansans Can Star Recognition

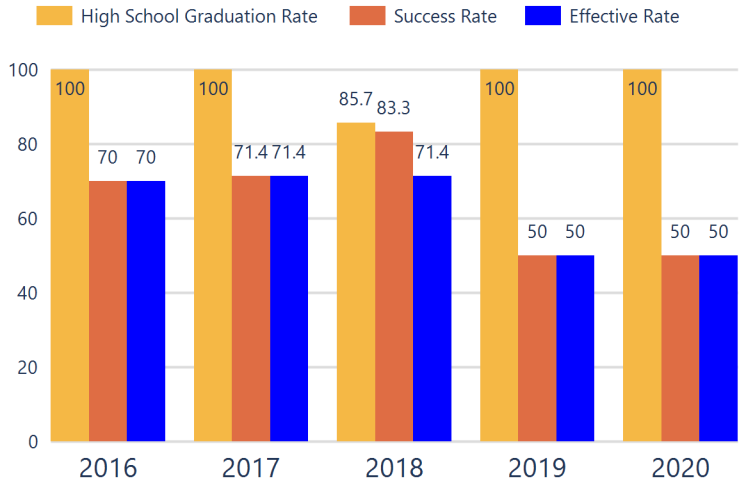
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

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 **97.1%**

Five-Year Success Avg **66.7%**

Five-Year Effective Avg **64.7%**

95% Confidence Interval for the Predicted Effectiveness Rate **46.6 - 50.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

85.7% State: 89.3

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

96.4% State: 92.1

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

2.7% State: 25.4

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.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$19,987
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Triplains USD 275

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.00	28.00	33.33	18.18	42.42	N/A
Level 2	N/A	N/A	N/A	36.00	48.00	53.33	39.39	33.33	N/A
Level 3	N/A	N/A	N/A	20.00	24.00	6.66	30.30	21.21	N/A
Level 4	N/A	N/A	N/A	16.00	0.00	6.66	12.12	3.03	N/A

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.45	45.45	N/A	15.38	30.76	N/A
Level 2	N/A	N/A	N/A	27.27	36.36	N/A	46.15	38.46	N/A
Level 3	N/A	N/A	N/A	18.18	18.18	N/A	23.07	23.07	N/A
Level 4	N/A	N/A	N/A	9.09	0.00	N/A	15.38	7.69	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

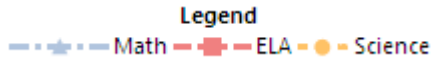
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

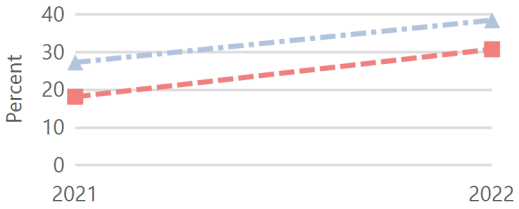
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

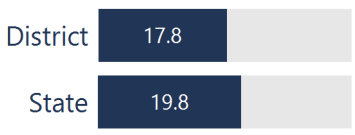
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/22/2023

System: D0275 Triplains (0000)

City: Winona

Superintendent: Lamar Bergsten

OVT Chair: Marvin Gebhard

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements, deadlines, and/or timelines or actively worked with State BOE to achieve compliance.

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

ARC Comment

All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Relationships: Triplains will implement a social-emotional curriculum to improve executive function.

An increase in stakeholder engagement can be seen through a progressive timeline. As well as looking at the subscription of parent square by those stakeholders. The district used surveys at first to gather data but has transitioned to more accurate concrete data through the use of Sabers. Along with the policy changes that extended the school day in order for staff to work with students on the KESA goals specifically.

The recommendation would be in the next cycle to address student achievement with SMART Goals.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Responsive Culture: Triplains will strive to continue to strengthen relationships with stakeholders in order to generate a responsive culture across the system.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment:
The district's goal of having IPS plans in place for all 7th-12th graders was evident. With the goal being specific to 8-12 graders, the impact was direct on that group of students. This can be seen through the progressive timeline of practices that the district used.

The recommendation would be to address student achievement and develop SMART goals in the next cycle.

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 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The district has committed professional development resources, as well as changing the daily schedules to utilize Saebers and their SEL curriculum. Through the hiring of new staff and their willingness to change courses offered, they will add pathways and programs to assist with their current goals. Specialists in Math and Reading are being maintained to assist the district in their goals of academic success.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	The district has a timeline that shows the development of this outcome through the 5 years, along with Saebers, which allows data collection which they are currently using to monitor SE needs.
Kindergarten Readiness	The district provides ASQ surveys that are given in the fall that provide data for Kindergarten Readiness
Individual Plans of Study	The district has established IPS for all students. Throughout the 5 year KESA process they have made significant progress on implementing an Individual Plan of Study Program (IPS). Triplains has developed an IPS system that includes both the actual product that is developed by each student and the process schools implements to guide students in developing their unique IPS.

High School Graduation Rate	USD 275 Triplains is committed to its mission of ensuring educational excellence to prepare all students for success in post-secondary education, careers, and life in a diverse and rapidly changing world. All stakeholders, including the local school board, administration, teachers, and staff, are committed to building positive relationships and setting high expectations to ensure all students are prepared for their future. Triplains is aligned with the skills outlined in the Kansas State Board of Education's definition of a successful Kansas high school graduate and has been recognized for achievement in graduation rate and postsecondary success. Because of enrollment size, when one student drops out it can cause a 14.3% drop in the graduation rate. This is noted from 2021 to 2022, going from 100% to 85.7%.
Postsecondary Success	The system was recently recognized at the Bronze Level by the Kansas Can Star Recognition program. They earned the commissioner's award with honors which indicates a post-secondary effectiveness rate above 1-1.99 standard deviations above our school counterparts. This includes reducing the impact of risk factors, such as poverty, chronic absenteeism, and student mobility on student success. USD 275 trend of post-secondary success has gone from 10% in 2015 to 64.7% in 2022. They are amongst the top thirty-seven schools in the state for the biggest improvement in post-secondary success.

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

ARC Comment

Surveys were given to staff and students in the beginning, which transformed into the use of Saebers to assist with collecting data. Parents completed surveys at Parent Teacher Conferences. A site council was reestablished as another way to assist in gathering information. The utilization of Goedustar & Parent Square allows them a direct line of communication with households. The school also used its website along with social media platforms to inform those outside of the school.

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

ARC Comment

The DLT met with the OVT to review the findings. More discussion was had at that time that assisted in completing that report. The DLT agreed on how more could be done regarding involving the community and getting feedback from those stakeholders.

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

ARC Comment

The system followed the KESA process with an expected level of fidelity. The communication piece and involvement of families allow for that stakeholder group to be involved. The community was also involved in the

communication aspect of the district's goal, but moving forward, getting more feedback from the community might assist in the future goal of implementation. The development of their IPS platform was impressive, and how that was preparing students for post-secondary success. Another piece that was very interesting to see was the involvement of the entire staff through the 5-year cycle. This helps with buy-in and developing that needed commitment to achieve the goals.

ARC Recommendation

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

Justification

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2, along with maintaining district academic success, postsecondary success, postsecondary effectiveness, and ACT performance while using district funds wisely and maintaining a strategic plan with student outcomes.

Strengths

Due to the size of the district, the entire staff is involved in the KESA process. The work and development of the IPS were a highlight for the district throughout the 5 year cycle.

Challenges

The development of IPS and its implementation is a strength. Even though the IPSs are in a good place, there are opportunities to improve by implementing the plans in place, such as job shadowing, career pathways, and internships.
Developing SMART goals that align with academic outcomes.
The limitations are numerous in this endeavor due to the rural location of the school and the lack of opportunities. Keeping the community involved and getting feedback from that stakeholder group might lead to opportunities that could help overcome some potential barriers.

Accreditation Summary

Date: 05/11/2023

System: D0287 West Franklin (0000)

City: Pomona

Superintendent: Jerry Turner

OVT Chair: Jennifer Hamlet

Executive Summary/AFI

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

ARC Comment

No compliance issues noted

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

ARC Comment

Tiered Framework of Support
They utilize AIMSweb and Fastbridge to screen their students three times a year. Then they use PLC time to collaborate on appropriate interventions which is primarily Sonday in the elementary schools and Reading Horizons in 6-12. They also have monthly SIT team meetings to discuss students who need further intervention. Additionally, in middle school students may be enrolled in a specialized reading class, and be pulled out by a math interventionist. In high school they offer a two year Algebra course and a specialized English class. The OVT noted that they have allotted appropriate time for Tier II and Tier III instruction, their determinations are data driven, and their process is well thought out.

Family, Business, and Community Partnerships
All four buildings in West Franklin offer a myriad of opportunities for families to be engaged in their child's education. All these offerings demonstrate a close connection between their schools and their families, highlighted by a 95% participation rate in parent teacher conferences. Within the community, they offer a veterans day program, participate in the Pomona Community clean up, have a float in the local Christmas parade, they work with the Recreation commission to provide activities for their families, high school students give back to the community through service learning, and they partnered with the city to install a digital message board to share school and community events. As is typical in small communities, local businesses are integral to the success of the schools. They provide goods and services, they speak at annual career days, they sponsor sporting events and recognize outstanding student achievement.

Diversity, Equity, and Access
West Franklin teachers are trained in culturally responsive pedagogy. They have multi-cultural resources within their ELA and social science curriculums. They provide back pack snacks to eligible students and they work hard to provide equity of access to all their low income students. They could address this area more specifically in the next cycle.

Communication and Basic Skills
Students give many presentations and speeches throughout their K-12 career. They are required to take a speech class in high school and have multiple student-centered clubs that attend conventions and make presentations. In 2021, they restarted their Forensics program. In middle school and high school, students partake in the Martin Luther King, Jr. Essay contest and the Franklin County VFW essay contest.

Civic and Social Engagement
The elementary schools host grandparents day and Veterans Day celebrations. They sing at local senior homes and museums. They participate in the Community Christmas parade, conduct multiple food drives, an angel tree, and collect winter hats and gloves for those in need. In high school the Franklin County Clerk comes to the high school to register students to vote. They also have many community drives and hosts a clothing closet for families in need. Finally, the yearly homecoming parade is through the entire city of Pomona.

Physical and Mental Health
The district provides school counselors and social workers for all buildings. For more extensive mental health challenges they have the local coop and several local counselors and pastors. In middle school and high school, each class has a counseling lesson once a month. In physical health, they have the required PE and recess requirements. In fact, the middle school has PE daily. They added a new gym, weight room and all-weather track in 2021 and a disc golf course on campus in 2022.

Arts and Cultural Appreciation
Elementary students have music and art classes. They have music concerts twice a year. They take many field trips to museums and performances. The middle school and high school have a full range of art and music electives. They enter a league art show and display student art around the campus. Their annual academic awards night showcases student art, welding, and woodworking projects.

Postsecondary and Career Preparation
All 6-12 students have an individual Plan of study. They join the local high schools for a Franklin County career day where they hear from individual businesses and college about career opportunities. They have 8 CTE paths and offer college credit through Neosho Community College, and Washburn Tech. In the elementary school they have a monthly assembly to highlight a member of the community's career choice and hear about the path they took to get to that career.

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

ARC Comment

USD 287 will work towards improving relationships between students, staff, and community by the end of the KESA cycle

The elementary schools have increased the use of social media and their websites. They increased parent involvement by adding a math night and a literacy night, they created an open invitation for parents to join their child for school meals, and instituted quarterly award assemblies to engage more parents and recognize more students. In year 4, they implemented a parent survey and made several changes as a result of what they found out. They moved back to school night, back a day so it was not the night before school started and created less stress for the parents.

The middle and high school also benefited from increased use of social media. They invite and answer questions regularly through social media and have many clubs and sports who now communicate regularly through school-sponsored social media sites. After much effort and invitation, the high school has seen a drastic increase in Booster Club membership from parents, and the number of businesses boosted grew from 5 to 25.
The district also worked to improve communication with staff by implementing daily announcements and given the staff more voice in professional development opportunities and handbook policies.

The OVT reviewed and analyzed the results of the annual parent survey . In summary, it showed an improvement during the cycle. By year 5, 90% of parents were satisfied with the district's performance in 12 of the 15 criteria, and the remaining three improved to 85% or higher.

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

ARC Comment

USD 287 will improve Rigor by providing professional development opportunities to staff to help increase student learning by the end of the KESA cycle.

To improve rigor, the district first implemented a curriculum adoption schedule to update outdated textbooks. They added K-12 ELA in 2021 and K-12 Science in 2022. They are looking at Math and Social studies during the next several years. They also adopted Fastbridge during this cycle to have more formative data for their MTSS program. Specifically, their needs assessment data analysis showed that a lack of explicit phonics instruction was detrimental to their scores which precipitated the new curriculum.

In addition, the middle school and high school worked with the board to create a curriculum director position. This person now studies curricular needs, provides relevant professional development, and works with the staff to evaluate textbook, curriculum and equipment needs. They also created five new ELA electives to better meet the needs and interests of the students.

Looking specifically at ELA scores, K-1 made a 11 point increase, 2nd grade up 6 points, 3rd grade up 9 points, 4th grade up 3 points, 5th grade up 5 points.
In math, K-1 increased by 22 points, 2nd grade up 6 points, 3rd grade up 2 points, 4th grade by 3 points and 5th grade by 3 points. In high school their ACT average increased to 21.9, two full points above the state average. While their state assessment scores are not quite up to the state average in math and reading, they have shown improvement during the cycle, albeit with some decline due to the pandemic. The OVT feels the district is on the right track with increasing the rigor through a renewed focus on curriculum adoption and professional development. This year they surveyed the teachers for professional development needs and found a desire for PD around small group instruction, supporting the social-emotional needs of students, and strategies for struggling readers.

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

West Franklin has learned valuable lessons during this cycle about staff involvement. WIth two of the four principals turning over during the cycle and the interruption of the pandemic, not all teachers were fully engaged in the improvement process and there was some resistance due to lack of communication. As the cycle went on, the KESA team involved the faculty more in the process and feedback loop, which greatly increased buy-in. In addition, the KESA process has brought the three schools, who are somewhat geographically separated, into a more united district. Collaboration has increased and teachers' discussions have become much more data centered.

The board has fully supported the KESA process by creating a new curriculum director position and adopting two new K-12 curriculums.

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

ARC Comment

See below.

Board Outcomes

Social-Emotional Growth	Social-emotional growth is a new unofficial goal this year. In 22 -23 they began using SABERS data from Fastbridge to track social-emotional health and they added the PATHS social-emotional curriculum. The data shows many students are at social-emotional risk so this will continue to be a need in the next cycle.
Kindergarten Readiness	Over the cycle they have added a 3 & 4 year old at risk classroom, steadily increased the percentage of parents completing the ASQ to over 90%, They have determined they need more collaboration between the PreK and Kindergarten teachers to align their curriculum and ensure the students enter Kindergarten with the appropriate skills.
Individual Plans of Study	The counselors meet with one grade level each week on a rotational basis. The individual plan of study is part of those meetings. They use a google doc to track the following: work experience and reference contact information, progress with graduation requirements and Kansas Board of Regents requirements, school and community activities, class schedules with semester grades, assessment data, postsecondary placement assessment data, career choices/clusters, and postsecondary school information. During homeroom they complete online interest inventors and explore different careers. The school participates in the Franklin County career day and spotlight various careers monthly.
High School Graduation Rate	Graduation date trends slightly down for the district from 87.5% in 2017 to 87.2% in 2021. they had a high of 92.1% in 2019 and a low of 84.6% in 2020. they have seen an increase in dropouts since COVID; however, almost all of those students have enrolled in the Neosho GED program in Ottawa. They closed the alternative learning center years ago which they believe has forced students into seeking outside programs such as the Neosho GED program which has led to a lower graduation rate. They would like to look at bringing back an alternative program to help with student retention. There will be a discussion with the new Superintendent regarding this possibility. One idea is to provide this service along with credit recovery during the school day and possibly evenings.

Postsecondary Success	USD 287's postsecondary effectiveness rate has trended around the 50% mark from 2016-2020 (4 years between 48% and 52.5% with 2017 outlier of 26.8%). they find that the effectiveness rate is lower as many of the students choose to enter the workforce. Two large companies in the area offer high paying jobs along with college tuition reimbursement. they have many students that go to work for those companies but may not take advantage of that benefit until 1-2 years after graduation. They also have seen 3-4 students per year enter the workforce with companies that also have apprenticeship programs. These union jobs lead to high wage positions within 18-24 months in the area. They have approximately 25%-33% of the graduates move straight into the workforce. (2022 - 37%, 2021 - 28%, 2020 - 15%).

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

ARC Comment

The passage of the 2020 bond issue demonstrated great stakeholder engagement. They were very pleased to be able to make additions to all three buildings. This was made possible by a series of planned, face-to-face meetings held in local coffee shops, Casey's, athletic events and surrounding school functions. They gathered data from, and shared updates with, the staff. Although they found this was not as seamless as they hoped. The Board of Education was updated regularly and other stakeholders were updated at SITE council meetings, Facebook and district mailings.

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

ARC Comment

The biggest strength noticed by the OVT team was how much more unified the administration team seemed to be then at the beginning of the cycle. They all had a common vision and were very passionate about achieving great things in the district. The district really came on strong the last 2-3 years analyzing data, collecting data, and identifying the needs. The team was concerned with data being collected and it not being qualitative over the 5 years. The district did a good job of listening to the OVT's suggestions and made sure they has adequate data by year 5.

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

ARC Comment

The district was very welcoming of any suggestions the OVT team had over the last cycle. They did have some in overturn in administration and the OVT team feels like the leadership team of the last two years has come together to one vision for the district. It is clear they work well as a team and want what is best for staff, students, and all stakeholders.

The plan had full support of the board and was aligned to their overall strategic plan. Each school was equally involved and committed to the process.

ARC Recommendation

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

Justification

Their state assessment scores; Science is above the state average, ELA is slightly below the state average, and math is 5% below the state average. Their graduation rate is 87.3%, just under the state average of 89.3%. Their Post Secondary Success rate is 46.1% which is under the predicted range of 51.1%-53.4%.. However, they have two major companies who offer high salaries and college tuition reimbursement. They find many of their student join the workforce and don't take advantage of the free college hours until after a year or two or only take one class at a time. While neither of their goals were smart goals, they achieved an increase in communication among stakeholders and increased rigor in their curriculum. Most importantly, the OVT noted great improvements in data collection, collaboration, unity of mission, and execution that will pay off for them in Cycle II. They accomplished what they set out to accomplish in Cycle I and are poised for greater success in cycle II.

Strengths

The addition of the curriculum director was a huge asset for the district.

The addition of Fastbridge, PATHS SEL curriculum, a new Science curriculum, and new ELA curriculum were also big steps.

The district is much more united and data-driven than they were in year 1.

Challenges

Goals in Cycle II need to be student-driven SMART goals.

Data needs to be collected in year 1 and continued through year 5

The accomplishments from this KESA cycle seem fragile. A continued commitment to teacher voice, professional development and data driven instruction is vital for sustained success.

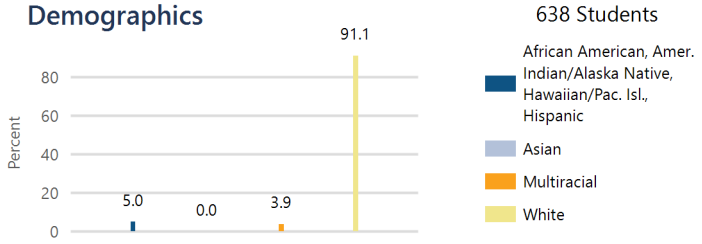
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

West Franklin USD 287

510 E Franklin St, Pomona, KS 66076
(785) 566-3396
http://usd287.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12**
Superintendent: **Jerry Turner**

Demographics

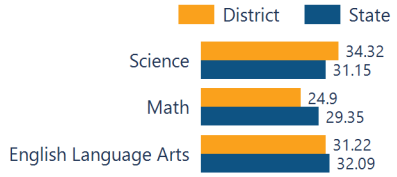


District Kansans Can Star Recognition

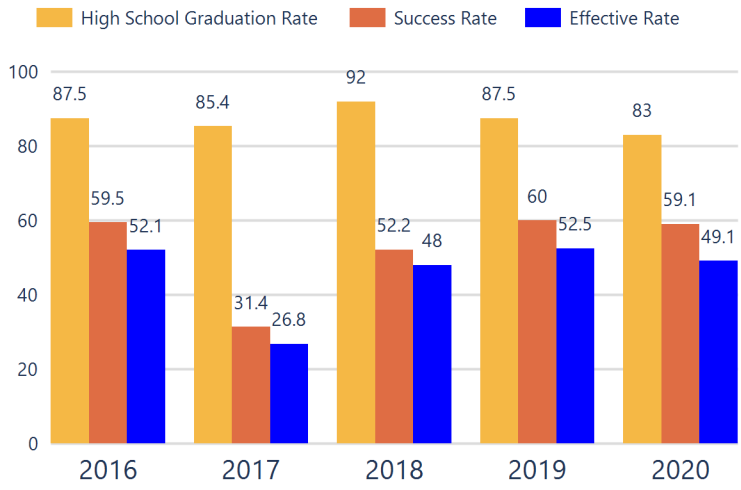
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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 **87.1%**

Five-Year Success Avg **53.0%**

Five-Year Effective Avg **46.1%**

95% Confidence Interval for the Predicted Effectiveness Rate **51.1 - 53.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

87.8% State: 89.3

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

93.1% State: 92.1

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

20.8% State: 25.4

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.

0.3% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$15,911
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

West Franklin USD 287

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.17	32.31	37.06	33.91	34.55	31.34
Level 2	N/A	N/A	N/A	46.73	37.41	26.72	41.17	34.21	34.32
Level 3	N/A	N/A	N/A	19.24	24.14	20.68	21.10	25.58	22.38
Level 4	N/A	N/A	N/A	5.84	6.12	15.51	3.80	5.64	11.94

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.11	46.42	41.46	43.26	46.66	40.81
Level 2	N/A	N/A	N/A	40.36	31.25	29.26	39.42	29.52	34.69
Level 3	N/A	N/A	N/A	12.84	17.85	26.82	14.42	20.00	12.24
Level 4	N/A	N/A	N/A	3.66	4.46	2.43	2.88	3.80	12.24

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.02	68.62	80.76	61.81	74.19	61.11
Level 2	N/A	N/A	N/A	46.93	27.45	11.53	27.27	19.35	33.33
Level 3	N/A	N/A	N/A	0.00	1.96	7.69	10.90	4.83	5.55
Level 4	N/A	N/A	N/A	2.04	1.96	0.00	0.00	1.61	0.00

AFRICAN-AMERICAN STUDENTS

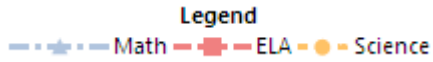
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

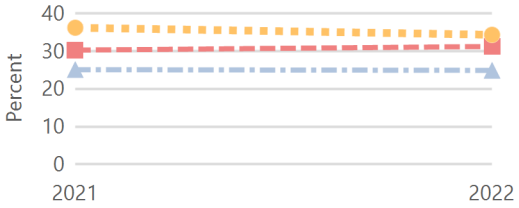
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

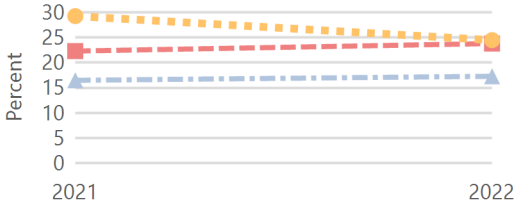
Academically Prepared for Postsecondary Success



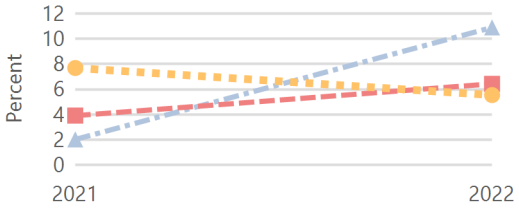
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

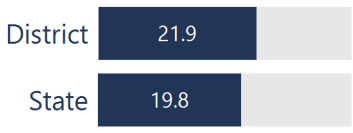
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 10/06/2022

System: D0311 Pretty Prairie (0000)

City: Pretty Prairie

Superintendent: Ashley Anderson

OVT Chair: Ben Jacobs

Executive Summary/AFI

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

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Tiered Framework of Supports: The district has emphasized MTSS in all grade levels in 2022-2023. The district
consulted with Orion Service Center to train the entire staff on MTSS and related quality practices. The teachers use Fastbridge for benchmark testing and progress monitoring. The class schedule was changed to include 29 minutes of MTSS time every day. The schools have assigned teachers, para educators, and administrators to daily MTSS roles for Tier 1, Tier 2, and Tier 3 students. This process is extremely data-intensive, and the student groups are assigned and reassigned based on this information. This has been a significant area of growth for the district, as MTSS was not as emphasized prior to this cycle.

Family, Business, and Community Partnerships: Throughout the cycle, the district worked to increase the number of these
relationships. USD 311 has merged site council meetings for each building into one large group. A parent education night was established mid-cycle to inform parents on topics such as Powerschool, Xello, Kindergarten Readiness, and SEL programming. Learning targets were established and communicated with each parent. During the 2022-2023 school year (as of the OVT meeting), 100% of this communication was occurring. The district also has established substantive partnerships with local employers for student's internships and job shadows.

Diversity, Equity, and Access: While the district is relatively homogenous in terms of race and ethnicity, the OVT believes it does a great job of providing equity and access to programming to all students.

Communication and Basic Skills: The district has implemented a new program to better disseminate information to its stakeholders. Regarding student communication and basic skills, the district maintains a comprehensive academic program that promotes fundamental skill growth.

Civic and Social Engagement: Social engagement opportunities abound in USD 311. Students are given an opportunity to express themselves through classroom lessons and extracurricular activities. USD 311 offers a myriad of civic engagement opportunities at all grade levels.

Physical and Mental Health: USD 311 has implemented a Caring Team consisting of a USD 311 school counselor and an additional shared counselor who privately connect students with local mental health

services. This has almost tripled the number of students receiving mental health care since the beginning of the program. The middle and high schools have assigned teacher advisors to each member of the student body to provide guidance and mentoring on a variety of typical issues.

Arts and Cultural Appreciation: Due to the extremely small size of USD 311 and Pretty Prairie as a community,
there are limited arts and cultural appreciation opportunities. However, the district attempts to leverage what it can to provide such experiences. The district offers a music program (vocal and instrumental) that affords students the opportunity to perform in shows, parades, and concerts. It also gives participants an opportunity to compete in regional and state festivals for rankings.

Postsecondary and Career Preparation: In reviewing the district's 2021-2022 Accountability Report, USD 311 has an extremely impressive five-year average Effective Rate. It was 60.6% which far exceeded the predicted range of 53.5-56.1%. The district received the Kansans Can Silver Star Recognition for this performance.

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

ARC Comment

Goal: By the end of the five-year cycle, teachers will implement with 100% fidelity an SEL curriculum and relationship structure (Capturing Kids' Hearts) in order to establish an environment that promotes learning and leading as measured by staff and student survey data.

The district has fully implemented both the Character Strong and Capturing Kids' Hearts programs. 100% of staff have been trained and are implementing these programs as designed. This has led to a new discipline policy centered around the tenets of the Character Strong and Capturing Kids' Hearts philosophy (new discipline matrix). As a result, the district now has a Future Focused period every day in which an advisor/mentor teacher is assigned to a student for guidance and leadership of any number of topics.

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

ARC Comment

Goal: By the end of our five-year cycle, 95% of students will be able to track their learning progressions in each course and communicate their academic and social-emotional goals to their parents during student-led conferences in order to showcase the relevance of curriculum utilizing conferences attendance data and
parent satisfaction surveys.

During the fall of 2022, over 98% of students attended the referenced student-led conferences! A common template was used by each student to present their learning progressions and goals. The breakdown of students that were able to complete such an objective is as follows: GS-100%, MS-100%, and HS-96%. This will have the effect of creating a more informed and engaged set of parents, energizing students about the learning process and allowing them to showcase their work, and establishing a more unified teacher/student/parent
dynamic.

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 district was acutely aware of how important sustainability was after essentially "losing" years one through three of this cycle due to turnover in the Superintendency. The OVT asked specifically what actions have been taken to ensure the improvement process can continue within the district, even when turnover in personnel occurs. The new leadership team embraced this challenge by creating BLTs and DLTs that had a diverse representation of stakeholders (strategic selection of members). There is now a conviction in the process from
patrons, parents, staff, and BOE members.

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

ARC Comment

The district has made an effort to focus on the State Board Outcomes.

Board Outcomes

Social-Emotional Growth	This is a strength of the district. The new leadership team has invested in the Capturing Kids' Hearts program. Teachers are bonding and building relationships with students in deeper, more meaningful ways. The district has also purchased Character Strong as its SEL Curriculum to provide structure to SEL lessons and learning. While the district did not present much tangible data in regards to improved outcomes (these items have only been in place for about one year), several anecdotes were shared by the leadership team to the OVT about how the climate is much improved in the district, and individual students who struggled with behavioral and mental health issues have improved their circumstance significantly since the adoption of these programs (grades, fewer discipline referrals, greater classroom cooperation and compliance, etc...).
Kindergarten Readiness	USD 311 operates a three and four-year-old preschool that prepares students for Kindergarten and future learning opportunities. The ASQ-3 and ASQ-SE2 Screeners and IGDI's Screener are used to collecting data on students in preschool and Kindergarten to best inform parents and students on early childhood school readiness. The district has changed the four-year-old curriculum to better align with early childhood standards and the Kindergarten curriculum. This included more direct instruction on letter and number recognition, letter naming, and rhyming.
Individual Plans of Study	This is a strength of the district. The new leadership team has implemented a Future Focused period in which students meet with an advisor each day for 25 minutes for the sole purpose of developing aspects of the Individual Plan of Study. Xello is the program that structures the IPS, and each student (in coordination with his or her advisor) develops a plan for their future.

High School Graduation Rate	The OVT found no issue with the graduation rates of USD 311. From 2016-2020 (from the 2021-2022 accountability report), the graduation rates were 87%, 90.5%, 94.4%, 94.7%, and 94.3% respectively. Often due to small class sizes, the percentage can vary extremely. The district did receive a gold star for its graduation rate.
Postsecondary Success	In reviewing the district's 2021-2022 Accountability Report, USD 311 has an extremely impressive five year average Effective Rate. It was 60.6% which far exceeded the predicted range of 53.5-56.1%.

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

ARC Comment

The district was in a clear state of turmoil during the first three years of this KESA cycle. In years four and five
after the hiring of a new Superintendent, a needs assessment was conducted with all groups of stakeholders (BOE, staff, students, and patrons) to identify areas of deficiency. The BLTs and DLTs were revamped to include a more diverse set of stakeholders and to formalize the input. The results were then implemented in school actions to achieve improved outcomes (e.g.-new class schedule, Capturing Kids' Hearts, data collection, and MTSS). Site Councils were also used in greater depth to provide perspective on school improvement efforts and to provide direction to accreditation efforts.

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

ARC Comment

The OVT was elated with the cooperation it received from USD 311's DLT and staff. Even during the first three years under the previous Superintendent, all staff were extremely responsive to suggestions by the OVT. In year four, after the new Superintendent inherited a bit of a mess, the OVT suggested that the district work on improving communication with stakeholders, build relationships intra-staff, gather and USE data, and establish a leadership team to refine and better focus the goals...and each one of those requests were honored.

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

ARC Comment

The district obviously had some obstacles with the turnover in its Superintendency. While the staff was implementing the KESA process, there was no structure or organization from leadership. This created a void in years 1-3 with data and progress measurement. Unfortunately, many of the action items that the district was
implementing were not documented or recorded. So essentially there was fidelity to the process; however, there was no record of that fidelity. Moving forward to year four, the fidelity to the process was obvious.

ARC Recommendation

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

Justification

I am going to use this as an opportunity to narrate the circumstance of USD 311 Pretty Prairie during this first five-year cycle of KESA. USD 311 Pretty Prairie had a tumultuous five-year period. They removed their Superintendent halfway through the cycle and had to essentially "restart" the KESA process. The staff did a wonderful job of maintaining structure through everything; however, what they thought was being done at the Superintendent level was in fact not (KESA Documentation, records, data collection, etc...). If not for the efforts of the MS/HS Principal, this entire process would have fallen apart. The new Superintendent took the position at the beginning of year four of this cycle and did a phenomenal job of immediately providing a vision and structure to this (and many other) processes. The OVT has been impressed with the new leadership team in creating meaning out of this process for the final two years of the cycle.

Strengths

The district has many strengths that have been exhibited during this cycle starting with their leadership team. Another strength is the district-wide MTSS program that allows teachers to best meet the personalized needs of students. The OVT feels that the communication between the school and community is a strength as well.

Graduation Rate is above the state average in which they received a gold star.
Postsecondary Success - the district received a silver star.
The district has seen a large jump in the five-year effective average. It is above the confidence level.

Challenges

The district will need to continue to grow in the area of data collection and review. This is a challenge for many small districts; however, their BLT has created a framework for this process. Now they need to become more efficient and diverse in the implementation of what the data has revealed. Developing better data systems within both buildings will yield better outcomes for students.

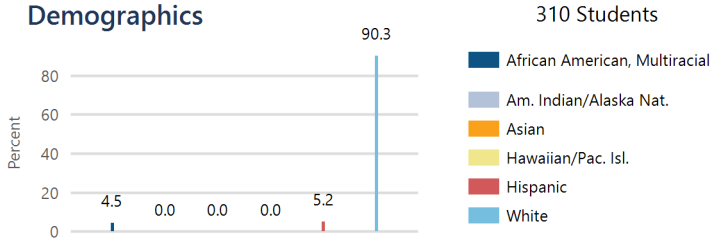
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Pretty Prairie USD 311

206 E Main, Pretty Prairie, KS 67570-0218
(620) 459-6241
www.usd311.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Ashley Anderson**

Demographics

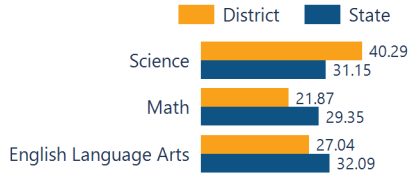


District Kansans Can Star Recognition

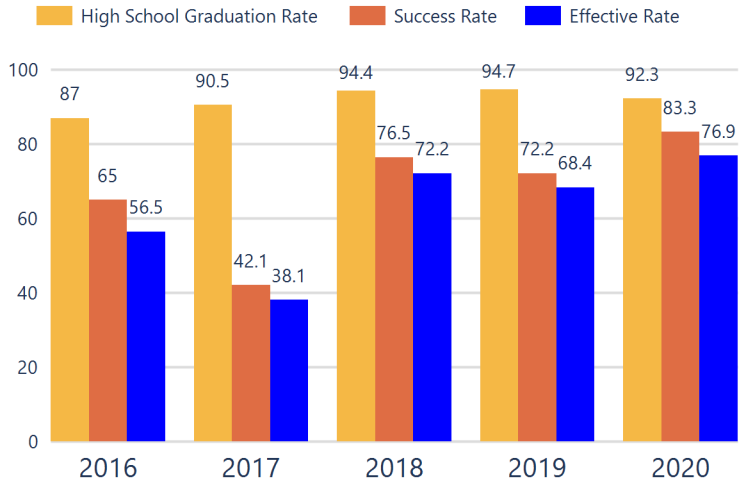
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

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 **91.5%**

Five-Year Success Avg **66.3%**

Five-Year Effective Avg **60.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **53.5 - 56.1%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

93.8% State: 89.3

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

91.9% State: 92.1

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

21.6% State: 25.4

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.

3.2% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$15,355
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Pretty Prairie USD 311

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.06	30.24	16.92	27.50	33.33	32.83
Level 2	N/A	N/A	N/A	48.46	33.95	35.38	50.62	39.62	26.86
Level 3	N/A	N/A	N/A	14.72	27.77	27.69	16.87	21.38	28.35
Level 4	N/A	N/A	N/A	6.74	8.02	20.00	5.00	5.66	11.94

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.23	36.76	38.88	38.23	37.31	33.33
Level 2	N/A	N/A	N/A	46.37	32.35	27.77	44.11	34.32	26.66
Level 3	N/A	N/A	N/A	11.59	23.52	16.66	16.17	23.88	30.00
Level 4	N/A	N/A	N/A	5.79	7.35	16.66	1.47	4.47	10.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	54.54	68.18	N/A	65.38	57.69	64.28
Level 2	N/A	N/A	N/A	40.90	31.81	N/A	30.76	34.61	28.57
Level 3	N/A	N/A	N/A	4.54	0.00	N/A	3.84	7.69	7.14
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

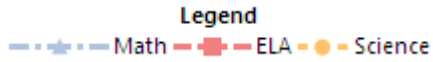
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

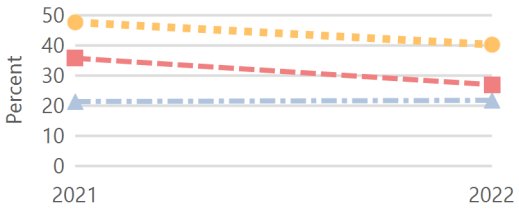
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



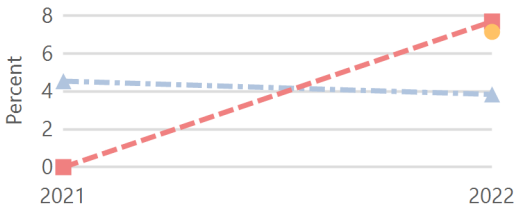
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

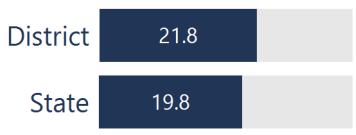
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/23/2022

System: D0322 Onaga-Havensville-Wheaton (0000)

City: Onaga

Superintendent: Trevor Ashcraft

OVT Chair: Teresa Lacock

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Supports:
According to the System and OVT report, the district implemented an MTSS framework K-12. The elementary school uses AIMSweb+ as a screening tool; 7-12 uses MAP for academics. The MTSS coordinator completes diagnostics on students who have flagged to determine gaps and set individual goals. To improve math interventions, the team has reviewed and purchased materials including a diagnostic tool, instructional materials, and a mode for progress monitoring. They have analyzed and revised the master schedule for next year to facilitate a comprehensive MTSS approach. BASC data is used for identifying SEL students for behavior interventions, which are carried out by the Student Success Liaison which analyzes the screening data, identifies students flagged at high risk, and matches interventions to areas of need.

Secondary students are identified using MAP screening data with instruction occurring through the assistance of IXL. The district has acknowledged a more comprehensive approach at the secondary level and has changed high school schedules to allow for dedicated MTSS time. The board also dedicated resources by the hiring of an assistant principal who will oversee MTSS coordination including testing, grouping, and leading the secondary MTSS teachers through establishing students' goals, aligning instruction, and monitoring progress.

Family, Business, and Community Partnerships:
USD 322 has formed partnerships with the School-Business Educational Consortium and with other neighboring districts to provide needed services to families and to aid in the expansion of CTE offerings. The consortium has the grant to create a mobile family resource bus, which drives to their shared communities offering services such as physical and mental health and dental screenings; securing and distributing school supplies, clothing, and shoes; and food distribution during the pandemic. Local professionals from the county have presented on a routine basis covering topics including employability, ethics, and essential skills. Students also participate in job shadowing. Additional partnerships have been created with the Community HealthCare System of Northeast Kansas (hospital), Highland Community Center, the Onaga Historical Museum, Blue Valley

Telecommunications, and the Pottawatomie County Economic Development Corporation. These partnerships provide onsite lessons and hands-on workshops with students such as physical health activities and CPR/First Aid workshops. The district also partners with a local community college to expand opportunities for post-secondary education and certificates.

Diversity, Equity, and Access:
The accountability report indicated that 91.7% of the student population is white. The system has recognized the need for expansion for students and includes cultural studies and exposure to cultural experiences through daily teaching and curriculum resources. The current elementary ELA curriculum series represents diverse cultures and family units. Fine Arts and Music courses provide intensive study and exposure to music and crafts of other cultures. The district hosts several foreign-exchange students yearly who share their cultures with students and there is additional and ongoing exposure and understanding provided via the systems social sciences curriculum. The district also has completed their initiative to be fully 1:1 with devices, a Caring Closet is supplied and monitored by the Student Success Liaison to support student needs both in and outside of the school environment.

Communication and Basic Skills:
The district utilizes newsletters, social media, news articles, website push notifications, text casting, and Youtube.
Additionally, the system has embedded communication and basic skills within the curriculum through social-emotional instruction. Teachers incorporate these skills into their lessons with opportunities to engage in interpersonal communication, formal presentations, and written communication practice. USD 322 opportunities via CTE and extracurricular events to practice communication and basic skills such as FFA, Forensics, Personal Finance, Agribusiness, and Computer Applications/Digital Media.

Civic and Social Engagement:
Students participate in city council meetings, plan and host a Veteran's Day program, and initiate disaster relief efforts. Student organizations, including KAYS and StuCo, have community service projects. Students have completed projects, such as creating a school/ community garden or recess equipment storage shed repairs. An elective was created at the secondary level regarding county historyThis class collaborates with a neighboring museum and conducts a county tour to explore historical sites throughout the county. Social engagement is addressed through the SEL curricula: Harbor by Jostens for the junior high and high school; and the Overcoming Obstacles program for grades K-6.

Physical and Mental Health:
During the KESA cycle, USD 322 added an SEL screener, implemented SEL curricula, and added mental health support staff. SEL data indicate a 15% transition from Tier 2/3 to Tier 1. The district also added a second PE teacher in 2019. Partnerships have been formed with local agencies such as Community HealthCare System of Northeast Kansas providing nutritional and physical health programs to students and Pawnee Mental Health providing mental health counseling services onsite to students and families in need.

Arts and Cultural Appreciation:
The district offers s fine arts program with lessons offered by a certified teacher K-12. The program host multiple community and regional art shows each year and participates in regional and state art contests. The music program has expanded over the cycle with K- 12 vocal and instrumental offerings and incorporated a spring dinner theater event in addition to two vocal and band concerts in the spring and fall.

Postsecondary and Career Preparation:
According to the system and OVT report, the district developed a K-12 IPS framework. At the elementary, this includes various career exploration activities, visitors, and workshops. Secondary students utilize XELLO for career, training, and financing research, which they present to the parent at

student-led conferences and assist in high school course selection. The system has developed a process for job shadowing, mock interviews, and Work-Based experiences. The district has also redesigned its Advisory Seminar to have students divided into smaller groups and stay with the same advisor throughout high school. Advisors have a weekly check-in with students on their grades, and assignments, and provide weekly SEL lessons. The district has added two additional CTE Career Clusters and an enrollment growth of 54%. Partnerships with Community HealthCare System and Highland Community College allow students to work toward certifications prior to graduation.

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

ARC Comment

Goal: USD 322 will improve interpersonal relationships among students by intentionally planning a safe learning environment by way of adopting and implementing the SECD Standards and SEL lessons. By coupling explicit SEL instruction with opportunities for student empowerment and involvement with the community, USD 322 seeks to see a positive impact on students: decreasing discipline referrals; increasing attendance; increasing the number of students feeling connected to the staff; and coupled with an increase in the numbers of students feeling understood.

According to the OVT and systems report, USD 322 implemented a social-emotional learning curriculum (Harbor for secondary and Overcoming Obstacles for elementary), mixed grade student collaboration with mentoring and partnering of students of various ages together and developed community partnerships that enhance student learning and formed positive relationships between students, staff, and the community. Additionally, the system hired a full-time Student Success Liasion to support small and individual needs with social skills and social processing. The system and OVT report documented partnerships with the Historical Society, Highland Community College, and Kansas Neurological Institute. Due to these efforts across the system attendance improved by 4.8% while unexcused absences decreased by 49%. There was a 6% gain in positive experiences of students for grades 3-5 and a 22% increase for students 6-12. Data regarding student connection indicated the district saw an increase of 8% of students feeling more connected to staff.

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

ARC Comment

Goal: USD 322 seeks to foster trusting relationships between the district and its stakeholders while building a collaborative culture that is responsive to their needs. We aim to develop social-emotional skills of students including both intra- and interpersonal skills with the intent of seeing an increase in a sense of belonging and a feeling of respect as a result of the sense of physical and psychological safety felt in the building.

At the beginning of the KESA cycle, the district researched and implemented The Leader in Me framework focusing on the 7 Habits of Highly Effective People. Due to feedback and input from students and staff, USD 322 moved away from The Leader in Me after three years and shifted its focus to social-emotional learning and providing mental health support to students. The system and OVT report indicated that the Leader in Me foundations remain in place but the transition allowed for flexibility and better responsiveness to students. Data indicated that students in need of significant support as identified by the SAEBRS screening data showed improvement with a 5.4% decrease in the number of students needing Tier 2 and Tier 3 support in social-emotional skills. Student perception surveys reported a 10% increase in the feelings of being respected and an 11% increase in their feeling of belonging. Parents reported more than a 25% increase in the satisfaction of staff, administration, and board support of students' emotional well-being and SEL programming.

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 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The local board of education has encouraged and supported the processes, policies, and sustainability by supporting new social-emotional screeners and curricula. Additionally, the system has hired additional nursing, a school success liaison, and MTSS staffing, along with additional professional development time and training, and technology. The KESA process has supported the revision of a strategic plan to support the next KESA cycle along with a curriculum adoption cycle, technology renewal plan, and professional development plan developed yearly.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	During the Fall of 2019, the district began using SAEBRS and BASC, behavioral and emotional screening systems. Data indicates a decrease in the number of students being flagged as "at risk" based on the results of these screeners. A 5% decrease in elementary and a 7% decrease in secondary. Numbers reflect fewer students flagged in the Tier 3 area. Systems in place to support the students and reflects on the positive trend include tutoring with a specific teacher, check-in/check-out with a teacher or Student Success Liaison, lunch groups, and using an elective class as a reward for work completed. The system has also instituted a PBIS/MTSS SEL framework for improving student outcomes. Additionally, the district implemented Overcoming Obstacles (PreK- 6) and Harbor (7-12) as their SEL curricula. The advisory seminar period for 7-12, was restructured to strengthen the teacher-student relationship and to provide structure to teaching social-emotional content. To ensure at-risk students receive services, USD 322 partnered with Pawnee Mental Health to provide programs and counseling services onsite.

Kindergarten Readiness	The Ages and Stages Questionnaire (ASQ-3) and the Ages and Stages Questionnaire for Social Emotional (ASQ-SE2) are currently given to parents of four-year-olds and kindergarteners. In 2022, computer stations were set- up at enrollment for parents to complete the forms with technical support. In 2023, the district moved PreK Round-Up to mid-April to allow families to complete the surveys onsite. Stations were hosted at the spring event to allow time for parents to complete the surveys with technical support. These changes enabled kindergarten teachers to have results prior to school starting to be better prepared for student needs. The district has seen a steady improvement in the completion rate from 44% in 2018-19 to 100% in the 2022-2023 school year. Additionally, the district has programs in place for 3-year-old and 4-year-old students. Students in these programs are screened by staff to determine academic areas of need in literacy and math and from 2018-2021 the district saw an increase of 17% in literacy proficiency and 20% in numeracy proficiency.
Individual Plans of Study	At the start of the KESA cycle USD 322 began without a framework or process for individual plans of study. During the cycle, the system instituted an elementary focus on career exploration as early as PreK. Multiple community partnerships have brought professionals into the school system to provide diverse programs and career exposures. By junior high, students begin using Xello to record their career interest results, college/training research, and financial planning options. In 2021, the district began student-led conferences to ensure families were included in the process. Students present their e-portfolios during these visits, which has led to an increase in participation from 29% in 2018 to 93% in 2022. The system also hired a Student Services Coordinator to assist students with their postsecondary planning, oversee the IPS framework, and continues to expand business partnerships for work-based learning, community mock interviews, and job shadowing opportunities.
High School Graduation Rate	The five-year graduation average (for 2017-2022) is 92.7% which is 0.4% below 2021, yet 9.4% above 2020. To be responsive, the district has put new structures in place for frequent grade checks with student advisors, expanding their credit recovery programs, and increasing flexibility in course programming with hybrid options.
Postsecondary Success	USD 322 has seen a 3% increase in its Effectiveness Rating and a 5% increase in its Success Average from 2019 to 2022. The system has a five-year success average of 64.3% and the effective average is 60.0% which is above the confidence interval of 55.1-57.9%. The district streamlined and reevaluated its focus on in-house CTE programming, the IPS process, and partnerships developed with Highland Community College and the Community HealthCare System to provide career-based learning opportunities for students and certificates associated with post-secondary plans.

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

ARC Comment

The system began the cycle with a Needs Assessment Process that involved all staff, student representatives, and community members. A district Strategic Plan was created based on this process. There was great input from all stakeholders. Throughout the improvement cycle, the system shared multiple survey opportunities with staff, students, and community members soliciting their input on what the system is doing and what they would like to see improvement. The school improvement process was shared through public meetings, newsletters, and social media. The System wants to ensure a more focused approach as they continue to involve all stakeholders in the second cycle.

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

ARC Comment

According to the OVT report the system was responsive to feedback from the team and the hair. The team encourages the system to continue ongoing planning with intentionality.

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

ARC Comment

The system followed the KESA process beginning with a Needs Assessment Process that involved all staff, student representatives, and community members. Annual meetings were held with the OVT and the system completed and submitted its System Yearly Update report. A system plan with action steps and goals that drives academic improvement priorities is evident, the system plan is aligned with the local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits are conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

Evidence was provided indicating that the system has in place all Foundational Structures, two active goals, sustainability of the improvement process, Kansas's vision for education and State Board Outcomes, stakeholder involvement, and fidelity of implementation. The system had changes in leadership which impacted them at the beginning of the cycle, however, current leadership and staff have focused on systemic improvement in all areas. Even though the system has some identified areas that are slightly below expectations, the system has already identified those areas and begun planning for methods to address those areas during the next KESA cycle.

Strengths

~Copper Star Recognition for Academically Prepared for Post Secondary
~ Silver Star Recognition for Postsecondary Success
~The fidelity of the KESA process and overall system-wide improvement for students and staff
~Dropout Rate is 0.8% which is below the state rate of 1.4 %
~Ability of the stakeholders in the system to work through the leadership changes and leverage the collective efforts of the team to positively respond to the needs of students and staff.

Challenges

~ Construct SMART Goals that are clear, reachable, meaningful, motivating, and time-bound and utilize qualitative and quantitative data.
~Chronic Absenteeism- Address the root cause of Chronic Absenteeism and develop strategies to improve. The current rate is 33.4% which is above the state average of 25.4%.
~Develop strategies to improve State assessment scores that fall below the state average in ELA across the student population as whole and specific subgroups with continued development and enhancement of the systems MTSS process at all grade levels. Plans are in place to support this focus.

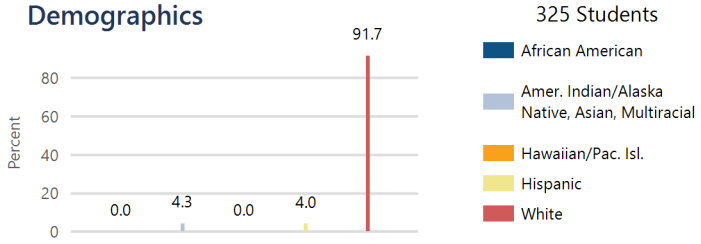
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Onaga-Havensville-Wheaton USD 322

500 High, Onaga, KS 66521
(785) 889-4614
www.usd322.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12**
Superintendent: **Trevor Ashcraft**

Demographics

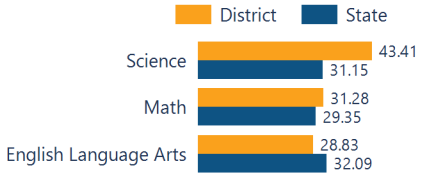


District Kansans Can Star Recognition

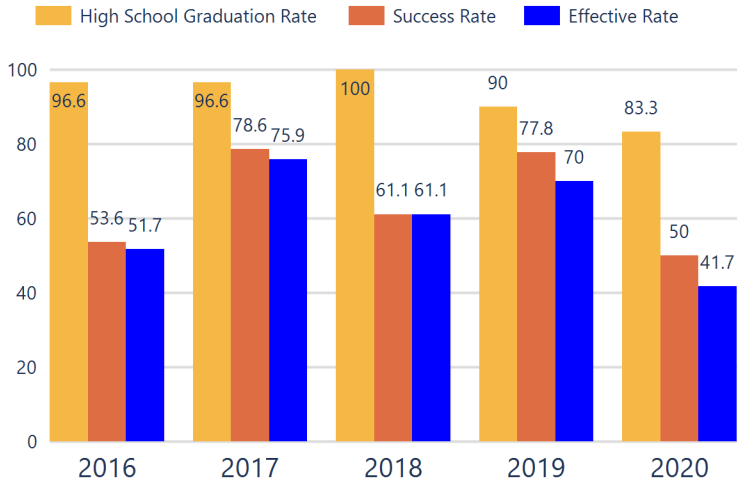
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success		✶		

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
93.3%

Five-Year Success Avg
64.3%

Five-Year Effective Avg
60.0%

95% Confidence Interval for the Predicted Effectiveness Rate
55.1 - 57.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

88.9% State: 89.3

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

91.3% State: 92.1

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

33.4% State: 25.4

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.

0.8% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,753
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Onaga-Havensville-Wheaton USD 322

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.00	17.93	21.15	27.60	31.28	23.68
Level 2	N/A	N/A	N/A	49.03	42.06	32.69	41.10	39.87	32.89
Level 3	N/A	N/A	N/A	23.22	31.72	32.69	23.31	23.31	21.05
Level 4	N/A	N/A	N/A	7.74	8.27	13.46	7.97	5.52	22.36

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.05	29.62	16.66	34.78	32.60	40.90
Level 2	N/A	N/A	N/A	54.38	37.03	50.00	39.13	50.00	27.27
Level 3	N/A	N/A	N/A	19.29	27.77	33.33	21.73	15.21	13.63
Level 4	N/A	N/A	N/A	5.26	5.55	0.00	4.34	2.17	18.18

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.16	18.75	N/A	37.93	37.93	50.00
Level 2	N/A	N/A	N/A	45.83	31.25	N/A	34.48	44.82	25.00
Level 3	N/A	N/A	N/A	16.66	43.75	N/A	20.68	10.34	8.33
Level 4	N/A	N/A	N/A	8.33	6.25	N/A	6.89	6.89	16.66

AFRICAN-AMERICAN STUDENTS

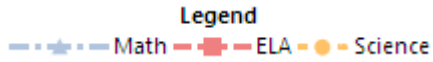
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

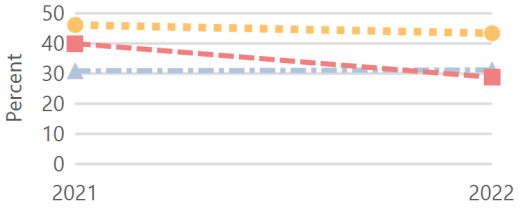
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

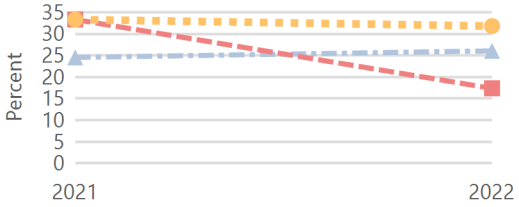
Academically Prepared for Postsecondary Success



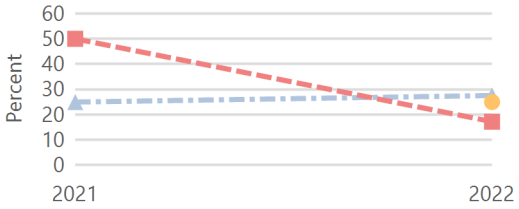
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

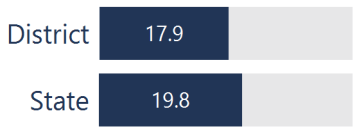
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/24/2023

System: D0331 Kingman - Norwich (0000)

City: Kingman

Superintendent: Kevin Hansford

OVT Chair: Jodi Grover

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.
Tiered Framework of Supports
Beginning with the 21-22 school year, USD331 adopted the RTI process for curriculum and intervention and will have full implementation of RTI (Response to Intervention) for all grade levels in 22-23. The System shows intentional and consistent collaboration among all team members (grade level, reading specialist, title, special ed) to ensure that everyone is on the same page, know the skills students are lacking, decides on the appropriate intervention/extension, as well as a focus on best practice for grade-level core instruction. Time is set aside in the schedules for targeted interventions, remediation, and extension for all students. This includes Tier 2 support (this is centered around grade level support on grade level standards) and Tier 3 support (WIN Time - What I Need) for all students. The System has devoted time and money to training and staff development to implement the RTI process.

Family, Business, and Community Partnerships
USD 331 shows great strength in its partnerships. Connection with the community includes a variety of partnerships that provide students with real-world experiences. Job shadow and work-based learning opportunities have increased for high school students through partnerships with local businesses. They belong to the Kingman Area Chamber of Commerce and publish an article in the monthly Chamber of Commerce newsletter. Future Business Leaders of America has 2 board members sit in on all Chamber of Commerce meetings. USD 331 has implemented a system of rewarding teachers for communicating with parents. Teachers track contacts with parents and if they reach 420 minutes per semester, they are able to earn a day off.

Diversity, Equity, and Access
Through the PLC/RTI process, The System is ensuring that all students have access to high standards and on-grade level instruction. Special education teachers work closely with regular education instructors to provide appropriate accommodations and modifications for students in the general education rooms. All students in K-12 are provided a device for school even if a family can't pay the technology fee. The system provides hot spots for access for families that do not have internet at home. During the 2022-23 school year The System is undergoing an audit of the CTE program for Civil Rights.

Communication and Basic Skills
USD 331 has focused on literacy and getting students reading on grade level. The System has taken an aggressive approach in order to address reading scores concerns. The System added a full-time literacy specialist at each school. A reading consultant from the service center has been contracted to spend 2 days per month in each school doing classroom observations, helping with data analysis, training on reading instruction, co-teaching and more. All classroom teachers and literacy specialists are participating in LETRS training currently. There is a renewed focus on data and analyzing current practice and next steps. This has led to a K-12 ELA adoption that they are working on and plan to implement Fall 2023.

Civic and Social Engagement
Curricula that support the structures in civic and social engagement are somewhat evident. Examples were provided on various opportunities students have to participate in community civic and social engagement. Experience ranges from mock elections, field trips, to honoring veterans on Veterans Day and involvement in community service days.

Physical and Mental Health
USD 331 has a cooperative agreement with the Kingman Healthcare Center. This partnership allows us to share an athletic trainer offering daily office hours and is on the sideline of most of our athletic events. Horizon's Mental Health and USD 331 have a partnership for care workers to visit students at school. At this time all staff have been trained in Mental Health First Aid. USD 331 has a cooperative agreement with the Kingman Healthcare Center. This partnership allows us to share an athletic trainer offering daily office hours and is on the sideline of most of our athletic events. Horizon's Mental Health and USD 331 have a partnership for care workers to visit students at school. At this time all staff have been trained in Mental Health First Aid.

Arts and Cultural Appreciation
All students K-12 have the opportunity to have band, choir and art classes regularly. The System also maintains both vocal and band instruction at both sites for students in kindergarten through 12th grade. Some classes take field trips to the symphony.

Postsecondary and Career Preparation
In 2022-23 the System added a position for Assistant to the Counselor to assist with IPS, job shadowing, internships, and other career related duties. During seminar students have the opportunity to explore careers through Xello. There are currently 16 pathways for students to choose courses from. High school students have the opportunity to take multiple dual credit classes through various colleges. This System is in a cooperative agreement with Pratt Community College to offer a welding and auto program. Through this program students are able to earn dual credit and industry certifications. Students also have the opportunity to earn their Associates Degree. Students also have the opportunity to attend WSU Tech for dual credit programs which lead to industry certifications. Juniors take the WorkKeys and the ACT annually at no cost to them. Freshmen take the PreACT annually. The System continues to have students each year that earn their CNA certification and work healthcare jobs in the community.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1 - Utilizing the Kansas College and Career Ready Standards, we will increase grade-level readiness and post-secondary success.

Strategies implemented by the System resulted in strides being made in reviewing data and creating a

solid plan in addressing gaps in Math and Reading scores. The System utilizes Aimsweb, NWEA Map, and ACT assessments. In the 2021-22 school year, the System implemented Professional Learning Communities. Ten teachers and administrators were trained and the System added a literacy specialist to each school. The System hired a reading specialist to consult through building site visits and training 2 days per month in each building. They also implemented the RTI process and are in the process of a complete curriculum overhaul for K-12 in 2022-23. Another change included the way instruction to Special Education students was delivered. The System Implemented the use of Interim State Assessments in 3rd-10th grade to help as an instructional tool. The System reported the biggest impact has been the expense of professional learning and added staff such as literacy specialists. The greatest impact on the buildings is the change in curriculum and intervention processes, as well as getting all staff more involved through the Professional Learning Communities model. Most of these changes occurred in the Fall of 2022, therefore the System does not have data to show the improvement they expect to see.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 - Each student develops the social, emotional, and character competencies that promote learning and success in life.
According to the OVT report, USD 331 has struggled to find a consistent tool to give the comparative/growth data needed to show student growth. The System tracks data from the behavior room which shows the number of students assigned ISS, behavior incidents, upset students, etc. The System also uses student connectedness data to view the perception of having a trusted adult in the school. Data over the five-year period shows an average of 93% of the student body has a positive relationship with one or more staff members. The data beginning to be gathered is tracked monthly. The System purchased PASS to administer three times per year revealing areas below the 70% in which the System can target. As a newer process, the System in the infant stages or reviewing and addressing the gaps.

The System took the initiative in hiring professional staff, invested in programs, and deliberately planned training for all staff to support their goals. The System added a full-time counselor and a full-time counseling assistant. The System provided Mental Health first aid for all staff. Through BIST, social expectations are taught. Then they assist students who need extra support by utilizing the safety seat and buddy room to practice skills of self-regulation. Purpose Prep (K-12 SEL Curriculum) is taught across all levels. For Tier 2 USD 331 utilizes Flock Talks. They measure each student based on the SOAR Matrix (self-control, on-task, achievement, & respect). Based on the teachers' and students' self-ratings, they participate in small groups led by teachers using an evidenced-based curriculum. The System implemented bullying groups for specific areas of concern. There are BIST small groups for social/emotional and executive functioning skills in elementary and high school.

For Tier 3 the System individualized BIST and RTI plans, one-on-one meetings with counselors, and referrals to outside agencies for additional services. The System is currently piloting a Recovery Room at KES to assist with dysregulation and behavior support. The high schools have implemented flexible scheduling that accommodates more student needs. This involves modified attendance requirements. Students can be full-time in person, or hybrid, and we have multiple scenarios that students may take advantage of if a full-time in-person schedule is not what is best for them.

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

According to the OVT, the Board of Education has supported allocating a lot of financial and staffing resources to improvement. The System added staff based on assessment results (4 literacy specialists, 1 literacy intern, an elementary art teacher, and one counselor assistant to help with postsecondary success). The System reallocated budgets to allow for literacy specialist resources, library books, etc. Administrators have a renewed focus on walk-throughs to ensure the implementation of the school improvement initiatives. To make this process easier, some staff have been given tablets. Literacy specialists have them also. Data indicated (and teachers supported) a lack of consistent resources for K-12 ELA. The System is in the process of a full K-12 implementation for the new ELA curriculum and a 5th-12th math curriculum.

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

All State Board Outcomes are addressed by the System.

Board Outcomes

Social-Emotional Growth	According to the OVT, the System has prioritized social-emotional growth with both resources and staff. The System gives connectedness surveys to all students to track social-emotional needs. In 2019-2020 the System purchased a new social-emotional curriculum called Purpose Prep for all students in grades K-12. Throughout the cycle, the System listened to feedback from students and staff. This is not as effective as the System had hoped, so the System is implementing a new program in 2023-24. Staff additions include an additional counselor, a counseling assistant, and a registered nurse. Training for staff includes mental health first aid, trauma-informed training, and BIST training. The System has just invested in PASS, an assessment tool.
Kindergarten Readiness	For the duration of the USD 331 cycle, 100% of students take the Ages & Stages Questionnaires (ASQ) annually. The System implemented home visits for teachers to collect data for the ASQ. The System struggles with how to utilize the data because they feel it doesn't provide all the data needed. The System is exploring further training on how to analyze and use the data to the best of USD 331 ability. After careful analysis of USD 331 data, the System determined a need for a Parents As Teachers program to target birth to age 3 children. The System has applied for the PAT grant. Through earlier intervention, the System can better serve the needs of USD 331 students and families. Even at the preschool and kindergarten level, the System has implemented USD 331 RTI process utilizing tiered supports.

Individual Plans of Study	Throughout the cycle, the System has provided staff development so that Parent Teacher Conferences are now student-led and are centered around a student's IPS. During the Spring set of conferences, portfolios are shared with parents. All students use Xello and this exposes them to colleges/universities, and trade/career training options. In 2022-23 the System added a staff member to assist the counselors with the implementation of the IPS, job shadowing, and internships. The System offers opportunities for students to participate in programs at Pratt Community College and WSU Tech. The System also implemented flexible scheduling that accommodates more student needs. This can even involve modified attendance requirements. Students can be full-time in-person, or hybrid, and the System has multiple scenarios that students may take advantage of if a full-time in-person schedule is not what is best for them.
High School Graduation Rate	USD 331 rate was steadily increasing until 2018. That year USD 331 virtual school changed from a program to its own school. Adding the virtual school numbers into the formula dropped USD 331 average quite a bit. This has had a major impact on USD 331 System rate overall. In the last year, the System has made significant changes to USD 331 virtual program. Students can now be full-time in-person, full-time virtual, or in a hybrid model. The System has many students taking advantage of all kinds of alternate paths. USD 331 virtual program is available for students in 6th grade through adults. Classes are free of charge and the System also provides a computer. School-aged students who attend virtually now have the opportunity to participate in graduation, prom, and other special events. All of these options help USD 331 keep more students connected and on the path to success and graduation. In the next cycle, the System will continue focusing on educating students and parents about the many ways to earn credits.

Postsecondary Success	From 2018-2019 the System has seen an increase in postsecondary success rate. In 2021 USD 331 graduation rate dropped, which will automatically reflect on the effective rate. During the 20-21 school year the USD 331 virtual school had record high enrollment. Many of the students that elected to enroll virtually were not on track to graduate before Covid. The System also had many students opt to stay home rather than enroll in post-secondary institutions due to all the uncertainty with Covid. The new counseling assistant position (added in 22-23) focuses on IPS, pathway completers, and just more information to students and parents in general. In the last 2 years, the System has implemented total curriculum re-write and alignment, completely revamped the system with RTI, new intervention times at each level, added literacy specialists including special education students, and interim state assessments for better preparation in hopes of increasing student success.

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

ARC Comment

The System stakeholders included Site Council, the local Chamber, and a variety of groups to continually gain information on how to prepare students for the workforce. Working with local partners and business built their internship program. The System has reworked USD 331 Crisis Team to include local police and a mental health worker from USD 331 community. Throughout the cycle, the System has been including more student input in many areas of decision-making. This tends to be more older students. In the next cycle, the System will be focusing on getting more input from younger students. The Site Council meetings at all buildings are back to in-person.

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

ARC Comment

According to the OVT and Systems reports, the System has followed the KESA process with an expected level of fidelity. During the first year of the cycle, Kingman came into the process at Year 3. After presenting the information to the OVT the OVT suggested moving back to year 2 and utilizing the data collection from the current year. This was received well and they slowed down a bit and took this process seriously making great strides in this cycle.

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

ARC Comment

According to the OVT and Systems reports, the System has followed the KESA process with an expected level of fidelity. During the first year of the cycle, Kingman came into the process at Year 3. After presenting the information to the OVT the OVT suggested moving back to year 2 and utilizing the data collection from the current year. This was received well and they slowed down a bit and took this process seriously making great strides in this cycle.

ARC Recommendation

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

Justification

The System has embraced the continuous improvement practice of KSEA and made significate changes in policies and practices over the 5-year cycle. They have provided evidence that they will continue to make changes based on feedback from staff and stakeholders. Reports from the OVT and the System indicated their strengths and weakness. The System received a Copper Star in the System Kansans Can Star Recognition for Postsecondary Success. The five-Year Graduation Avg is 90.1%, Five-Year Success Avg is 57.4%, Five-Year Effective Avg is 51.7%, and the Confidence Interval for the Predicted Effectiveness Rate is 53.6 - 56.1%. State Test score data reflects some growth and decline in areas.

Strengths

The System has had major staff changes and reorganization enabling them to follow through with the process over the System and multiple buildings. Being intentional with training all staff and giving them the tools to be successful to meet the goals. The System shows strength in staff empowerment through leadership teams, literacy coaches, and gaining staff knowledge through one-on-one training.
The System has already started identifying the gaps and making plans for improvement for compiling the data for one central location. Strides have been made to strategically tie together the conversation with stakeholders, teachers, and students.

Challenges

The System recognizes that it needs to improve the postsecondary success rate and will continue to work in this area. The System needs to focus on the need for curricula that support the structures in communication and basic skills in all subject areas and continue working on state assessment data to increase all areas. Continue the collection of data to support the implementation of strategies to support goals. Write developed quantitative and qualitative measurable goal statements based on a needs assessment that impacts student learning.

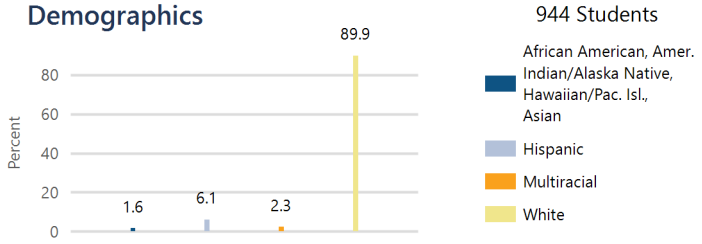
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Kingman - Norwich USD 331

115 North Main Street, Kingman, KS 67068
(620) 532-3134
http://www.knusd331.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Kevin Hansford**

Demographics

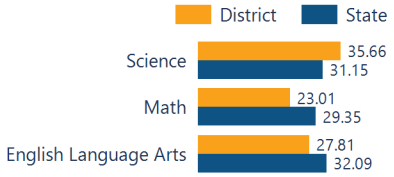


District Kansans Can Star Recognition

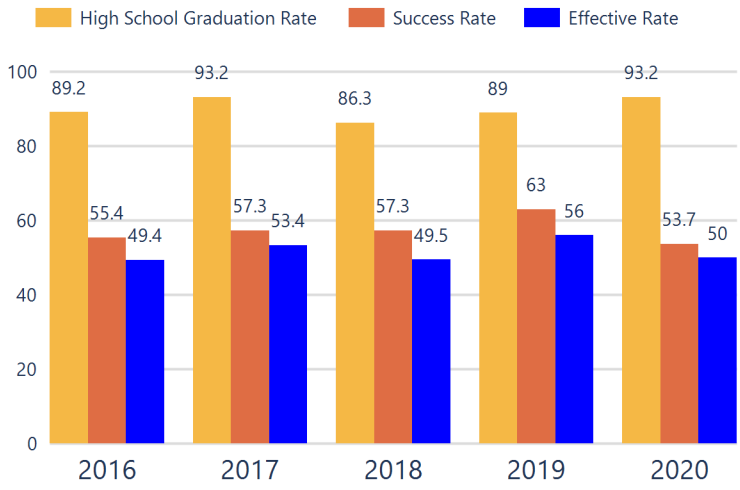
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

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
90.1%

Five-Year Success Avg
57.4%

Five-Year Effective Avg
51.7%

95% Confidence Interval for the Predicted Effectiveness Rate
53.6 - 56.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

90.0% State: 89.3

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

92.3% State: 92.1

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

26.5% State: 25.4

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.

1.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,635
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Kingman - Norwich USD 331

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.02	38.29	40.10	40.52	38.12	34.59
Level 2	N/A	N/A	N/A	35.99	32.19	28.93	36.45	34.05	29.72
Level 3	N/A	N/A	N/A	16.66	24.14	21.82	18.22	22.30	18.91
Level 4	N/A	N/A	N/A	5.31	5.36	9.13	4.79	5.51	16.75

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.60	47.15	45.20	51.94	39.86	45.16
Level 2	N/A	N/A	N/A	33.51	26.70	27.39	29.22	33.33	19.35
Level 3	N/A	N/A	N/A	13.96	23.29	16.43	13.63	18.95	20.96
Level 4	N/A	N/A	N/A	3.91	2.84	10.95	5.19	7.84	14.51

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.44	58.22	57.57	71.08	69.13	46.15
Level 2	N/A	N/A	N/A	27.71	26.58	24.24	20.48	23.45	34.61
Level 3	N/A	N/A	N/A	8.43	12.65	15.15	7.22	7.40	11.53
Level 4	N/A	N/A	N/A	2.40	2.53	3.03	1.20	0.00	7.69

AFRICAN-AMERICAN STUDENTS

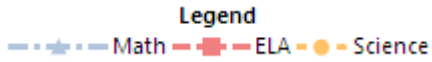
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

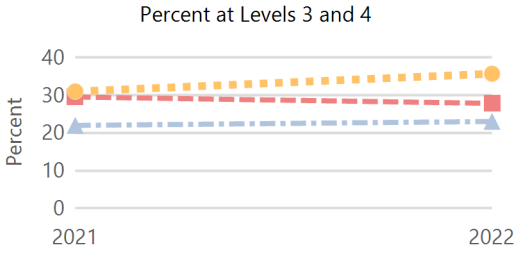
HISPANIC STUDENTS

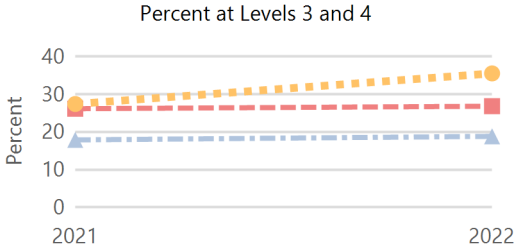
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.53	65.38	69.23	64.00	68.00	N/A
Level 2	N/A	N/A	N/A	34.61	26.92	23.07	24.00	28.00	N/A
Level 3	N/A	N/A	N/A	3.84	7.69	7.69	12.00	4.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	N/A

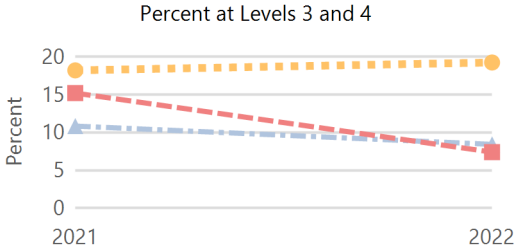
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



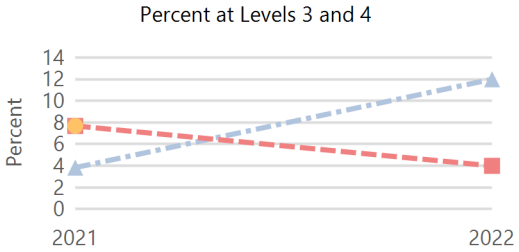






Percent at Levels 3 and 4

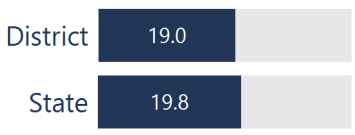
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/21/2023

System: D0336 Holton (0000)

City: Holton

Superintendent: Bob Davies

OVT Chair: Jennifer Gatz

Executive Summary/AFI

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

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Tiered Framework of Supports: When the cycle began, the district's tiered system of support was fragmented throughout the district. The district was only able to support elementary and middle school students needing tier 3. During the cycle, the district restructured its MTSS system K-12 for reading and math. As a result of these improvements, the district increased the percentage of students meeting the benchmark (according to the local assessment – FastBridge) from 61% to 66% in reading and from 60% to 64% in math in a very short amount of time (Fall 2021 - Winter 2022). Not only have they made positive gains based on screening data, but they have also witnessed growth in their progress monitoring scores. On average 95 - 97% of their tier 3 learners have shown improvements within their progress monitoring data.

Family, Business, and Community Partnerships: The district has always had strong family, community, and business partnerships as reported by the OVT. The district did discover that they were not effectively communicating with or including all stakeholders on the feedback they received on the Family Engagement Survey. Throughout the KESA cycle USD 336 implemented or improved several family-school partnerships including developing a District Site Council, a Superintendent Council, Building Site Councils, Building Leadership Teams, partnering with multiple local businesses to support the Behavioral MTSS at HES, and bringing RealityU to the middle and high school. They also began utilizing multiple surveys to gather feedback from stakeholders.

Diversity, Equity, and Access: During the KESA cycle (2017-2023) the district uncovered some shortcomings related to diversity, equity, and access which included: not adequately providing full access to content for all learners; not providing sufficient instruction for EL learners; not providing accessible communication to the parents of the EL learners; needing more social/emotional support for those in crisis; and needing additional opportunities for all students to succeed. As a result of these findings, the district hired a district EL coordinator. This hire has been extremely effective primarily because of the employees' background working with EL students and families. Additionally, the district has utilized technology to increase student access to content and improved communication with families.

Communication and Basic Skills: Throughout their first KESA cycle, the district received feedback from parents and staff members on the Family Engagement Survey that “effective communication” was lacking. Reflecting upon that data, they implemented several communication platforms. Additionally,

they added a variety of "parent nights" in order to inform the community of curriculum changes as well as implement "intruder crisis plans and simulations". To improve communication within the school they added "teaming and PLCs" to their schedules.

Civic and Social Engagement: The district has reinstated some community engagement activities and created new opportunities for students to engage with the community through activities such as Honor Flight trips to Washington D.C. with veterans and a reconstructed Summer School program to include more community involvement such as the Beck Bookman Library.

Physical and Mental Health: After the Covid pandemic, the district altered physical education classes, and extracurricular activities, and consistently addressed the mental stress of students and staff. They added activities to support physical and mental health. In the area of physical health, they received a grant through KAYS for a walking/exercise path, created a district wellness committee, and started to implement class Brain Boost time for grades K-5. The district consistently monitors the Kansas Communities that Cares Survey (KCTC) to identify mental health issues.

Arts and Cultural Appreciation: The district provides courses at all levels for the arts both performing and visual.

Postsecondary and Career Preparation: During this KESA cycle the district worked toward the goal of every student having the opportunity to choose their own postsecondary path. According to the Postsecondary Effectiveness Report, the high school graduation rate has rebounded from a dip of 84.5% in 2018 to 91.6% in 2020 for an average of 90.3% over five years. The five-year success average increased from 58.3% in 2018 to 61.8% in 2020, and the five-year effective rate increased from 49.3% in 2018 to 56.6% in 2020. It is estimated that it will be up to 93.8% by the 2022 Dropout Graduation Summary Report (DGSR).

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1: By spring 2023, USD 336 will annually host 15 Family-School Partnership events with a focus on increasing the participation rate.

Due to the Family Engagement Survey results, it was evident that USD 336 was not effectively communicating with nor including all of its stakeholders. The two lowest categories each year (2018 to 2022) were "Effective Communication" and "Community Involvement." Therefore, during the first KESA cycle, they targeted this area as one of the goals to improve Family-School Partnerships. Making family engagement a priority, the district far surpassed this goal with more than 15 family-school partnership events. This goal helped them look at different ways to engage stakeholders with the implementation of new events, such as math nights, the intruder informational events, and the implementation of a new volunteer reading program at the elementary level.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2: By spring 2023, USD 336 will collectively increase the district's tier one learners by 10% (61% to 71% as measured by the district's local assessment (Fastbridge).

At the beginning of this KESA cycle, the district was still utilizing NWEA (MAP) and DIBELS as their local assessments. Beginning in the fall of 2019, the district changed the local assessment to FastBridge because it assessed reading, math, and social-emotional skills. Therefore, during the last three years (2019-2023), the lowest percentage of tier-one learners as a district was 61% in reading and 60% in

math. As a result of the change in assessments and a focus on MTSS, all staff in USD 336 have learned and continue to learn how to analyze data more critically and effectively. They also learned how to assess student learning with purpose and meaning. In doing so, as a district, they have increased their tier one learners to 66% in reading and 64% in math in a very short amount of time (from fall 2021 to winter 2022). Not only have they made positive gains in those areas, but they also reported an average of 95 - 97% of tier 3 learners improving within their progress monitoring data.

The system has not reached its goal of 71% as of 2022 winter benchmark assessments, but they are heading in a positive direction with more clarity about developing real goals (targets) and how to get there.

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 added new positions such as reading interventionist for grades 6-12. Also, the system added an EL Coordinator for grades K-12. The system improved the MTSS structure.

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

ARC Comment

USD 336 utilized data to evaluate and reflect on their ability to help students be prepared as 21st Century Learners. By collecting, analyzing, and reflecting on their practices, they are better equipped to make the changes needed to improve their students' educational experience.

Board Outcomes

Social-Emotional Growth	Each building reported the social-emotional data from SAEBRS using FastBridge and compared it to records of detentions, ISS, and OSS data. The high school SAEBRS data indicated students' low-risk percentage ratings are improving while the high-risk percentage is maintaining a low rate of 2-3% in the last two years. The middle school data indicated that during the years they had a higher participation rate in the completion of the SAEBRS survey; they also had lower numbers in detentions, ISS, and OSS rates. The elementary building reported staff using the "conduct card" which is a behavior management system reporting both positive and negative behavior of each student K-5 with more fidelity (100% participation) during this last year than in the previous two years.

Kindergarten Readiness	During the first KESA cycle, the district's kindergarten team along with administration facilitated the ASQ-2 and ASQ-3 surveys. During the years between 2018-19 and 2019-20, the participation rate was 87% and 73% respectively. During the 2020-21 year, the district did not administer the surveys due to the consistent interruptions of the COVID pandemic. During the last two school years (2021-22) and (2022-23), the participation rate has steadily declined to 70% and 31% respectively. Although the percentage of "concern" and "monitoring" are not very high, the decline in participation among parents completing the ASQ-2 and ASQ-3 for the past two years is concerning. The district is currently researching and learning about Play-Based instruction with guidance from Andrea Scott (Greenbush) and Amanda Peterson (KSDE). They are just beginning the process of restructuring their early learning programs and instructional practices in the classrooms for their youngest learners.
Individual Plans of Study	During the KESA cycle, the system has expanded its IPS process to include middle school students. Grades 6-8 utilize Xello for interest surveys, career pathway exploration, and full-day job shadowing. Grades 9-12 counselors facilitate planning for each student's IPS. In grades 9-12, the students create a resume but also have the opportunity to be part of several career pathways.
High School Graduation Rate	During the first KESA cycle (2017 - 2023), the USD 336 graduation rate dropped significantly (10%) from 2017 to 2018. However, since 2018, the rate steadily increased each year (84.5% to 86.3% to 91.6%). The district estimates the rate to be up to 93.8% by the 2022 Dropout Graduation Summary Report (DGSR).
Postsecondary Success	While analyzing postsecondary data throughout the entire KESA cycle, the district noticed its highest percentages in 2016 and 2017. They attributed the significant dip they saw in 2018 and 2019 as a result of an influx of high school-aged individuals lacking an educational foundation and English language skills. This data began to rebound in 2020 in response to an increase in collaboration with each individual student about their goals. USD 336 began to collectively help each student develop a plan which can be adjusted as necessary.

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

ARC Comment

The district gathers feedback from all stakeholders through surveys as well as multiple opportunities to meet through academic nights, financial aid nights, site councils, etc.

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

ARC Comment

As a district, they understood and agreed upon the recommendations and/or suggestions given by the

Outside Visiting Team (OVT) during the KESA cycle. The main adjustment was the suggestion to change the current goals into SMART goals during the cycle; however, they completely agreed and made the necessary adjustments. By doing so, the improvement process was much more targeted and meaningful.

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

ARC Comment

A strength of the system is the dedicated people working toward the same goal and willing to adjust based on the analysis of the data.

ARC Recommendation

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

Justification

The system met all the areas during the cycle. The system adjusted its process throughout as needed based on the data that was collected.

Strengths

Creating a Growth-Mindset environment within the staff and the students
Utilizing data to drive and guide decisions
Making significant system changes for the betterment of the students
A dedicated team working together to achieve common goals

Graduation rate above the state average and has increased over the last three years after a decline - bronze star
Five-year effective ave in the predicted range
Postsecondary success - copper star
Dropout rate - 0.8%

Challenges

Decide upon the surveys as well as how to gather feedback at the same time of year for the same amount of time (duration)
Administer those surveys each year and then share the data each year with all stakeholders-Establish a long-term strategic plan (over the 5-year KESA cycle); establish the district goals from that strategic plan which include 2 goals for the second KESA cycle; establish building ------goals based on the district goals; establish classroom goals based on the building goals; establish student goals based on the classroom goals.-Communicating all goals to all stakeholders is critical in the improvement of a school system
Establish clear timelines and action plans in order to reach goals established by the district's strategic plan
Maintain current initiatives and continue to measure the effectiveness of implementation

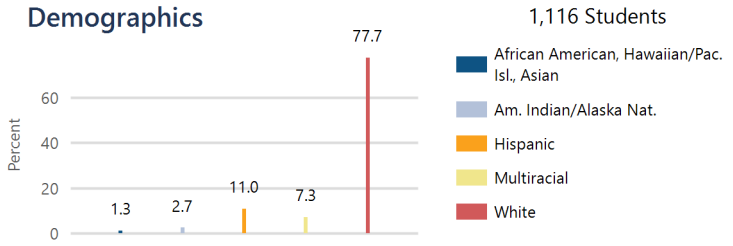
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Holton USD 336

515 Pennsylvania, Holton, KS 66436-1947
(785) 364-3650
www.holtonks.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Bob Davies**

Demographics

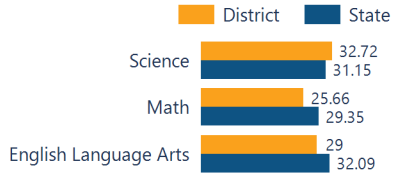


District Kansans Can Star Recognition

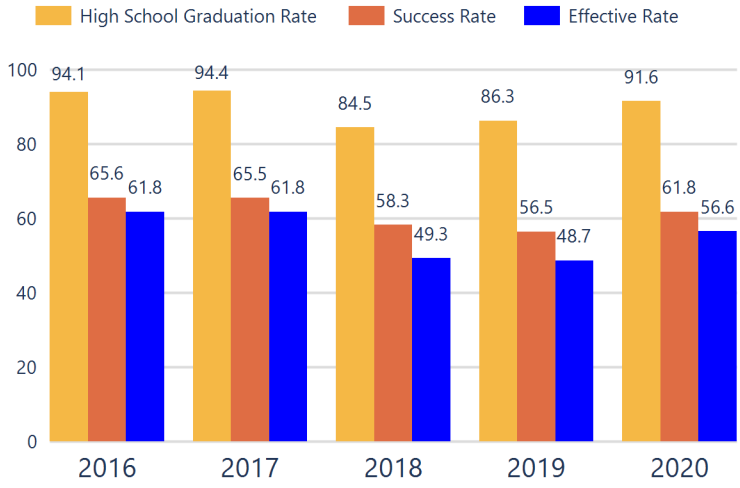
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				✶

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 **90.3%**

Five-Year Success Avg **61.8%**

Five-Year Effective Avg **55.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **55.2 - 57.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

93.8% State: 89.3

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

92.4% State: 92.1

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

22.4% State: 25.4

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.

0.8% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,109
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Holton USD 336

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.06	26.95	26.12	33.07	30.53	34.97
Level 2	N/A	N/A	N/A	40.91	35.18	33.87	41.25	40.45	32.28
Level 3	N/A	N/A	N/A	23.32	30.97	30.20	17.87	24.04	18.38
Level 4	N/A	N/A	N/A	6.69	6.88	9.79	7.79	4.96	14.34

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.32	45.04	46.25	46.26	42.25	44.21
Level 2	N/A	N/A	N/A	38.91	32.67	31.25	38.31	40.84	32.63
Level 3	N/A	N/A	N/A	12.80	18.81	18.75	10.74	14.55	16.84
Level 4	N/A	N/A	N/A	2.95	3.46	3.75	4.67	2.34	6.31

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	65.85	75.60	81.25	68.00	72.00	88.23
Level 2	N/A	N/A	N/A	29.26	19.51	12.50	20.00	14.00	5.88
Level 3	N/A	N/A	N/A	2.43	4.87	6.25	8.00	12.00	0.00
Level 4	N/A	N/A	N/A	2.43	0.00	0.00	4.00	2.00	5.88

AFRICAN-AMERICAN STUDENTS

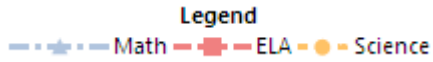
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

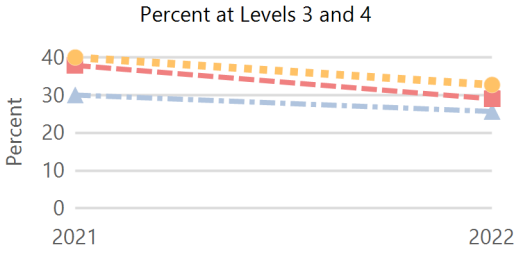
HISPANIC STUDENTS

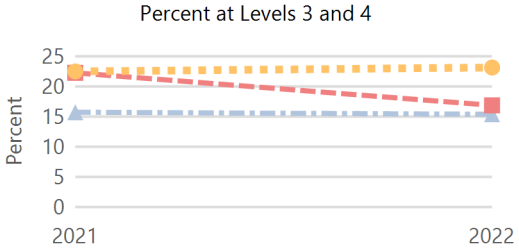
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.88	42.59	34.61	50.94	49.01	40.90
Level 2	N/A	N/A	N/A	42.59	29.62	38.46	33.96	31.37	45.45
Level 3	N/A	N/A	N/A	14.81	20.37	23.07	11.32	15.68	9.09
Level 4	N/A	N/A	N/A	3.70	7.40	3.84	3.77	3.92	4.54

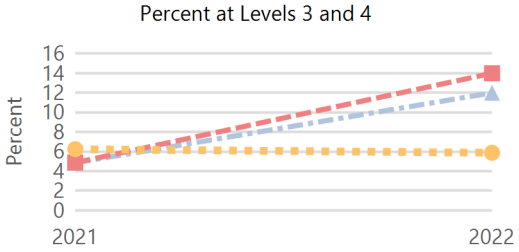
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



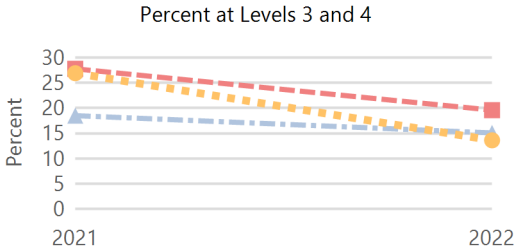






Percent at Levels 3 and 4

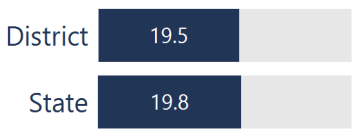
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/21/2023

System: D0341 Oskaloosa Public Schools (0000)

City: Oskaloosa

Superintendent: Mike Mathes

OVT Chair: Vicki Bechard

Executive Summary/AFI

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

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Tiered Framework of Supports: The elementary process is a strength of the district as they began the accreditation process, but has only gotten stronger throughout the cycle as they improved their data, and restructured their assessments and learning opportunities. The secondary re-established their SIT team and made changes in the schedule to add more PLC time to facilitate their work in data analysis and instructional planning to address student intervention needs. This work occurred late in the cycle and is still in development so the evidence of effectiveness will be more apparent going forward.

Family, Business, and Community Partnerships: The district spent the majority of its focus during the cycle on creating BEAR University (Building Education Around Relationships) in order to improve relationships and communication with the community. Their initial offering was successful and generated a lot of interest from the community. The system sought feedback from stakeholders in planning the event and in analyzing its impact after the event. This activity was suspended during the pandemic and when it was resumed, there was generally less interest from the community despite efforts by the school to change the format, provide topics of interest, etc.

Diversity, Equity, and Access: To increase awareness and understanding, the school has invested in professional learning on poverty and trauma, including homelessness; preventing and reporting child abuse; suicide awareness and prevention; and bullying awareness and prevention. They recognize that homelessness is an issue (not necessarily living on the streets but living with others, not at their own home) which impacts attendance, graduation rate, and quality of work.

Communication and Basic Skills: The most significant improvement in communicating with the district parents and patrons came through the increased use of social media and website options for sharing information. In terms of basic skills for students, the elementary has a curriculum for ELA that is supported by additional resources for phonemic awareness and literacy. They are focusing on student voice, an initiative that began in 2021. The high school offers a college public speaking course in the evenings and is expanding the yearbook course to include local journalism where students can write articles to be submitted and printed by the local newspaper.

Civic and Social Engagement: The elementary engages with the community to demonstrate civic responsibility
by conducting a Wax Museum. This year they worked with the local historic site, Old Jefferson Town, to

use their facilities for this event. The Junior High students participate in the School of Economics where they learn to run a business, how to market that business, how the finances work, and to become a leader in this type of setting. The annual Veterans Day program is planned and organized by the Junior Class through their American History class. They invite local veterans to participate and share their experiences with the students.

Physical and Mental Health: The district has adopted FastBridge and SAEBRS to identify, monitor, and apply
interventions for students related to social-emotional behavior and mental health. The elementary has a full-time counselor to support students and staff. The junior/senior high has begun weekly surveys with students about their social-emotional health.

Arts and Cultural Appreciation: The school offers students a variety of fine arts opportunities. There is a high
level of involvement in choir, band, debate, forensics, theater, career and technical organizations, and art. The elementary students receive music and art on a weekly basis.

Postsecondary and Career Preparation: In the elementary, they have a Meaningful Jobs program where students in grades 2-6 can apply for jobs that are posted as a part of their MTSS Tier 1 behavior initiative. Students give up recess time or other independent work time to complete the jobs. At the secondary level, they indicated they did not believe their IPS program was as strong this year as it had been because of the loss of the full-time counselor. They replaced the counselor with a half-time academic advisor. This person
works with every student to help determine their future track. They do feel like these targeted discussions have been good for students however and are getting students pointed in the right direction. The school sponsors a Career Fair from 7-12. The high school career advisor meets with each student to determine their path toward a career. This helps determine courses to take for their four years.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal: USD 341 will move towards providing a student-led learning model through the use of authentic learning, that addresses all Kansas and National standards.

An original part of the district relevance goal was to move toward project-based learning. This was presented to staff in a professional learning session early in the cycle with expectations of immediate implementation on a regular basis. After receiving feedback from the staff on their lack of readiness for this move, and after consulting with the OVT chair, it was determined to revise this portion of the original goal to focus more on understanding what authentic learning was and how that would alter instruction and assessment. Once staff understood what this looked like in terms of utilizing more application of knowledge and skills, this shift began to happen in all classrooms. This understanding of authentic learning also impacted decisions made regarding pathways, coursework, and learning experiences at all building levels. Authentic assessment will also be one of the major focuses in Cycle 2 as this instructional shift occurs.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal: USD 341 will build positive relationships with all stakeholders through the implementation of a district-wide stakeholder engagement program.

The relationship goal emphasized building positive relationships between the school and stakeholders to strengthen engagement in educational efforts. This goal was specific at the district level in their desire to create an informational session, known as BEAR University (Building Education Around Relationships). Each building planned supportive actions that would improve and/or strengthen relationships with parents, community, students, and school personnel.

However, its initial purpose to improve communication seems to have worked as parents and stakeholders now utilize more of the district's resources to communicate and stay informed as noted by the parents and stakeholders in the focus group and with user data referred to by the system.

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

ARC Comment

Oskaloosa Schools have demonstrated a great deal of growth in their understanding of the improvement process and how they implement practices that lead to success.

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

USD 341 is showing growth in all areas.

Board Outcomes

Social-Emotional Growth	• Hired a social worker to help respond to student SEL needs • Increased 2nd step lessons • Began using FastBridge in Fall 2022. This tool has a behavior/SEL screener component that provides data K-12. • TASN work helped identify needs, strategies, and focus interventions. • Positive behavior supports and the MTSS process for behavior are being implemented across the district.
Kindergarten Readiness	The ASQ is given each year to preschool and kindergarten students with 90% participation. This provides good data for the school to understand students entering the system. Concerns are reported by families with the majority reporting no concerns; 25% report one concern, but only 5% report more than one concern. Data received from these surveys are reviewed with parents and kindergarten teachers during the first few weeks of school.

Individual Plans of Study	During the cycle, the IPS process became more individualized. Programming has changed to provide students with more accurate assessments as they seek career information. Student involvement in planning has increased. The academic advisor has focused students in one-on-one conversations that occur throughout the year. Teachers do weekly check-ins with students to support and guide progress when reviewing their plans and hold students accountable for their career planning work to ensure they are on track.
High School Graduation Rate	The most recent Graduation rate is 90.7 for 2022 (the 5-year average is 92% as listed on the 2022 Accountability Report) but they anticipate the graduation rate will dip at the end of this year because of accountability measures initiated after a change in administration/personnel for the 2022-23 school year. Each year Oskaloosa HS is around the state graduation rate; most years higher than the state.
Postsecondary Success	The most recent Accountability Report from 2021-22 shows real growth for Oskaloosa Schools. Their Five Year Success Average is at 53.1%, which is higher than their predictive rate of 45.8-49.0%. The 5-year trend is upward, with a significant increase over the course of the cycle.

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

ARC Comment

Since strengthening relationships with the stakeholders and community was a goal for this cycle, the district became very intentional about seeking feedback in more formal ways. Prior to the accreditation efforts, the school relied on more informal means of obtaining feedback. One of the lessons they learned is that seeking
feedback from a variety of stakeholders and not just the more vocal stakeholder provided a more balanced look at the issue. As they learned to identify what type of data/feedback to seek, then they learned how to analyze this data and use it to inform decisions. Surveys are the most common tool used to gather feedback.

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

ARC Comment

The system has taken the advice of OVT seriously and made changes to its goals and process. Often, the work of the review was interrupted by a random brainstorming session by the DLT. Ideas and thoughts would flow freely.

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

ARC Comment

The system has shown open-mindedness and flexibility as goals and needs shifted and adjusted from data and OVT input. They have been particularly resilient after heavy administration changes this past year. The DLT and board of education stand behind the process and are committed to seeking and developing the needed changes their data shows, or lack thereof. Their staff is willing to put in the time and effort to do the work and remain open to further development.

ARC Recommendation

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

Justification

The system has met the components of the KESA process. The system has demonstrated improvement in student success through its work to address student academic and social-emotional needs, align and adjust curriculum and instruction, use data to drive decisions, and implement appropriate interventions, pathways, and courses.

Strengths

The system has demonstrated improvement in student success through its work to address student academic and social-emotional needs, align and adjust curriculum and instruction, use data to drive decisions, and implement appropriate interventions, pathways, and courses to help students be prepared for postsecondary success. In addition, they have met the third component of accreditation by understanding the KESA/school improvement process and have guided the staff and stakeholders to also understand the kind of work that must be done and made targeted changes to ensure student success.

Challenges

The system needs to continue to embed relationship-building in all the school does going forward. The system has made good strides but it is an ongoing process to build and maintain a culture of learning and support.

The system needs more measurable goals moving into the next cycle. The goals need to be tied to student learning. The system needs to continue to learn more about collecting, analyzing, and using data to inform decisions, assessments, and instruction. This includes qualitative and quantitative data.

Continue work on curriculum alignment.

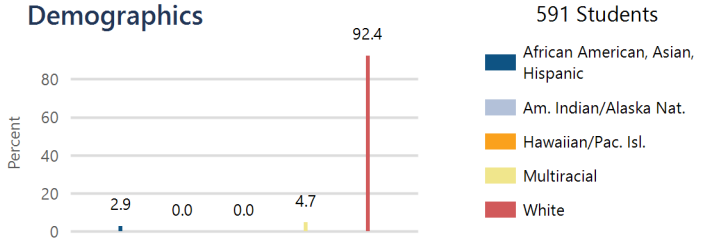
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Oskaloosa Public Schools USD 341

404 Park Street, Oskaloosa, KS 66066-5022
(785) 863-2539
www.usd341.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Mike Mathes**

Demographics

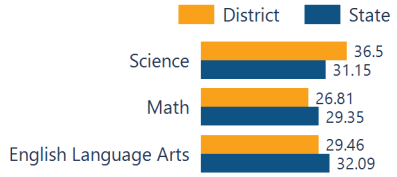


District Kansans Can Star Recognition

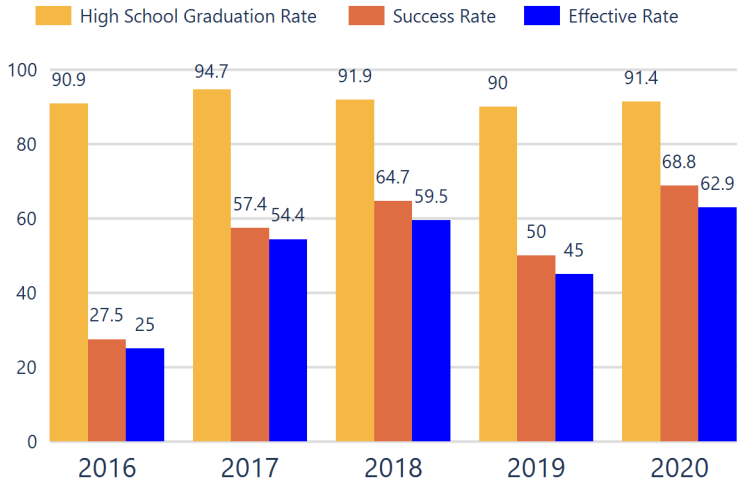
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
92.0%

Five-Year Success Avg
53.1%

Five-Year Effective Avg
48.8%

95% Confidence Interval for the Predicted Effectiveness Rate
45.8 - 49.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

90.7% State: 89.3

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

94.4% State: 92.1

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

13.7% State: 25.4

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.

1.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$16,921
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Oskaloosa Public Schools USD 341

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.65	24.25	38.62	33.44	32.78	39.68
Level 2	N/A	N/A	N/A	36.06	41.04	22.06	39.73	37.74	23.80
Level 3	N/A	N/A	N/A	18.03	26.86	22.06	20.52	23.50	20.63
Level 4	N/A	N/A	N/A	5.24	7.83	17.24	6.29	5.96	15.87

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.07	32.55	45.94	44.36	40.60	53.44
Level 2	N/A	N/A	N/A	33.97	43.41	16.21	38.34	37.59	15.51
Level 3	N/A	N/A	N/A	14.10	21.70	27.02	13.53	21.05	17.24
Level 4	N/A	N/A	N/A	3.84	2.32	10.81	3.75	0.75	13.79

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	66.23	45.23	60.00	65.82	63.29	82.75
Level 2	N/A	N/A	N/A	24.67	35.71	17.14	22.78	26.58	10.34
Level 3	N/A	N/A	N/A	9.09	16.66	22.85	7.59	8.86	6.89
Level 4	N/A	N/A	N/A	0.00	2.38	0.00	3.79	1.26	0.00

AFRICAN-AMERICAN STUDENTS

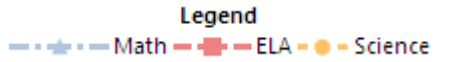
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

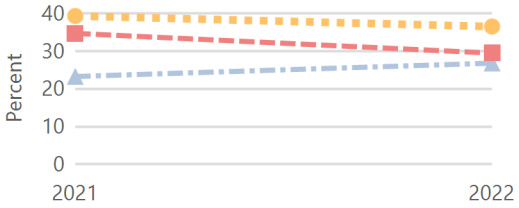
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

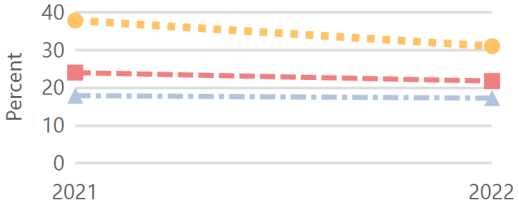
Academically Prepared for Postsecondary Success



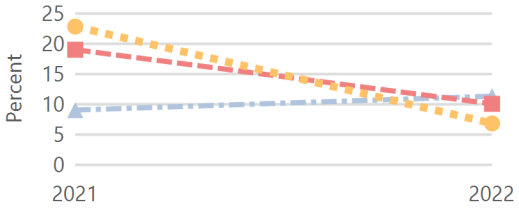
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

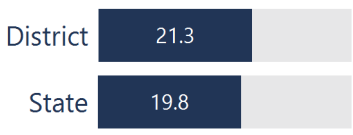
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/10/2023

System: D0342 McLouth (0000)

City: McLouth

Superintendent: Jerome Johnson

OVT Chair: Susan Grey

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered System of Supports:
According to the OVT and system report, the district adopted a tiered system of support to address student needs building on what was already in place at the elementary level. The system uses Fastbridge data to analyze student needs and implement interventions. Fastbridge data from Fall to Winter showed a 77% increase in middle school and high school showed an increase of approximately 80% from Fall to Winter screening. Aimsweb data is also used for benchmark screening and progress monitoring. The system has also added a full-time Title I Reading Teacher and 4 Title paraeducators to support students.

Family, Business and Community Partnerships:
The system's practice of engaging all stakeholders occurs irregularly with some, but not all stakeholders. The system acknowledges that COVID did have an impact on the development of engagement of all stakeholders but feels this area has shown some improvement and is getting back on track. The system has partnerships and engagement through FFA events and activities, Advisory groups, Site Councils, and the local daycare. Secondary data conducted via a survey of parents indicates an overall increase in engagement and communication. The system needs to continue to examine ways to expand business partnerships in surrounding communities if opportunities are limited in the USD 342 area.

Diversity, Equity, and Access:
According to the system and OVT report the middle and high school students have a community group led by the social worker to address and discuss diversity and common ground areas for students. Each advisory group selects a project to implement that helps benefit or support the school or community. The system has implemented a SIT process for discussion of student needs and interventions to support access. During curriculum review and adoption, the system has an established process to make sure diverse populations are represented and addressed and support equal access for all students. Advisory at the Middle School level is developed based on student need, not grade level to support various areas of a variety of middle school students.

Communication and Basic Skills:
According to the OVT and system report, the system focused efforts on enhancing basic skills in ELA instruction across the district. The system hired additional staff in the form of a reading coach, examined and adopted a new curriculum, and provided professional development for all staff in Dyslexia, the science of Reading, LETRS, and multisensory instruction rooted in Orton-Gillingham instruction. The system or OVT report failed to address other structures in place within the system to support and develop overall communication skills in students in USD 342.

Civic and Social Engagement:
According to the system and OVT report the system has curricula that support structures in civic and social engagement that are somewhat evident across the district. All students in K-12 are exposed to social studies curriculum that supports civic and social engagement. Additionally, K-12 students participate in Constitution Day and Kansas Day activities. The PTO organization holds an annual Grandparents Day that all students celebrate along with the student council holding senior citizen lunches and K-12 students participating in the Veteran's Day assembly. The system also has 100% of its middle and high school students participate in a community service project that supports the school and/or local community and the district coordinates projects with local businesses with an emphasis on service learning.

Physical and Mental Health:
The system has daily physical education offerings to all students and physical education, health, and weight offerings at the high school level. At the beginning of the cycle, the system had very limited mental health awareness and support. The system implemented an SEL screener and hired additional staff in the form of a social worker. Additionally, the system has counselors at each level to support student needs and has embedded SEL standards into daily instruction and within their ELA curriculum.

Arts and Cultural Appreciation:
According to the system report, USD 342 has seen growth in this cycle in several areas. The system has increased its offering of art at the elementary level from about every two weeks to approximately every week. The district has committed financial resources to the arts and language programs the system offers to expand those for students and the system is offering drama and theater as course offerings for students and music are offered for all students on a daily basis. The band also continues to be a strong offering and successful program and recently won an award as the KBA State Marching Band Champion.

Post-Secondary Career Preparation:
According to the system and OVT, the system acknowledges that its success rate is lower than it would like to see, but with the implementation of some changes hope to see a positive increase. The system transitioned from Career Cruising to Xello and has weekly advisory time with students to focus on their individual plans of study and exposure to career exploration. The system also Implemented student-led conferences at the elementary and secondary levels. Students within the system also have opportunities to earn industry certificates and internships via Washburn Tech and the Ag Science and Food Science Offerings at the district level. The system tracks its students and indicates that they have approximately 5 students each year that enter the military while several also go work on the family farm or local employment opportunities. The system is also examining ways to expand certificate offerings for students. It is unclear if IPS is in place for students starting in 8th grade.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1 – The McLouth School District will provide a positive and safe environment engaging family and community.

The system conducted a needs assessment and due to a change in demographics in their community, the system focused on relationships due to disconnect and demographic changes identified in the needs assessment. The system conducted a survey with parents regarding connections with staff, positive student/teacher interactions, and overall involvement by their child in school. The data at the elementary remained consistent across the 5-year cycle, however, at the middle and secondary levels the data was stagnant and even showed decreases in parent perceptions over the KESA cycle. The system did recognize this and should continue to focus on engagement at the middle and high school levels. It is recommended that the system do a needs assessment at the middle/secondary level to address relationships with students/families and why there was limited growth in this area and develop a plan for improvement.

The system also implemented student-led conferences in the Spring district-wide. Data at the elementary went from 80% to 92% attendance. Data for secondary was unavailable due to staff turnover, however, it was noted there was a slight increase, and procedures were put in place to track this district-wide.

To address and support school safety the district created a task force consisting of parents, administrators, mental health support staff, and students to examine and revise the district crisis plan. Yearly training provided by KSDE Safe and Secure Schools supported this process for professional development for staff and district-level staff informed the community of the steps the district is taking to create a safe environment. Post-Survey data indicated 85% of parents feel the school is providing a safe learning environment.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 – McLouth will create and maintain an intentional and systematic curriculum that ensures students are college and career ready.

The system and OVT report indicated the areas targeted by the district were the selection and implementation of research and evidenced-based math and ELA curriculum that aligned with the K-12 Standards. The system developed a process to review the curriculum and then ensure fidelity of implementation and follow through in the classrooms for both ELA and math. Professional development for staff focused on best practices and implementation of LETRS, multisensory and systematic reading instruction, intervention development for struggling students at all grade levels, and the addition of an At-Risk Coordinator for the district. Data indicated the implementation of these various supports and curriculum changes increased from 27% to 60% in math and ELA and trend lines. The system acknowledges a strong dip in 2022 due to one grade level having 80% of students scoring at Level 1 and is working to analyze this area of concern and put them below the state average in ELA and math. Additionally, the district's subgroup population of students with disabilities indicated a dramatic decline in students at levels 3 and 4 from 2020-2022.

Data from the accountability report indicated that over the KESA cycle, the district's Success Rate and overall Effective Average for the district have steadily declined. The system acknowledges some could be attributed to students' post-secondary goal that does not meet the definition of success post-secondary and is utilizing advisory, IPS, Washburn Tech, and local partnerships to support student needs.

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 and OVT have provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long-term sustainability. The system has documented the system's allocation of resources, adjustment policies, and utilizing personnel in a way that fits their school community and educational context.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	The system and OVT report indicate that the district is assessing data and developing a continued plan for growth over the next KESA cycle. The district implements SEL screeners and has developed a behavior intervention team at the K-5 level. Additionally, the district has added staff to support students with a full-time social worker and additional administration to support student needs. The system has also devoted resources towards an At-Risk Coordinator and implementation of Second Step at the elementary and middle school levels. During advisory time for high school, staff work with students on relationship building and have also added a therapy dog to support students' social and emotional needs. Data seemed limited in addressing whether supports were impacting students and the system should focus on data analysis to determine the overall impact.
Kindergarten Readiness	The system indicates it is assessing data and continuing a plan for growth. The system has two preschool options one designed for students with disabilities and the other as an at-risk program for early childhood. The system uses the ASQ-2SE and ASQ-3 for incoming kindergarten students. In 2022 the ASQ-2SE had 70% participation and the ASQ-3 had 60% participation. The system also has monthly Count Your Kid In screenings to identify at-risk criteria and program eligibility for all 3 and 4-year-old students and 21 of 31 total kindergarten students attend a district-offered early childhood program. Additionally, all students in Kindergarten are given the Haggerty phonemic awareness assessment and are given the early reading screening through FastBridge to determine needed interventions.

Individual Plans of Study	The system transitioned from Career Cruising to the use of Xello and has seen a spike in career exploration for students and families. 100% of the students have live portfolios that allow career exploration and selection but support enrollment options in courses at the secondary level. The students review their IPS portfolio during advisory time with their advisory teacher. The counselor also visits with juniors and seniors in addition to their advisory teacher and information is shared with families during student-led conferences.
High School Graduation Rate	McLouth district continues to maintain graduation rates higher than the state average. The district has a 94.7% graduation rate vs. the state average of 89.3%.
Postsecondary Success	The postsecondary effectiveness annual data decreased with a jump in 2018 and then continued to trend down creating a five-year effectiveness average of 48.9%, well below their predicted range of 53.0 - 55.3%. Additionally, chronic absenteeism is above the state average(25.4%) to 33.7%. While the system indicates they have seen growth from the use of Xello, and the live portfolio to expose students to career opportunities, no data was present to support this statement and the district data continues to trend downward with no documented plan on how to address the decline. The district acknowledged that opportunities have decreased from the partnership with Washburn Tech, but no designated plan to support students with trade or industry-recognized certificates if partnerships can't be maintained. In 2018 the system had 10 students, in 2021-1 student, and in 2022-4 students earn industry-recognized certificates.

Areas For Improvement

Comment	
Rationale	
Tasks	
Timeline	04-11-2024
System Response	

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

ARC Comment

Evidence from the System and OVT report indicated that some stakeholder feedback is gathered and progress is shared randomly on improvement in some goal areas. The system shared the KESA process with Building Site Councils, District Site Councils, PTO groups, School boards, and staff through meetings. The system is not fully transparent. Some stakeholder groups are represented and involved in the KESA process. Groups not evident were student groups, community businesses, and populations within the community that may not have students attending school. Some evidence is provided that some stakeholder groups (teachers, parents, administration) provided input to the system with regard to KESA, but other stakeholders were not evident.

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

the accreditation cycle.

ARC Comment

The system and the OVT team indicated that USD 342 was extremely open to feedback provided by their OVT team and implemented suggestions for improvement. The system provided all documents and had open dialogue needed to document the process by KESA.

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

ARC Comment

Evidence exists that the system is reporting to its local board and communities and that reports are completed in a timely manner. The system conducted its needs assessment and developed and implemented a plan to drive student achievement, however, some of the steps implemented have not had the desired results or had a significant impact as anticipated but are taking form. Improvement priorities are evident in the district as indicated by the goals of the system in the KESA cycle and a process to evaluate is evident but is not implemented consistently within the feedback loop with stakeholders. It was acknowledged that the strength of the KESA cycle was the reflection of the process by the system that led to in-depth conversations centered on student improvement. The OVT report also indicated a concern was the time needed to collect and analyze data and the process has become cumbersome for those at the district level.

ARC Recommendation

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

Justification

The system is granted full accreditation for 1 year. While the system addressed all areas of the KESA process and provided evidence indicating the system is focused on providing the best possible learning opportunities for all students that they can there seems to be a disconnect between systems and structures present and its correlation to increased achievement for students. The Five Year Post-Secondary Effectiveness average of 48.9%, is below their predicted range of 53.0 - 55.3%, and effective and success percentages continue to decline with limited to no documentation on how to further address and/or support the decline. Additionally, the system's ELA score is 25.11% 3's & 4's, math 20.74% 3's & 4's, which are lower than the state averages. Most data is either flat or declining in the student subgroup for levels 3 and 4 over three years time in two subject areas and data for the system in the area of math has been below the state average for the last 3 testing cycles. The system needs to address the percentage of students at level 1 in addition to the percentage of Hispanic and students with disabilities in level 1. The system must also address the chronic absenteeism that is above the state average.

Strengths

1. Increased awareness within the system regarding the KESA process and how it coordinates to improve student learning and achievement.
2. Increased focus and data to support student SEL needs in the school environment and the addition of a school social worker to support students
3. Tiered System of Supports District Wide and Additional staff to support student needs

Challenges

1. Staying focused on paying attention to using data to drive decisions
2. Staff Changeover/OVT Team Changeover

The system is recommended for full accreditation for 1 year and at the end of the year cycle the following data points will be reviewed to determine further accreditation in May of 2024:

A. Declining Post-Secondary Effectiveness
Identify the root cause(s) of why this data is low, stagnant, or declining. Identify the level the system intends to reach in this measure in one year and in three years. Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness with data along the path to improving this student outcome and IPS for students and post-secondary supports.
B. Percentage of Students at Level 1, Percentage of Students with Disabilities, and Hispanic Students at Level 1
Identify the root cause(s) of why this data is low, stagnant, or declining.
Identify the level the system intends to reach in this measure in one year and in three years.
Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness along the path to improving this student outcome and why current system and supports are limited in their effectiveness.

C. Chronic Absenteeism
Chronic Absenteeism is above the state average at 33.7%--Examine the correlation between attendance and student performance.

The ARC will review the identified outcome measure(s) in May 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.

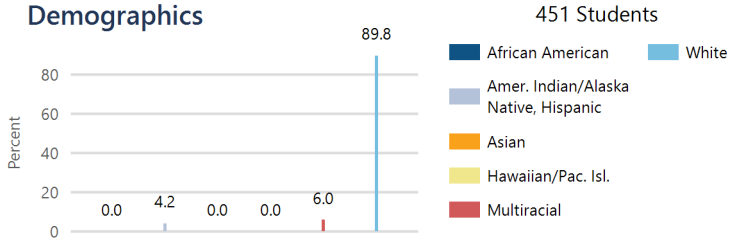
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

McLouth USD 342

217 Summit Street, McLouth, KS 66054-0040
(913) 796-2201
www.mclouth.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Jerome Johnson**

Demographics

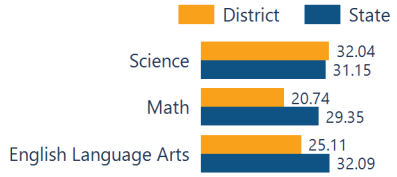


District Kansans Can Star Recognition

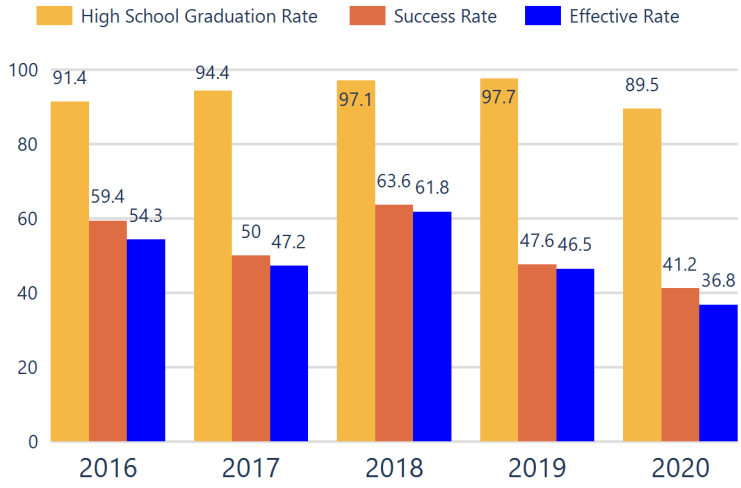
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
94.1%

Five-Year Success Avg
52.0%

Five-Year Effective Avg
48.9%

95% Confidence Interval for the Predicted Effectiveness Rate
53.0 - 55.3%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

94.7% State: 89.3

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

90.6% State: 92.1

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

33.7% State: 25.4

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.

2.8% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$15,777
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

McLouth USD 342

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.84	29.41	31.00	40.09	44.54	33.33
Level 2	N/A	N/A	N/A	44.34	34.75	33.00	39.15	30.33	34.61
Level 3	N/A	N/A	N/A	14.47	27.80	24.00	15.56	17.53	14.10
Level 4	N/A	N/A	N/A	6.33	8.02	12.00	5.18	7.58	17.94

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.42	38.15	38.23	45.88	53.57	42.85
Level 2	N/A	N/A	N/A	41.05	40.78	41.17	37.64	27.38	35.71
Level 3	N/A	N/A	N/A	8.42	17.10	17.64	11.76	16.66	17.85
Level 4	N/A	N/A	N/A	2.10	3.94	2.94	4.70	2.38	3.57

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.53	59.09	66.66	72.00	81.63	56.52
Level 2	N/A	N/A	N/A	30.76	22.72	27.77	24.00	12.24	26.08
Level 3	N/A	N/A	N/A	5.76	18.18	5.55	4.00	6.12	8.69
Level 4	N/A	N/A	N/A	1.92	0.00	0.00	0.00	0.00	8.69

AFRICAN-AMERICAN STUDENTS

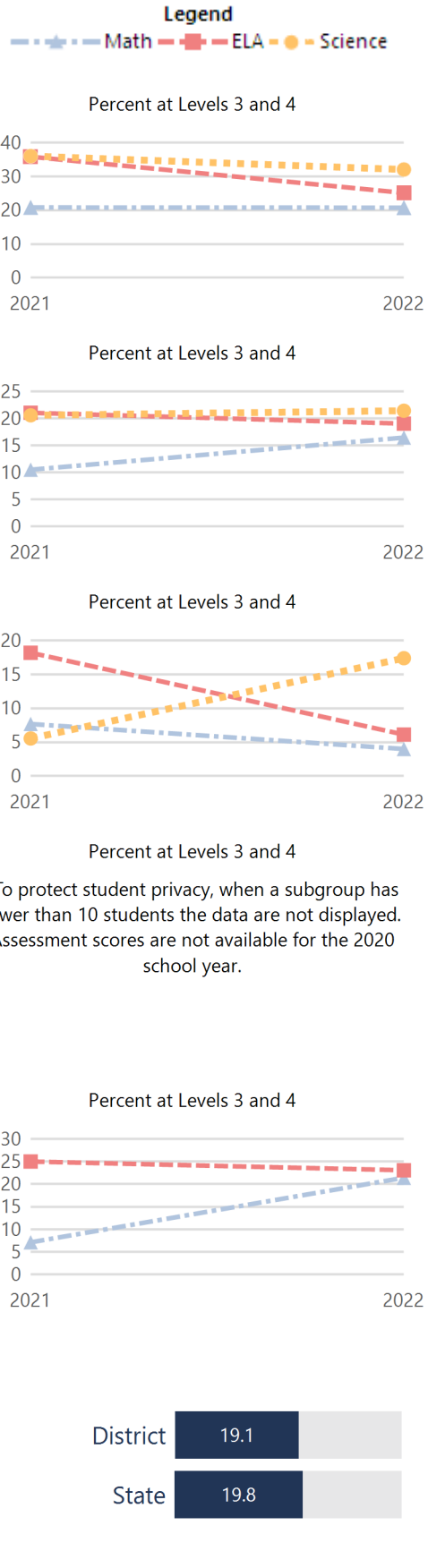
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.14	41.66	N/A	50.00	38.46	N/A
Level 2	N/A	N/A	N/A	35.71	33.33	N/A	28.57	38.46	N/A
Level 3	N/A	N/A	N/A	7.14	25.00	N/A	14.28	15.38	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	7.14	7.69	N/A

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

Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 05/08/2023

System: D0351 Macksville (0000)

City: Macksville

Superintendent: Greg Rinehart

OVT Chair: Mischel Miller

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Support:
The system has a tiered framework of support in place for all students and some data is used to determine student tiers. The system implements screening via FastBridge for reading, math, and social-emotional skills. The student intervention support team complements the primary support provided via general education to identify, evaluate and implement interventions for students. Scores indicated current interventions showed growth and improvement in students. State assessment data will be monitored moving forward with the system goal of moving students from levels one and two, into three and four. The core curriculum needed to be aligned to support students and the math curriculum was implemented this year and next year the district will commit to the ELA curriculum to support instruction and interventions.

Family, Business, and Community Partnerships;
Growth in this area is evidenced by the detailed partnerships outside the school walls, to include using RealityU for 8th and 10th-grade students, as a stepping stone into the engagement of community members and engaging other county schools. Onsite visits to outside community partnerships were evidenced as well by onsite visits, outside speakers, job showing, mentorship, and recruiting students out into the community. Students are working out-of-district in Pratt, Greensburg, and Lewis. The district utilizes online courses for Certified Medical Assistants and Certified Nurse Assistants.

Diversity, Equity and Access:
According to the system and OVT report the district has demonstrated evidence of improved efforts to ensure a culturally responsive environment to provide deeper levels of differentiated instruction. Increased use of activities to
meet individual interests including use of robotics, mechanics 101, and other real-life skill-building activities. Materials, texts, and books are selected to support diverse backgrounds and interests by students. The system also has a full-time Spanish teacher, a bi-lingual English teacher, and many Spanish-speaking paras to support students, families, and cultural responsiveness.

Communication and Basic Skills:
According to the system and OVT report, during the KESA cycle the system enhanced communication by providing students and staff with 1:1 devices and communication opportunities through different social media platforms and incorporated the use of Google Classroom. The system's use of IPS and Xello expanded opportunities for students to research careers and participate in job interviews. The system also expanded communication and basic skills with the community via the incorporation of open houses, family nights and extracurricular activities.

Civic and Social Engagement:
During the cycle, the system worked to build civic partnerships and create opportunities for more civic participation. Data shared shows that their "Father Figure" and "Muffins with Mom," activities are at 100%. The "Father Figure" activity includes building a toolbox with students. Blood drive opportunities increased over time to 15-20 pints of blood at each opportunity, and included a student-led blood drive in the summer. Students, student organizations, and staff engage in a food drive. Student organizations within the system are active with state-level officer positions being held. Student Council runs the "care closet" and community garden. Partnerships between high school athletes and community recreation programs increased during the KESA cycle.

Physical and Mental Health:
According to the system and OVT report the district has implemented Social Emotional Learning through FastBridge to increase awareness of student needs. The data gathered showed a need for telemedicine and there has been an increased emphasis to provide this service for students. A full-time nurse, full-time counselor, and health education curriculum are available for students.

The system has also incorporated "bullet journals," with students to document and learn about mental and physical health and wellness, including mindfulness activities, yoga, and weight training opportunities. The district has increased fitness opportunities from one class to four in the next school year. The district uses the Kansans Can Competency Framework, Second Step, K-8, Harbor Court-grades 7- 8, and Mind Matters during homeroom for students.

Arts and Cultural Appreciation:
Elementary and secondary students are provided art once a week and music and PE daily. A marching band program has recently returned, and they have been performing at football games and competitions. Music and art appreciation are developing over time as well, including a "contemporary band." The district has a Spanish teacher and a bilingual English teacher to increase communication with families. The district has been able to bring Forensics to students as well, and the forensics students have been involved in competition opportunities.

Post-Secondary Career Preparation:
The system and OVT report indicate the district is working to adjust expectations related to the changing job market. The use of Xello helps expose students to a variety of career opportunities. Students work to make resumes, study job applications, and use the Xello lessons to increase awareness about post-secondary opportunities. Staff work to match student interests and opportunities at career fairs and other learning opportunities. Guest speakers are utilized beyond the college reps into the "real world" of work or use virtual reality opportunities. College courses are offered online and certification opportunities exist in welding and agriculture.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal: Utilize data analysis to develop a culture of opportunity by providing initiatives that ensure personal achievement and postsecondary success for all students.

According to the system and OVT report the district increased the number of CTE pathways offered to students along with student participation in those pathways. When the KESA cycle started, the system indicated that it followed the state certification offerings based on the pathways provided for the students and the number of students with certificates demonstrated an increase. As the cycle went on the state removed the certifications the system focused efforts on so the system's numbers in year five dropped considerably. Due to this changeover during the cycle, USD 351 examined alternative ways for students to gain post-secondary success and increased pathways in the process.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal: USD 351 will develop a working relationship with stakeholders that educates and promotes partnerships in inclusive cultures and encourages public engagement in order to enhance the support of our school system.

According to the system and OVT reports, due to Covid restrictions, in the middle of the USD 351 KESA cycle, there was an abrupt stop to all outside engagement activities. In the last year, the district has started to resume planned pre-Covid activities. The community response has been limited, but the system is continuing to work on alternative engagement activities to continue increased participation. During and prior to the COVID restrictions the system increased engagement and relationships within and outside the system by implementing Second Step with students to focus on relationship building, offered Back to School Nights for families, used DoJo to increase communication and partnerships with families, DARE programs, outreach to the community via drives to support local initiatives and needs.

5. Evidence is **generally** 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 works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. The local school board has donated fiscal resources related to technology for students and staff along with financial support for curriculum materials for teachers to utilize for students. Policies and procedures have been implemented regarding individual plans of study for students and additional days have been designated in the school calendar to support professional learning for educators.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	According to the system and OVT report the district implemented social-emotional learning through FastBridge to increase awareness of student needs in this area. The system started with SRSS-IE and switched to FastBridge for better data analysis. The data gathered indicated an increased need for mental health services and there has been an increased emphasis to provide this for students via telemedicine. The system has dedicated resources for a full-time counselor also who implements social-emotional lessons for students along with additional licensed and classified staff to support student needs and interventions. The system also increased social-emotional learning and growth by having teachers incorporate "bullet journals," for students to discuss their need for healthy mental health, including mindfulness activities, yoga, and weight training opportunities. The district shared evidence of the Kansans Can Competency Framework, Second Step for students in K-8 and Harbor Court for students in grades 7-8, and Mind Matters, during homeroom for high school students.
Kindergarten Readiness	During the 5-year KESA cycle, the system has had 100% participation in the ASQ-3 and the ASQ:SE-2 data. The system has made it a priority to contact all parents to allow access to surveys and technology to complete if necessary. Changes that were made throughout the KESA cycle were the 3-year-old program was extended from one afternoon a week to three mornings a week. This change helped communication between early childhood parents. The 4-year-old program is used as peer models during the days that the 3-year-old students attend. FASTBridge data is also used with Kindergarten students to target student needs and address individual needs of students. FastBridge data gathered in the Winter indicated 60% of students are at grade level.
Individual Plans of Study	At the beginning of the cycle, Macksville students did not have an individual plans of study. In year five, the individual plans for grades K-6 include a data folder that follows the student each year, career-based social science curricula, and interest area trips to local businesses to gain knowledge. Every student (7th-12th grade), including special populations, has an IPS. The IPS is reviewed and updated at least once a year. Students complete and analyze interest inventories and strength finders and then align course selection to career interests. Students create a plan of study for five years (middle school through high school) and create an exportable electronic portfolio to house the students' artifacts of work completed during the IPS process. The individual plans for students in grades 7-12, include weekly assignments, daily teacher supports and check-ins, interest surveys, and career development opportunities.
High School Graduation Rate	The district earned a Copper Star in the Kansas State Department of Education recognition system. The district has a 91.3% graduation rate, above the state average. Macksville, a district of 196 students realizes the impact that even two students can impact their graduation rate by 20%.

Postsecondary Success	For the five years documented on the accountability report, the overall postsecondary success data has continued to decrease. During this cycle, the system hired the third junior high/high school principal in three of the 5 years. Macksville has focused on adding pathways to create opportunities for students to receive certificates, however, changes in state-accepted certificates changed and impacted the overall growth in the CTE pathways. Macksville is actively working with local community colleges to be able to provide opportunities for students to gain the correct certificates. Additionally, the system recognizes the need to improve scores on the state assessments for reading, math, and science across the district. Changes to reading and math curriculums, implementations of interventions, and refining the tiered system of supports along with partnering with TASN during the next KESA cycle to improve the system, students, and overall postsecondary data success.

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

ARC Comment

Stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. Community meetings have occurred through CTE Pathway Advisory Committees and this support has helped to develop more pathways to continue in the future. The system has a district-wide site council and health and wellness committee which meets once each semester to provide feedback to the school district. USD 351 also uses perception surveys for staff, students, and stakeholders yearly to provide feedback and direction. Board members are updated during monthly meetings regarding the KESA process and progress.

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

ARC Comment

According to the OVT report, the district team embraced the process as a means of true school improvement. The team responded well to each of the suggestions over the course of the accreditation cycle and implemented each as they were suggested.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists. Current administrative staff have held themselves accountable to work the improvement process, by studying a variety of academic and social-emotional data, working on attendance data, and creating intervention work based on the data. Each of the foundational structures has a staff representative who each year in the cycle, reports on the work in each area.

ARC Recommendation

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

Justification

The system conducted a needs assessment in all required areas, provided evidence of thoughtful planning and efforts in all State Board Outcome areas, and provided growth evidence. The system received the Copper Recognition for the high school graduation rate and received the Challenge Award for its performance on state assessments with a high percentage of students from disadvantaged backgrounds.

Strengths

The strengths of the system are intentionally designed committees to meet the needs and expectations of each of the Foundational Structures of the KESA process. Additionally, the recognition of leadership and staff for making the improvement process of part of what the district incorporates into daily activities. The system has a high attendance rate of 92.2% which is slightly above the state average of 92.1% and the dropout rate is below the state average.

Challenges

1. The system's data indicates a need in the area of academic preparedness for postsecondary. Although system alignment of the curriculum has indicated an increased improvement in postsecondary rates after a decline over two years, it is recommended that the system make intentional efforts to improve state assessment scores. The system has recognized this and has begun to implement strategies and partnerships with TASN to continue in the next KESA cycle.
2. Continuation and further development for specific, data-based targeted interventions for the MTSS process K-12. The system has structures in place and reliable data, however, the system needs to continue to further define and implement interventions and supports for students across the system and with a specific focus on 7-12.
3. The system needs to continue to monitor the chronic absenteeism rate. The current rate is 28.9% which is slightly above the state average of 25.4% and how this rate impacts student performance and achievement.
4. The system is slightly below the state average in post-secondary success, the system recognizes this concern but needs to analyze and develop a systematic plan for continued improvement to support students and post-secondary needs, while managing the challenges of a small school system and staffing.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

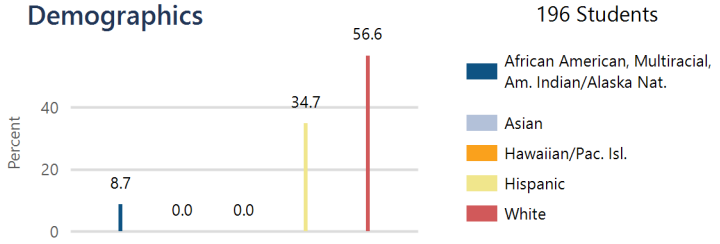
Macksville USD 351

433 N. Gilmore, Macksville, KS 67557
(620) 348-3415
www.usd351.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Greg Rinehart**

Demographics

196 Students

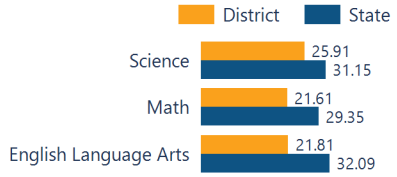


District Kansans Can Star Recognition

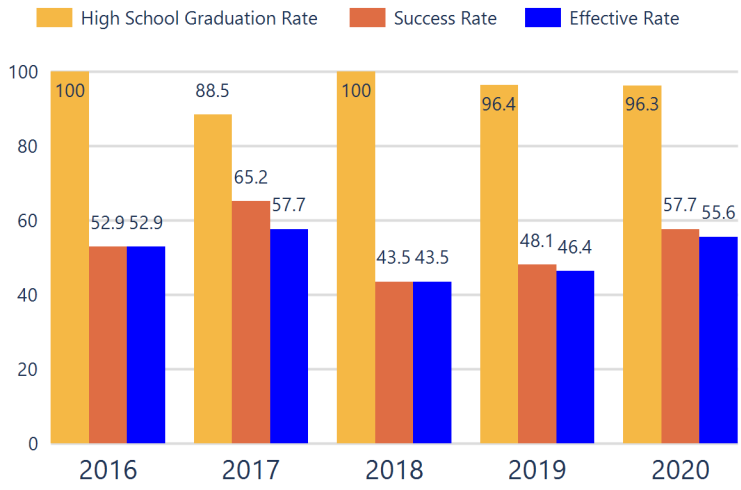
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				✶
Postsecondary Success				

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
95.9%

Five-Year Success Avg
53.4%

Five-Year Effective Avg
51.2%

95% Confidence Interval for the Predicted Effectiveness Rate
52.3 - 55.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

91.3% State: 89.3

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

92.2% State: 92.1

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

28.9% State: 25.4

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.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$25,520
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Macksville USD 351

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.08	38.84	37.50	41.44	45.45	31.48
Level 2	N/A	N/A	N/A	32.78	39.66	29.68	36.93	32.72	42.59
Level 3	N/A	N/A	N/A	14.75	19.00	21.87	15.31	17.27	18.51
Level 4	N/A	N/A	N/A	7.37	2.47	10.93	6.30	4.54	7.40

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.35	47.94	47.61	51.35	55.40	43.75
Level 2	N/A	N/A	N/A	33.78	36.98	28.57	33.78	28.37	34.37
Level 3	N/A	N/A	N/A	10.81	15.06	16.66	9.45	14.86	15.62
Level 4	N/A	N/A	N/A	4.05	0.00	7.14	5.40	1.35	6.25

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	83.33	83.33	75.00	69.56	73.91	50.00
Level 2	N/A	N/A	N/A	10.00	10.00	25.00	21.73	13.04	42.85
Level 3	N/A	N/A	N/A	6.66	6.66	0.00	8.69	8.69	7.14
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.34	0.00

AFRICAN-AMERICAN STUDENTS

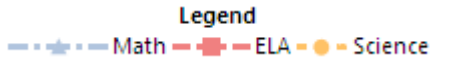
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

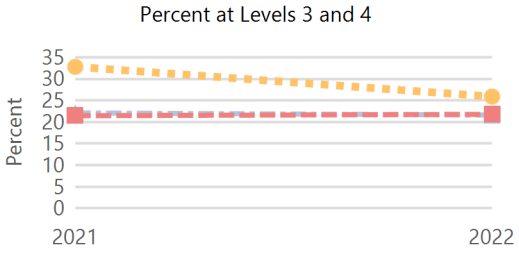
HISPANIC STUDENTS

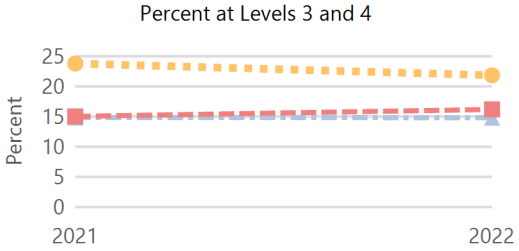
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	67.85	48.14	50.00	44.44	57.14	29.41
Level 2	N/A	N/A	N/A	25.00	44.44	36.36	33.33	25.71	47.05
Level 3	N/A	N/A	N/A	7.14	7.40	9.09	16.66	17.14	17.64
Level 4	N/A	N/A	N/A	0.00	0.00	4.54	5.55	0.00	5.88

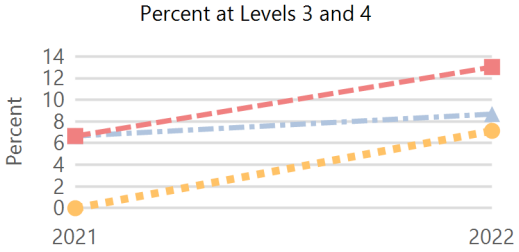
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

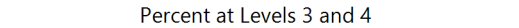
Academically Prepared for Postsecondary Success



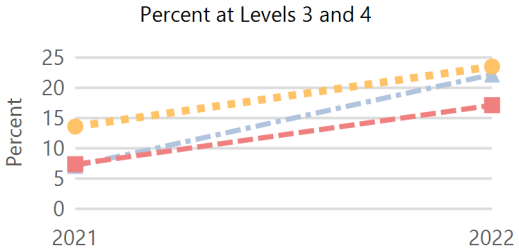








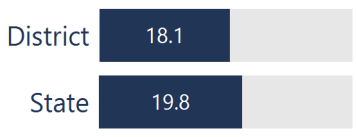
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/24/2023

System: D0355 Ellinwood Public Schools (0000)

City: Ellinwood

Superintendent: Ben Jacobs

OVT Chair: Josh Meyer

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Supports
MTSS at the Elementary school is organized and structured. All students' academics are monitored with Aims Web in reading and math three times a year. Students deemed to be in the yellow zone, receive Title Services through their Title Program for 40 minutes a day. This process also includes an MTSS component in which students' needs are met in a manner consistent with their assessment data.

Tiered supports are not as organized or structured for middle and high schools. At MS/HS all students are monitored with academics through grades, KAP State Assessments, Pre-ACT, and ACT. Each grade is different on assessments per grade due to the fact the System wants students to be assessed on assessments that are important to them while they are learning and growing. The data used to evaluate students include the most current grades as they need to earn credits to keep moving forward toward graduation. Data showing the impact interventions are having on students was not included in the reports.

Family, Business, and Community Partnerships
According to the OVT report, there are great things going on regarding family, business, and community partnerships. The System began the improvement process by looking into what was needed to improve the community, business, and family involvement. The work the System put into connecting with families and the community included parents and families with goal setting, advertising through social media and newsletters about events going on in the schools, implementing the INA Alert text message system, and other family engagement activities. Seesaw, a parent communication tool is used. This is an area of strength for the System.

Diversity, Equity, and Access
USD 355 is relatively homogenous, however, the System has engaged in creating ways that have allowed them to better meet the needs of diverse learners and promote equity across demographics. Efforts have been made to ensure equity across all demographics (gender, race, religion, socioeconomic etc…). Some of these providing a variety of technologies to students, creating new

classes in CTE to reach more varied learners, the maintenance of an MTSS program to meet the needs of learners at all levels, promoting all extra-curricular activities to create deeper connections to students, partnering with the local Ministerial Alliance to provide a unified perspective with the youth group and activity inclusion, and working with parents to ensure all children feel that there is something specifically for them in school every day.

Communication and Basic Skills
Curricula that support the structures in communication and basic skills are somewhat evident. An organized system for basic skills is in place. Students are evaluated with AIMs Web three times a year to test reading comprehension. Elementary students have AR goals to help keep the students reading at their level. At the MS/HS level, they continue to work on reading levels during English class. Students are pushed to read and provide presentations for their English class. The only evaluation for this level is their grade in the class. A speech class is offered for high school students and a myriad of other opportunities to present publicly. MS/HS students use the community library that is connected to the building so they have the opportunity to interact with the community library as well as check out books and do research there.

Civic and Social Engagement
Curricula that support the structures in civic and social engagement are somewhat evident. Activities and curricula are provided for students at all grade levels for civic and
social engagement. The System has increased civic and social engagement for students during the KESA cycle. K-12 students have the opportunity to engage in a variety of community service including a special day of community service. Community services hours are required for graduation.

Physical and Mental Health
Curricula that support the structures in Physical and Mental Health are somewhat evident. System wide they continue to work on the mental and physical health of our students and staff through a variety of activities. K-12 Social emotional curriculum is in place and they have a social & emotional team that meets to create lessons for our SEL activities. They have also hired a full-time family engagement specialist. System-wide they give the following: Kansas Community that Care Survey and GALLUP Data. At the elementary, they also give and use the data from the Behavior Assessment System for Children (BASC).

Arts and Cultural Appreciation
A comprehensive fine arts program is provided for all grade levels with high levels of student participation. At both the elementary and secondary levels, art, vocal, and band are offered. The art department has submitted projects for competition. Vocal and Bands go to competitions and perform concerts as well. A new Art Appreciation class was added this year for students to learn more about the art area as well as learning how to play the guitar. USD 355 received a Performing Arts School of Excellence Award on 09.01.21. Students also have the opportunity to take Culture Trips to various places.

Postsecondary and Career Preparation
Curricula that support the structures in Postsecondary and Career Preparation are evident. The system has coordinated activities for students at all grade levels for career exploration and post-secondary opportunities. At the elementary level, students also complete a basic very basic career inventory in the classroom with the counselor to get them to start thinking about different careers that they may have not thought of or know about before. At the secondary level, students use Xello to explore different careers and keep those in which they have interests saved in a portfolio. Students have access to a free ACT Prep Workshop for all Juniors to get ready for the ACT. Students take interest surveys to see what they are interested in and then research different careers. During parent-teacher conferences, students show their parents/guardians what career fields they have an interest in and what training is needed for that occupation. Other activities students can participate to learn about different post-secondary opportunities include colleges/training visits, internships, FAFSA/ College Planning Night for Parents,

and College Planning Night for Junior and Senior Parents. The System received a Copper System Kansans Can Star Recognition in Postsecondary Success.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Redesign our PTC format to increase parent participation.
By redesigning our PTC format to be a collaborative, goal-setting conversation between staff and caregivers will allow us to develop deeper relationships with all parents who attend, establish a partnership feel and create individualized plans for each student that can be revisited in an ongoing growth cycle.
Data were provided indicating that the system showed large growth in parent participation in conferences, illustrating that parents are more engaged in the education of their children. Data were provided to show an indirect impact of this goal (post-secondary rate is high, graduation rate and ACT scores have increased). The redesign has forced the students to start thinking and planning their future after high school. It also increased conversations at home regarding occupations and their futures. The System has seen an increase in parental satisfaction with a variety of inclusionary activities, and this has allowed for a more conciliatory dialogue to occur between parents and school staff.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal: Improving Social, Emotional, and Character Development (SECD) SECD/SEL instruction
The System added Character Strong and Second Step, hired a family engagement specialist, and added a leadership class at the middle and high levels. BASC data showed a decrease in the percentage of students at the highest risk. BASC data were provided, with only two years of data it is difficult to quantify the impact on the system. This goal is inherently difficult to measure progress. However, strategies are in place and efforts are being made in this area.

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 staff and local school board of education have put a great deal of effort into creating new programs and opportunities for students. Having a stable administrative staff has been a challenge for them to maintain improvement efforts, particularly at the elementary level. They appear to have a supportive board of education and community that will help drive their strategic planning efforts which will help them sustain improvement efforts within the KESA framework.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	At the elementary level, they have implemented a class curriculum for SEL, teachers have a better understanding of SEL skills because of teaching and training, and implemented SOAR groups that have allowed them to identify students who are at-risk. They have improved their communication and partnership with agencies that help serve students by improving their social-emotional needs by hiring additional staff to help connect the pieces together. At the secondary level, the system has added an FES position; SEL curriculum Character Strong; Daily small group advisory period added to the course schedule; Improved communication regarding student SEL needs; Flex Friday choice classes for hobbies or mental health breaks; Implemented Impact class for at-risk students as identified by the counselor, FES, and teachers; SEL training for all staff during in-services. They are looking into purchasing the BASC for the MS/HS to help guide them on what is needed. The System has received significant feedback on practices implemented for staff indicating how much the staff enjoys some of the wellness initiatives (Wellness Wednesday, Popcorn Fridays, and other staff amenities). They believe these actions take some of the edge off of their daily responsibilities.
Kindergarten Readiness	ASQ data is collected but is of little value. They have a church-based preschool partnership, but not their own school-operated preschool. BASC data has shown improvement for kindergarten students. They plan to add another screener at the spring Kindergarten roundup to help identify students' academic needs before starting kindergarten.
Individual Plans of Study	All students in grades five through twelve have an IPS grades 7-12 through Xello. The IPS component begins in the fifth grade with interest, skill, and value inventories to begin determining an appropriate plan for MS/HS, postsecondary, and life. As the child progresses, this IPS is modified as appropriate and necessary. All students in grades 7-12 currently have an IPS. This process is typically facilitated during a PRIDE time (seminar) with a dedicated teacher. Electronic portfolios and senior exit interviews are required of all students.
High School Graduation Rate	The four-year adjusted cohort graduation rate is 84.6% falling below the state average.
Postsecondary Success	The postsecondary effective rate is a bit above the state average and above the predictive rate which theoretically would validate many of their improvement actions. The System wants to expand some horizons regarding additional opportunities to meet the definition of "success" (more school information, additional post-secondary scholarships, more robust internships, etc…). Ideally, increased engagement with a broader array of schools and the establishment of meaningful relationships will occur during the second cycle.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved

during the accreditation cycle.

ARC Comment

Feedback was gained from stakeholders primarily through the System site council and System leadership teams as well as the school teams. These groups consisted of staff, parents, and patrons that would represent various stakeholder constituencies. These groups met once each semester during the five-year cycle to create the goals/action plans, discuss the implementation of the plan and provide data to the process, review, and modify the plan as the cycle progressed, and would receive information from the team that met with the OVT to ensure fidelity to the process.

The annual reports were shared publicly with the Board of Education each year and various aspects of the process were shared with the citizenry at-large through events such as parent-teacher conferences, open houses, and other school activities (Kindergarten Roundup, Newsletter, Social Media, etc...). They appear to have done a reasonably good job of ensuring that all stakeholders were either aware of the general school improvement process or at the very least understood the activities supporting this process.

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

ARC Comment

Conversations and interactions between the leadership team and the OVT team were positive and collaborative. They genuinely wanted honest feedback from the OVT and were receptive to it.

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

ARC Comment

Evidence provided by the System and OVT reports indicated that the System is reporting to their local board and communities. Reports appear to be completed in a timely manner. A system plan was evident however, action steps and goals were not always clear. The System is small with only one school at each level, therefor the buildings have aligned their action plans to the system goals. Improvement priorities and processes for evaluation were evident in most areas. Receiving feedback and using that information appears to be part of their continuous improvement process.

ARC Recommendation

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

Justification

The System has embraced the continuous improvement practice of KSEA and made significate changes in policies and practices over the 5-year cycle. They have provided evidence that they will continue to make changes based on feedback from staff and stakeholders. Reports from the OVT and the System indicated their strengths and weakness. The System received a Copper Star in the System Kansans Can Star Recognition for Postsecondary Success. The five-Year Graduation Avg is 82.2%, Five-Year Success Avg is 64.2%, Five-Year Effective Avg is 52.8%, and the Confidence Interval for the Predicted Effectiveness Rate is 41.9 – 48.1%. State Test score data reflects some growth and decline in areas.

Strengths

The time and resources they put into quality programs for students and families is a definite strength of the System. Copper Award for Postsecondary Success. The System has coordinated activities for students at all grade levels for career exploration and post-secondary opportunities.

Challenges

Continue to analyze state assessment data and identify and implement strategies for root causes of declining scores. Address increasing the graduation rate by developing strategies. Address the high number of chronically absent students by developing strategies and incentives for improving attendance. Organize tiered support structures for the middle and high schools. Continue addressing efforts to improve early education to help with Kindergarten Readiness. Write developed quantitative and qualitative measurable goal statements based on a needs assessment that impacts student learning.

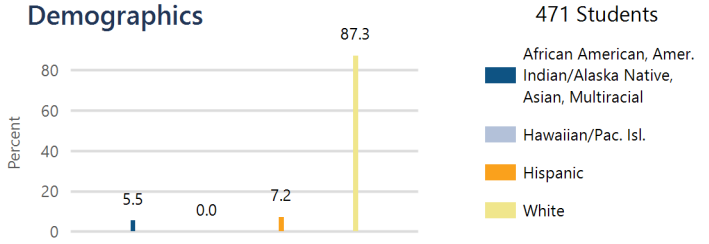
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Ellinwood Public Schools USD 355

300 N. Schiller, Ellinwood, KS 67526
(620) 564-3226
http://www.usd355.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Ben Jacobs**

Demographics

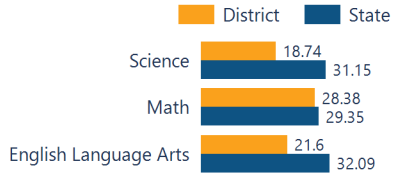


District Kansans Can Star Recognition

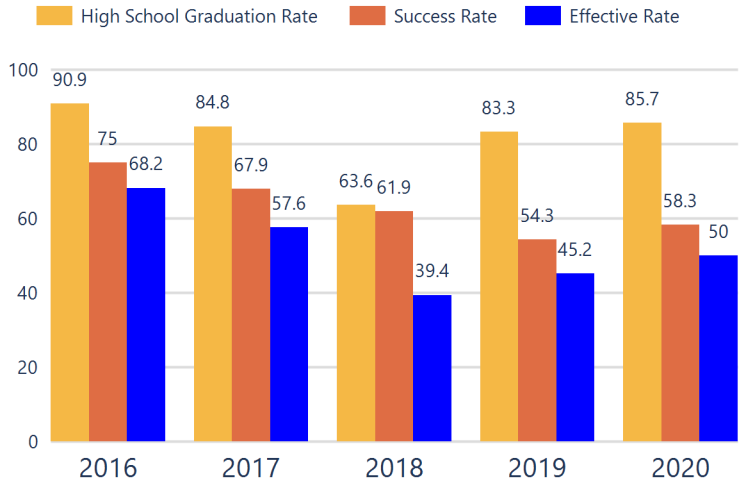
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

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 **82.2%**

Five-Year Success Avg **64.2%**

Five-Year Effective Avg **52.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **41.9 - 48.1%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

84.6% State: 89.3

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

93.1% State: 92.1

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

22.4% State: 25.4

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.

1.3% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$14,859
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Ellinwood Public Schools USD 355

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.80	37.01	43.42	30.93	41.52	57.29
Level 2	N/A	N/A	N/A	36.19	32.21	32.89	40.67	36.86	23.95
Level 3	N/A	N/A	N/A	23.80	24.51	18.42	23.30	17.79	13.54
Level 4	N/A	N/A	N/A	6.19	6.25	5.26	5.08	3.81	5.20

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.36	50.45	50.00	36.60	56.25	71.79
Level 2	N/A	N/A	N/A	37.16	33.33	30.55	43.75	33.03	15.38
Level 3	N/A	N/A	N/A	19.46	13.51	16.66	16.07	10.71	7.69
Level 4	N/A	N/A	N/A	0.00	2.70	2.77	3.57	0.00	5.12

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	66.66	65.21	90.90	56.36	65.45	91.30
Level 2	N/A	N/A	N/A	25.00	23.91	9.09	25.45	20.00	4.34
Level 3	N/A	N/A	N/A	2.08	4.34	0.00	9.09	9.09	4.34
Level 4	N/A	N/A	N/A	6.25	6.52	0.00	9.09	5.45	0.00

AFRICAN-AMERICAN STUDENTS

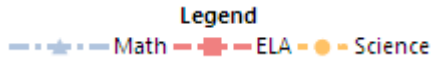
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

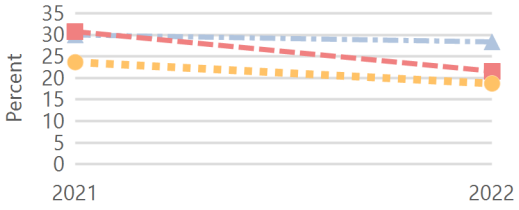
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.82	58.82	N/A	47.36	57.89	N/A
Level 2	N/A	N/A	N/A	23.52	29.41	N/A	42.10	36.84	N/A
Level 3	N/A	N/A	N/A	17.64	11.76	N/A	10.52	5.26	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

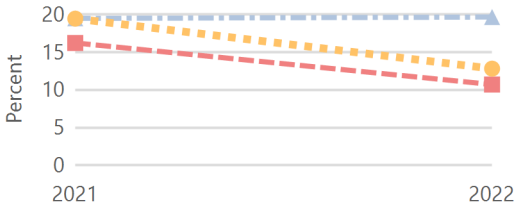
Academically Prepared for Postsecondary Success



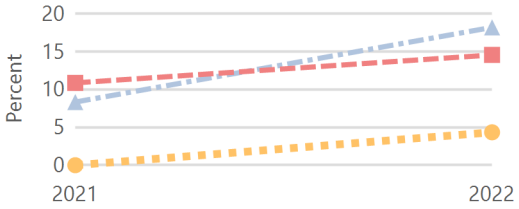
Percent at Levels 3 and 4



Percent at Levels 3 and 4



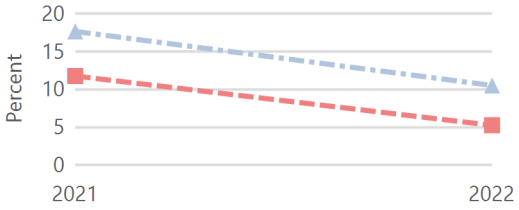
Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

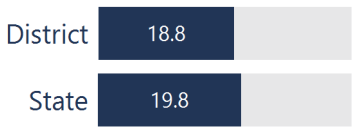
Percent at Levels 3 and 4



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/08/2023

System: D0382 Pratt (0000)

City: Pratt

Superintendent: Tony Helfrich

OVT Chair: Jill Lachenmayr

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Assuredly – All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support
Assuredly – all buildings have some level of tiered support for students. In the high school, it is embedded into core classrooms, at the middle school they have a MTSS facilitator to support the work. The elementary school is currently focusing on the bottom 25% of students in reading.

Family, Business, and Community Partnerships
Assuredly – The schools connect with over 20 businesses in the community and have bridged partnerships with schools for different activities for each grade level. Students have the opportunity to connect their learning with opportunities within the community. Students are required to take economics and government classes in HS, and also participate in 20 hours of community service.

Diversity, Equity, and Access
Assuredly – The system has worked to have many teachers ESOL certified and they have a foreign language program at all levels K-12. They have focused on post-secondary planning and have a college and career counselor who meets with students. There are opportunities for students with disabilities to provide job shadowing experiences.

Communication and Basic Skills
Assuredly – the system has state assessment scores that are above the state average. Additionally, each level in the system is working on social and emotional learning: zones of regulation at the elementary level, lessons during advisory in the middle school, and employability skills in the high school.

Civic and Social Engagement
Assuredly – civic and social engagement are embedded into the culture of the system. Advisory groups select a year-long project to give back and learn more about being part of a community. Students have opportunities to participate in leadership activities through NHS, JAG, and Student Council. In the elementary morning meetings are utilized to connect students with relationships within the

community.

Physical and Mental Health
Assuredly – There are structures in place for physical education and health. The system has been focusing on mental health support through the zones of regulations, meeting with student groups to discuss their needs, and working with parents on issues like attendance. In one case of working with student groups, the students decided that their cell phone use in school (particularly social media) was detrimental to their well-being and the students decided on ways to limit that exposure.

Arts and Cultural Appreciation
Assuredly – music programs are strong, there are foreign language classes, and students are connected to cultural appreciation events throughout the community.

Postsecondary and Career Preparation
Assuredly – The system has a tightly aligned process preK-12 which begins with students having the opportunity to explore career options and take field trips (elementary), job shadowing and IPS creation (middle school), and student empowerment in their future with post-secondary connection (high school).

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

ARC Comment

The Pratt USD 382 School District will focus on "Relevance," with an emphasis on Curriculum, Instruction, Student Engagement, and/or Technology in each building, measured by post-secondary success rate and local measures. Buildings will implement a goal and plan of action at the end of year two and evaluate the goal each year assessing that it meets the needs of the district goal and aligns with the other buildings in the district.

Data in locally selected assessments have increased. This includes an average 35% increase in future career exploration in the elementary school, increases of 2 to 10% in AIMS Web + scores in the middle school, and a preliminary increase in CommonLit scores in the high school. They have increased the percentage of students in categories 3 and 4 on state assessments in mathematics. In reading they have maintained the percentage of students scoring in level 3 while increasing the percentage of students scoring in level 4. ACT data is declining.

The action plans for the district show that they have solid systems of looking and standards and data.

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

ARC Comment

The Pratt USD 382 School District will focus on "Relationships," with an emphasis on staff, students, families, and/ or communities in each building. Social-emotional factors measured locally will be the outcome for measuring progress. Buildings will implement a goal and plan of action at the end of year two and evaluate the goal each year assessing that it meets the needs of the district goal and aligns with the other buildings in the district.

The system has worked to create action plans, and those plans are showing results. They have teams that are working to ensure fidelity of implementation and attention to data. Attendance at conferences has gone from 30% to 90%. The number of students in high risk in elementary school has been reduced by 20%. Students' perception data about their school experience has improved. All students are creating IPS and feel more connected to their futures. They are working to align their assessments for this goal across the district.

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

Assuredly – The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. There is a behavior team and an MTSS leader, which will help to keep the system on track. Additionally, the district leadership team was heavily involved in the KESA process as was the BOE.

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

ARC Comment

The system has structures in place to influence each of these areas as described below.

Board Outcomes

Social-Emotional Growth	Assuredly – the system has reduced the number of disciplinary actions as a result of structuring and teaching expectations (major infractions have been reduced by 37%). They have created small groups for social and emotional support. Data is reviewed to determine membership and membership shifts of the groups.
Kindergarten Readiness	Generally – ASQ participation is increasing and students are scoring more ready to attend school. The system and the OVT report did not indicate how they use this data or the plans they have to increase kindergarten readiness.
Individual Plans of Study	Assuredly – This has been a focus for the system. They have increased participation in the IPS process so that 100% of students have an IPS and they are partnering within the district to have students participate in job shadowing and internships.
High School Graduation Rate	Assuredly – overall there have been some dips but the overall trend is positive. The work that is being done to improve post-secondary success with individual plans of study and student academic success should have a positive impact on the system.
Postsecondary Success	Assuredly – Until the year 2020, the district was increasing its effectiveness rate. In 2019 it had risen from 54.2 (2016) to 61.4. In 2020 it is 36.5. As the district has analyzed the data, they have found that there were some errors made in the uploading of certification data that will be fixed in the future. The system is also concerned that the class of 2020 was affected by the pandemic more than other classes were.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved

during the accreditation cycle.

ARC Comment

Assuredly – Stakeholder feedback is evident. Especially involving students and parents. It was based on student desires that social and emotional groups were created and also the students developed a plan regarding cell phones. The BOE is appropriately involved as well.

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

ARC Comment

The system listened to the OVT team and made recommendations as needed.

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

ARC Comment

Assuredly – The system has followed all aspects of the KESA process and has made good progress on its goals. They understand the process and are using it to their advantage. For example, they have created feedback loops so that their district administration teams know how to move forward effectively and can change as needed.

ARC Recommendation

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

Justification

The system has successfully met all aspects of the KESA process. They have demonstrated an understanding of their data and a desire to improve continuously. Their data is trending in a positive direction and they have systems in place to address their needs.

Strengths

The system appears focused and moving forward. The IPS process and connection to over 20 businesses in town are impressive. The inclusion of students in conversations about social-emotional learning is right on target. The focus on academic success and post-secondary success is important.

Challenges

The district appears to have effectively used ESSER money. They, like many districts, will have to figure out what to do when that money is no longer available.

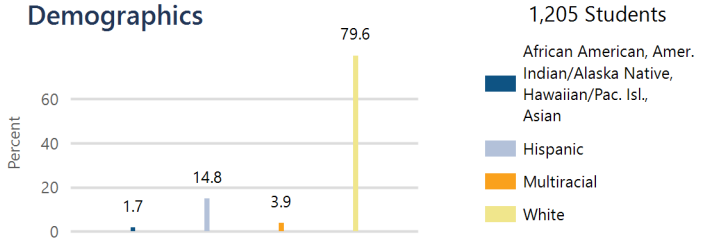
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Pratt USD 382

401 S. Hamilton, Pratt, KS 67124
(620) 672-4500
www.usd382.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Tony Helfrich**

Demographics

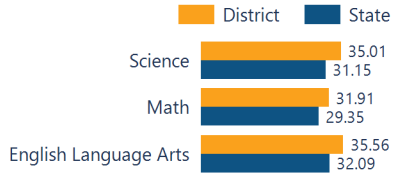


District Kansans Can Star Recognition

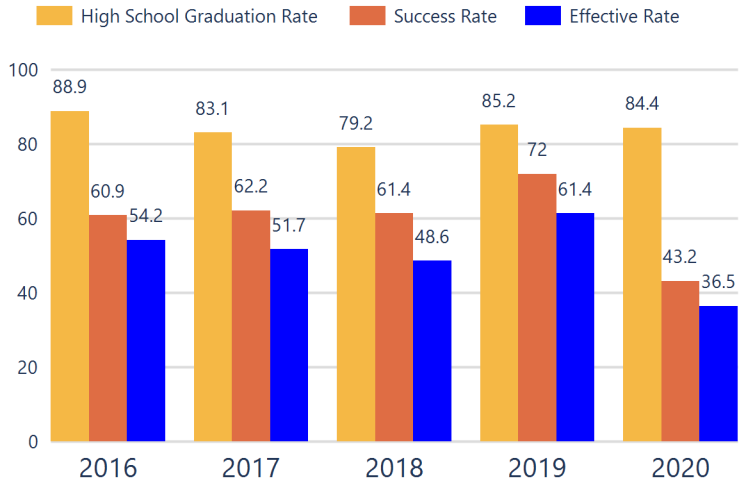
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

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 **84.2%**

Five-Year Success Avg **59.5%**

Five-Year Effective Avg **50.1%**

95% Confidence Interval for the Predicted Effectiveness Rate **48.0 - 50.0%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

88.3% State: 89.3

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

93.3% State: 92.1

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

20.0% State: 25.4

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.

1.2% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$13,607
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Pratt USD 382

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.12	27.93	33.83	29.45	31.85	36.70
Level 2	N/A	N/A	N/A	38.38	35.00	33.45	38.62	32.56	28.27
Level 3	N/A	N/A	N/A	22.37	29.13	24.43	20.45	24.77	21.09
Level 4	N/A	N/A	N/A	9.12	7.93	8.27	11.46	10.79	13.92

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.93	34.09	37.86	37.54	43.08	38.23
Level 2	N/A	N/A	N/A	41.60	39.46	38.83	43.47	33.59	37.25
Level 3	N/A	N/A	N/A	16.79	22.22	22.33	13.04	18.18	19.60
Level 4	N/A	N/A	N/A	2.67	4.21	0.97	5.92	5.13	4.90

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.28	54.90	81.81	48.21	58.40	56.81
Level 2	N/A	N/A	N/A	27.18	30.39	4.54	31.25	20.35	22.72
Level 3	N/A	N/A	N/A	9.70	11.76	9.09	10.71	16.81	11.36
Level 4	N/A	N/A	N/A	5.82	2.94	4.54	9.82	4.42	9.09

AFRICAN-AMERICAN STUDENTS

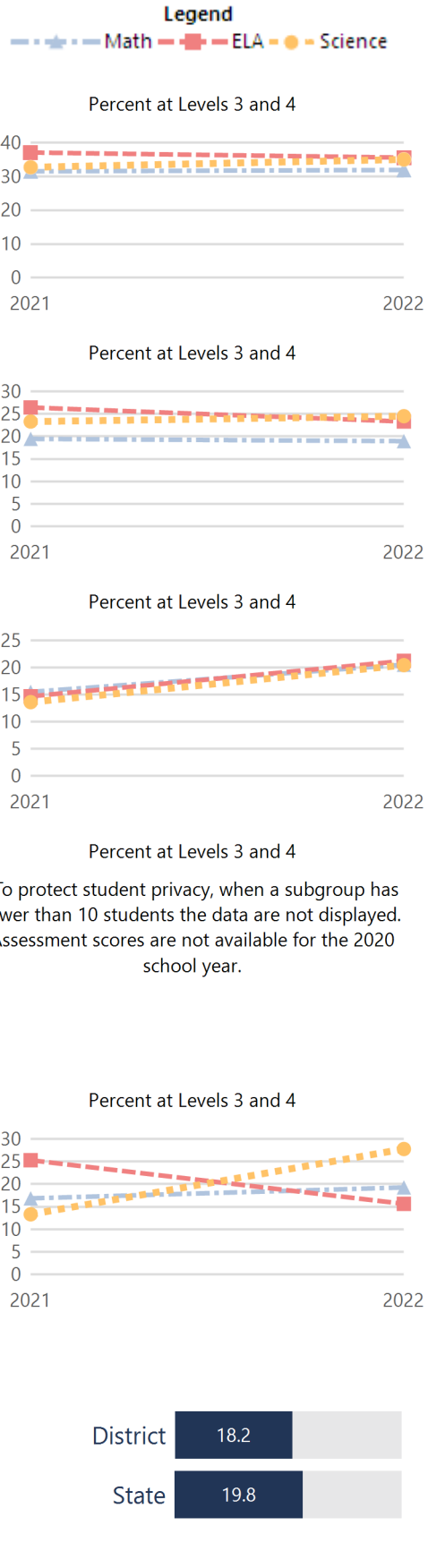
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.75	39.75	48.88	46.98	42.16	47.22
Level 2	N/A	N/A	N/A	43.37	34.93	37.77	33.73	42.16	25.00
Level 3	N/A	N/A	N/A	13.25	22.89	11.11	13.25	13.25	25.00
Level 4	N/A	N/A	N/A	3.61	2.40	2.22	6.02	2.40	2.77

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

Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 04/27/2023

System: D0386 Madison-Virgil (0000)

City: Madison

Superintendent: Stephen Jowers

OVT Chair: Vicki Bechard

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

USD 386 has shown that its foundational structures are in place and have shown improvement during this cycle.

Tired Systems of Support- The district had always had a strong MTSS in the elementary, but has seen the need in secondary. They have created programs and incentives to help students reach success.

Family, Business and Community Partnerships- The system has worked to create partnerships with the community and surrounding area. They have reached out to many local businesses and have received not only financial support but also support with job internships.

Diversity, Equity and Access- This is an area where the system has shown great growth, mainly in dealing with equity for all students. The district saw a need for extended learning time for Pre-K and created a program for that to help parents. They have also done poverty professional development opportunities so staff can learn more about the inequity of the students.

Communication and Basic Skills- USD 386 has significantly increased their communication with stakeholders as well as increased the offerings to students in the areas of speech and skills. They have student run businesses where the students are learning important life skills.

Civic and Social Engagement- USD 386 schools have a strong relationship with the community. During their KESA work, they sought to be more intentional about having meaningful engagement with the community. They took a closer look at how they could incorporate every child, pre-k through 12th grade, in student-driven activities as well as involving every subject area from math to art to band to the outdoor learning center (OLC). This desire for cross-curricular engagement for all ages allowed them to find different ways to expand and fine tune their community engagement.

Physical and Mental Health- The system has made a concerted effort to address these areas. They have created a partnership with the local mental health provider to offer on site services to students with parental permission. They also hired additional staff, 2 nurses, an elementary counselor and a social worker.

Arts and Cultural Appreciation- Fine arts is a strength of the system. They also try to take the students

on field trips to gain new experiences.

Postsecondary and Career Preparation- This is an area of true success with their jumpstart program that allows students to gain 15 college credit hours at no cast to the student through either the local community college or the local technical school. This has significantly helped the system with their postsecondary success rate which they received a Bronze Kansans Can star for.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1- Build and increase stakeholder engagement to promote and support success for all students.

While the system does a narrative that shows growth in the process of including more stakeholders, writing a measurable goal would have been to their benefit. The system has done a good job of reaching out and changing its former communication practices in order to reach more people. The system has gotten a new website and app, along with creating a newsletter. The work they are doing will help them as they move into cycle 2.

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

ARC Comment

Goal 2- Target and increase offerings to all students that align with the district curriculum and State Board Goals to better prepare students to be successful high school graduates.

While this goal was not written as a truly measurable goal, the system can show growth in this area. The system reached out to local community colleges and created a jumpstart program that provides free college tuition for the first 15 credit hours for their students. This allows students that possibly could not afford dual credit to gain college credits during high school. This has increased their postsecondary success.

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

USD 386 had a tough first KESA cycle. They have gone through some major administrative changes and with that realized that they were behind in the KESA process. Once this was noted in year 3, the system has worked very hard to make up for lost ground so to speak as well as to ensure that even if leadership changes the work can and will continue. The system has made sure to bring stakeholders into the process.

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

ARC Comment

USD 386 noted that they struggled through the first 3 years of this KESA cycle due to leadership changes. However, they have more than made up for that in the final 2 years of the cycle and have shown great growth.

Board Outcomes

Social-Emotional Growth	The system created a partnership with the local mental health provider to offer biweekly counseling to students in need. The district also hired 2 full-time nurses as well as a social worker and an elementary counselor. They are addressing the needs of their students in very positive ways.
Kindergarten Readiness	The system has a preschool program for 3 and 4-year-olds. They received a Bronze Kansans Can Star recognition in this area. The system also recognizes the need for true kindergarten readiness as they have a kindergarten transition week for 4-year-old preschoolers to spend a week in the life of being in kindergarten.
Individual Plans of Study	Prior to this cycle, there was no IPS in place, the system has worked and has implemented a K-12 plan for each grade level on how they will address college and career readiness. The system utilizes Xello starting in grade 3.
High School Graduation Rate	USD 386 should be commended for its outstanding high school graduation rate. They have maintained higher than 95% in all the data given by the state. Their five-year average is 98% above the state's goal of 95%.
Postsecondary Success	USD 386 received a Bronze Kansans Can Star recognition in the area of postsecondary success. The system's five-year effective average is 56.6% which is well above their confidence interval of 45.2-48.1%.

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

ARC Comment

For the past 18 months, USD 386 has worked hard to include more and more stakeholders in the process. This will allow them to continue to move forward even when there are leadership changes.

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

ARC Comment

THE OVT reported that the system has been very responsive to the OVT as well as the recommendations that they have been given.

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

ARC Comment

The system readily admits that they were behind in years 1-3, but they have made great strides in years 4 and 5.

ARC Recommendation

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

Justification

While USD 386 had some unique challenges in the beginning the work that they have done in the past 2 years has been great. The system truly took the time to gather and evaluate data in order to make decisions. The system should be applauded for its changes in the past 2 years and for its outstanding graduation rates.

Strengths

High school graduation rates are well above the state average as are state assessment scores. Postsecondary success is above their predicted confidence interval as well.

Challenges

The system had some major challenges during years 1-3 but has turned those challenges around and created some very positive momentum moving into cycle 2. Their challenge moving forward will be to sustain the improvements even with changes in leadership or staff.

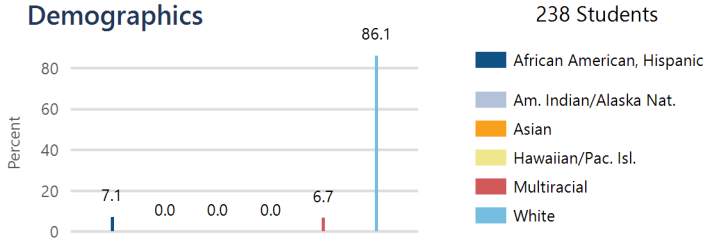
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Madison-Virgil USD 386

1500 SW Blvd., Madison, KS 66860-0398
(620) 437-2910
www.usd386.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Stephen Jowers**

Demographics

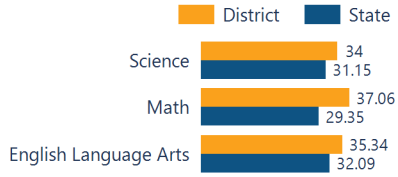


District Kansans Can Star Recognition

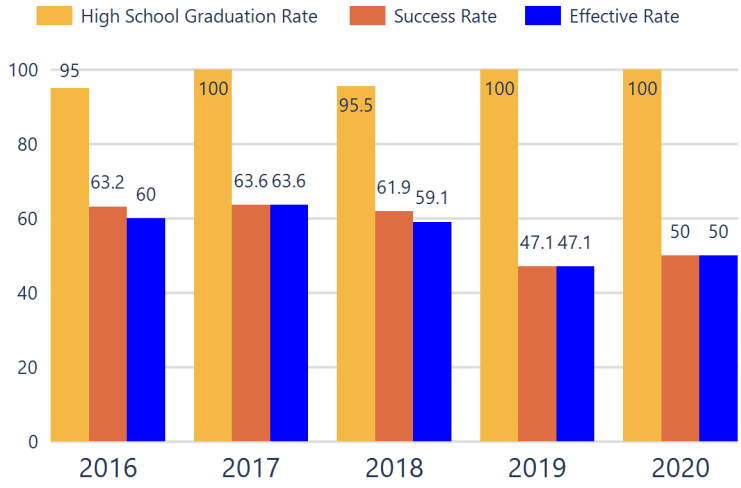
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success			✶	

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 **98.0%**

Five-Year Success Avg **57.7%**

Five-Year Effective Avg **56.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **45.2 - 48.1%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.
100.0% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.
93.7% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.
17.4% State: 25.4

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.
0.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$18,738
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Madison-Virgil USD 386

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.89	26.54	29.16	26.72	25.86	30.00
Level 2	N/A	N/A	N/A	36.28	34.51	31.25	36.20	38.79	36.00
Level 3	N/A	N/A	N/A	26.54	28.31	29.16	29.31	30.17	18.00
Level 4	N/A	N/A	N/A	13.27	10.61	10.41	7.75	5.17	16.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.41	29.41	42.10	33.92	28.57	30.76
Level 2	N/A	N/A	N/A	29.41	31.37	15.78	28.57	39.28	23.07
Level 3	N/A	N/A	N/A	27.45	31.37	31.57	28.57	26.78	23.07
Level 4	N/A	N/A	N/A	13.72	7.84	10.52	8.92	5.35	23.07

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	50.00	54.54	55.55	50.00	N/A
Level 2	N/A	N/A	N/A	38.88	27.77	18.18	33.33	38.88	N/A
Level 3	N/A	N/A	N/A	11.11	22.22	27.27	11.11	11.11	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

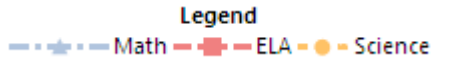
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

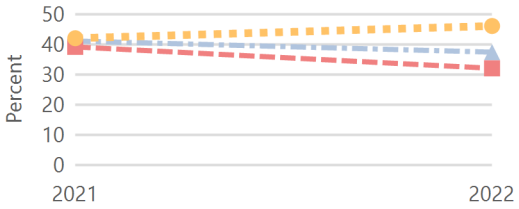
Academically Prepared for Postsecondary Success



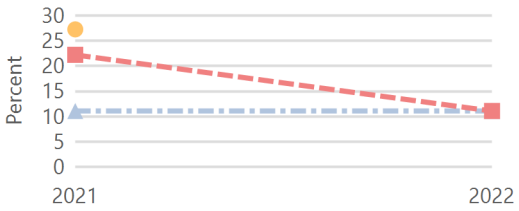
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

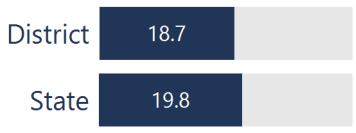
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/09/2023

System: D0388 Ellis (0000)

City: Ellis

Superintendent: Janice Wilson

OVT Chair: Antoinette Root

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

2. Foundational areas are **generally** addressed.

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts.

Tiered Framework of Supports
Fastbridge is used K-12 for consistent data. The elementary levels have seen some positive results with their process at that level which includes 6-8 week intervention cycles and SIT Teams. The secondary has struggled some since COVID including ineligibility numbers spiking and not returning to pre-pandemic levels.

Family, Business, and Community Partnerships
The system has worked to strengthen their relationships with families and the surrounding community by implementing programs that teach students about being community members. These include Ellis Co. Farm Bureau's Ag in the Classroom, monthly career speakers for the last 5 years, implementation of Ellis County's DARE program, as well as PTOs, using SeeSaw to improve parent communication and a new partnership with area churches alliance.

Diversity, Equity, and Access
In the fall of 2018, they expanded student device access to 1:1 (K-12). They also implemented the Read and Write app and browser extensions K-12 in the 21-22 school year. The app and browser extension gives the student text-to-speech assistance that allows them to study, revise, proofread, and increase their understanding of a text. Fifteen percent of their students currently have an IEP and are receiving support services, and 1% of their students are being served with a 504 plan. They also expanded their wheelchair access in 2020.

Communication and Basic Skills
Utilizing technology, the system has begun to harness its message to students, parents, and the community using various communication modes. In order to promote communication skills in their students, they have several classes that incorporate these skills at all levels; these include the Typesy program, basic computer classes, 7th-grade speech class, and Forensics.

Civic and Social Engagement
The system has found various ways to increase their civic and social engagement over the past 5 years by bringing back their HS Community Service Day where students did various projects for their

community, such as staining decks, landscaping projects, picking up trash, and working with multiple community organizations to make it happen. The HS and JH KAY Clubs have increased their membership over the past 6 years engaging more students with service and leadership projects.

Physical and Mental Health
The system, like most other systems, has seen an increase in mental health needs since COVID. To address these needs, they have enlisted the help of a behavior specialist from the USD 489 coop, developed a partnership with High Plains Mental Health, began using, the Stop-It App, SAEBRS, and have participated in various Trauma-Informed practices training.

Arts and Cultural Appreciation
Grade School students are given the opportunity to participate in various art appreciation programs and activities including plays from Wichita Children's Theater, Hays Arts Council writing contests and the Famous Figures research and writing project that requires them to research a historical figure and perform as that person. Junior High and High School classes expose students to a variety of different art and cultural experiences such as culinary classes, Forensics, graphic design, various art classes, and music classes such as guitar. These programs allow students to participate in music programs, competitions, performances at the state fair, home athletic events and parades. Art is offered to K-6 students for a week at a time four times per year. 7th grade partakes in art class during trimester classes. High school students can take art as an elective. Along with displaying art in the buildings Ellis students can compete in art competitions. They also continue to offer elective courses such as Audio/Visual production, woodworking, web page design, Spanish classes, and a quilting class called Creative Textiles.

Postsecondary and Career Preparation
In order to better prepare their students for life after high school, the Financial and Career Prep Class became a graduation requirement for seniors at EHS in 19 -20. This includes an IPS project, a required job shadow experience, job preparation skills, various life skills, and various financial literacy components. 7-12 students utilize Xello and an IPS spreadsheet to document their IPS information. JH students are exposed to different careers with monthly career speakers and within the 7th grade speech class, students must choose a career, research it, and give a speech about it.
During the 17-18 School Year- 23% of 11th and 12th graders took an online college class. In the 22-23 School Year- 49% of 11th and 12th graders took an online college class. Since 2018 they have had 26 students earn OSHA 10 certifications. Since 2019-2020 they have had 7 students complete their Welding A certificate.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Has at least two goal statements with at least one being fully developed, measurable, and complex enough to challenge the system throughout its continuous improvement process/cycle.

Goal #1 - Relationships: "On the SeeSaw Stats reports, we will improve daily parent visits from 123.6 per day in the 17-18 school year to 250 or more visits per day for the 22-23 school year."

To do this, they mandated Seesaw as their main communication platform, and provided training to all staff members on Seesaw usage during district PD days and updates have been regularly sent out by email to staff. They encouraged teachers and students to utilize the program to showcase student learning for parents to use and engage with. This made the transition to online learning through COVID seamless. They have seen an increase in parent engagement on the platform from year to year.

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

ARC Comment

Has at least two goal statements with at least one being fully developed, measurable, and complex enough to challenge the system throughout its continuous improvement process/cycle.

Goal #2 - Relevance: "On the STAR IPS Rubric Element 1, we will improve our average score from 1.8 in the 19-20 school year to 2.4 or higher for the 22-23 school year."

The system met this goal after identifying weaknesses and implementing several changes which helped to raise their score. These include reviewing the IPS plans twice per year instead of once, identifying post-secondary required classes, creating a OneDrive folder for each student that will house their IPS data and will be their exportable portfolio as they graduate, and an IPS project was added to our financial and career prep class. This project added more post-secondary exploration including specific college classes required. They also implemented a new required senior-level course titled "Financial and Career Preparation."

5. Evidence is **generally** 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 appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan.

The system is currently in the process of transitioning its existing Curriculum Coordination Council into a District Leadership Team. This newly developed team will serve as a representative body for both the elementary and secondary buildings as well as the district administration within USD 388. The members of this district leadership team will serve as liaisons for the entire district and help keep initiatives moving in a positive and productive direction. Members will use input and data from the respective buildings to help drive continuous improvement and policy updates for the entire district.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining.

Board Outcomes

Social-Emotional Growth	The system has shown a commitment to social-emotional growth throughout the entire district. They currently employ a full-time guidance counselor in each building as well have a mental health/behavioral specialist on staff for the entire district. It also tracks student growth and outcomes as part of their social-emotional curriculum.

Kindergarten Readiness	*Compliance Concern: The system has previously utilized the ASQ 3, however, they did not feel the data gained from this screener gave them the type of academic data needed to properly identify the readiness of their students. During the 2019-2020 school year, the district began administering the Brigance screener. Since doing so they have been able to gain a better understanding of their students' levels of readiness prior to entering Kindergarten. Over the past two years, the district has seen a decrease in the readiness levels of students. Due to the great working relationship with the Pre-K program in the district, they have been able to communicate these deficits and work to close those gaps.
Individual Plans of Study	Each student in grades 7-12 has an individual plan of study. The district utilizes the Xello platform in which students house their college and career goals, academic data, and other pertinent data.
High School Graduation Rate	As can be seen, by the district's data, their graduation rate (94.7%) is on target with the state's goal for high school graduation rate.
Postsecondary Success	The system strives to increase this percentage rate yearly. They do feel that the state-reported data is not truly reflective of the success of all of their graduates. When the district reviews their data locally they can connect with students who can be considered successful even though their data may not be reported via state data sources.

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

ARC Comment

Stakeholder feedback is gathered and progress is shared consistently on social media, visiting civic groups in the community, word of mouth, and at Board and Site Council meetings. They make a concerted effort to let as many stakeholders know what is happening.

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

ARC Comment

The system has been willing to take what the OVT has recommended and make any changes necessary. They are open and willing to receive feedback.

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

ARC Comment

This is a system that is willing to look ahead to the future and make changes to benefit the students and the district. They do a great job communicating with parents and stakeholders. They are a district that cares about students, wants the best for them, and is willing to look at different options to make this happen.

ARC Recommendation

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

Justification

From the OVT:

"From where they started out, the improvement in their process and results is evident in both their activities and increased data. They are concerned with student success but also include all stakeholders in the process."

Strengths

Consistency at the administrative level.

Challenges

1) With assessment data either stagnant or in decline, they will need to begin addressing academic success in the next cycle.
2) Math scores should be a concern.
3) With changes in student population and teaching staff, they will need to make sure they are educating new teachers about KESA and the importance of what they are doing for the students. This also gives them the opportunity to hear new ideas and have things already taken place looked at with fresh eyes.
4) Failure to use ASQ is a compliance issue. This needs to be addressed during the next cycle.

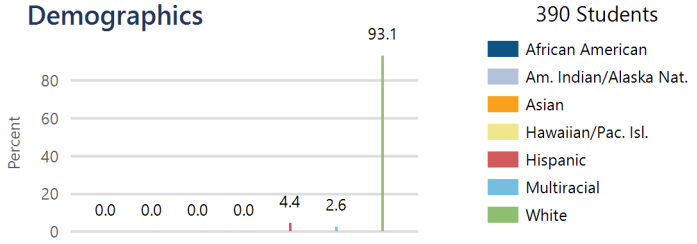
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Ellis USD 388

1011 Washington, Ellis, KS 67637
(785) 726-4281
http://www.usd388.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Janice Wilson**

Demographics

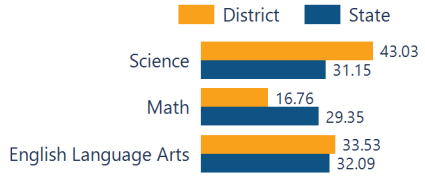


District Kansans Can Star Recognition

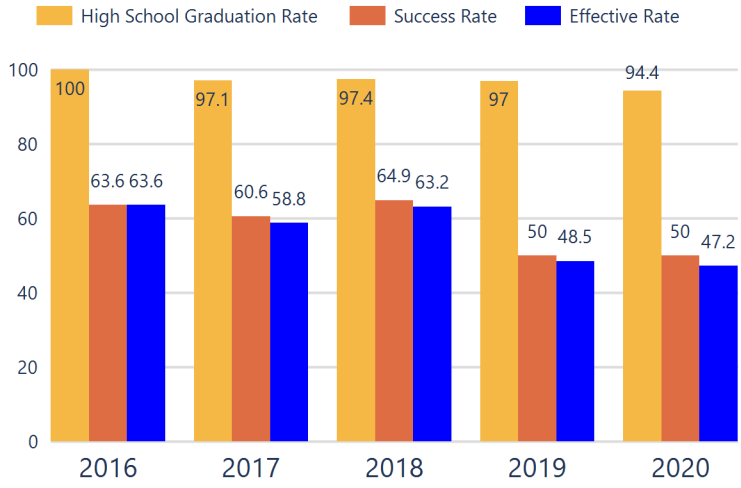
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
97.1%

Five-Year Success Avg
58.0%

Five-Year Effective Avg
56.3%

95% Confidence Interval for the Predicted Effectiveness Rate
59.8 - 63.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

94.7% State: 89.3

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

93.2% State: 92.1

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

24.0% State: 25.4

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.

0.5% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$15,676
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Ellis USD 388

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.34	20.83	24.24	32.91	24.84	32.91
Level 2	N/A	N/A	N/A	45.25	36.90	33.33	50.31	41.61	24.05
Level 3	N/A	N/A	N/A	25.69	33.92	27.27	14.28	27.32	26.58
Level 4	N/A	N/A	N/A	6.70	8.33	15.15	2.48	6.21	16.45

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.72	26.00	35.48	51.16	30.23	38.09
Level 2	N/A	N/A	N/A	45.45	40.00	32.25	44.18	48.83	38.09
Level 3	N/A	N/A	N/A	16.36	30.00	25.80	2.32	18.60	19.04
Level 4	N/A	N/A	N/A	5.45	4.00	6.45	2.32	2.32	4.76

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.53	78.57	68.75	76.92	57.69	N/A
Level 2	N/A	N/A	N/A	26.92	7.14	31.25	23.07	26.92	N/A
Level 3	N/A	N/A	N/A	11.53	14.28	0.00	0.00	11.53	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.84	N/A

AFRICAN-AMERICAN STUDENTS

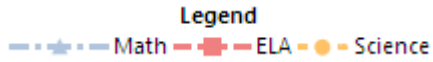
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

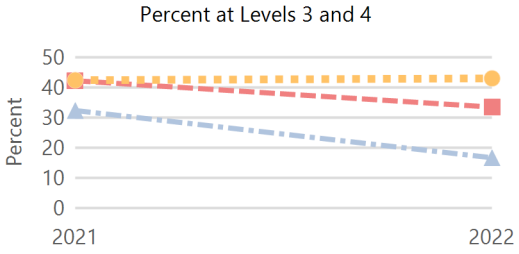
HISPANIC STUDENTS

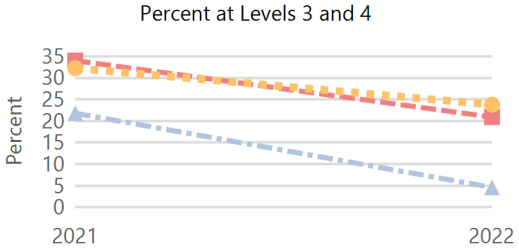
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.45	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	36.36	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	9.09	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	9.09	N/A	N/A	N/A	N/A	N/A

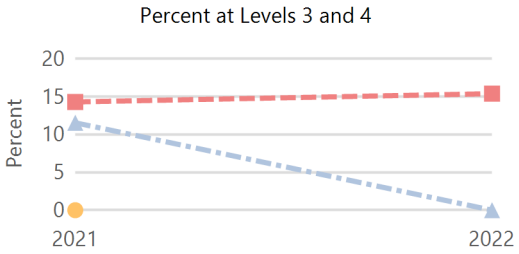
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



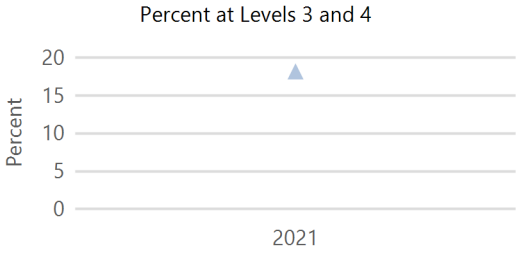






Percent at Levels 3 and 4

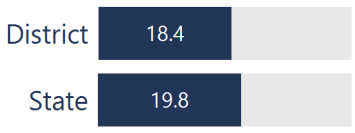
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/24/2023

System: D0390 Hamilton (0000)

City: Hamilton

Superintendent: Mike Ronen

OVT Chair: Bert Moore

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Throughout this KESA cycle, the system has worked hard to adjust to the needs of its students and address the foundational structures that were lacking. At the beginning of this cycle, the system showed limited evidence of the foundational structures being in place.
Tiered Framework of Supports- USD 390 has implemented Fastbridge screening for both academics as well as social and emotional. Their higher-needs students are receiving interventions. Additional staff have been employed to help with the individual needs of students.

Family, Business, and Community Partnerships- This may be the area of greatest growth for the district. The system started by doing a needs assessment and survey. The board of education has during this cycle decided to keep USD 390 open indefinitely, compared to voting yearly on whether to remain open. The system has also created great partnerships with the community and it shows with the influx of money going toward an Ag initiative. The system also implemented community service days.

Diversity, Equity, and Access- USD 390 does not have much diversity, but they are committed to providing equal opportunities to all students.

Communication and Basic Skills- Communication with families and the community has greatly improved during this KESA cycle.

Civic and Social Engagement- The last 2 years of the cycle have shown improvement in civic engagement. The system now offers community service days where students help local residents and businesses with projects.

Physical and Mental Health- Staff have been trained in trauma-informed and have integrated it into their classrooms. The system also has a wellness plan that includes both physical and mental health for staff and students.

Arts and Cultural Appreciation- USD 390 is a very small, very rural school, so the opportunities are less than in larger more urban areas. That being said, they do take advantage of their

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

ARC Comment

During the KESA cycle, Hamilton School District will increase enrollment by 25% (from a low of 56 in FY21 to 70 in FY23) and maintain a 100% graduation rate, utilizing the following strategies:
Focus on family and parent relationships, Increase participation in school activities, Cultivate a positive school culture

While USD 390 did not maintain the 100% graduation rate for one of the years due to 2 students, they are back up to 100%. They have almost doubled their enrollment from 56 to 104 during this KESA cycle. The district has made gains in enrollment and relationships with both the community and families.

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

ARC Comment

During the KESA cycle, Hamilton School District will continue to stay above the Confidence Interval for the predicted postsecondary effectiveness rate (24% in 2019 to 50% or more in 2022), by implementing the following strategies:
design and implement new course offerings, including CTE courses organize and initiate new academically-focused clubs/organizations, increase enrollment in new courses and clubs, Implement the IPS process, 7-12

USD 390 again has achieved its goal during this KESA cycle. Their postsecondary success rate five-year average is at 50% which is also well above their confidence interval of 38.8%-47.8%. The system takes great pride in keeping their graduation rates high as well as postsecondary. The system stated that they believe more than 50% are successful in leaving high school, it was important for them to remember that their rates are determined by the state's definition.

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

USD 390 had been voting on a yearly basis on whether the district would remain open, during this cycle they voted to remain open indefinitely. This shows that the system is looking at long-term solutions and sustainability. The district can now use this as a marketing tool to encourage growth both from students and staff.

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

ARC Comment

USD 390 has done a good job of addressing each of the state board outcomes. The growth seen should help drive the growth moving forward.

Board Outcomes

Social-Emotional Growth	USD 390 started this KESA cycle with no social-emotional plan in place for students or staff. During the cycle, they have created a staff wellness plan as well as adopted a social-emotional curriculum that is taught to all kids. They are also screening all kids to identify and discover how best to meet their needs. This is an area that should be looked at as an area to continue to grow.
Kindergarten Readiness	The ASQ was not introduced until 2019 and preschool students are currently served in the same classroom as kindergarten students. The OVT reports that the district has evidence to support that only 4 students have been identified as at-risk when exiting preschool over the last 5 years. A kindergarten roundup was started during this cycle with plans for that to continue. With the size of USD 390, this will always be a struggle to make sure there are adequate supports for the kids coming to kindergarten that never attended a preschool program.
Individual Plans of Study	This is an area of growth for USD 390. During years 1-3, there was no IPS in place. During year 4 they developed a scope and sequence and also started surveying their students and families about what options they would like to see for courses in the future. Moving into year 5, they have set aside a specific time each week for IPS, they have increased course offerings both on campus and through virtual means.
High School Graduation Rate	USD 390 has maintained a 100% graduation rate with the exception of 2020 where 2 students affected their numbers to drop them to an 87.5%. In a small system, 1 or 2 students can have a profound effect. The system is back up to 100% and is working hard to maintain that. Their five-year average is at 94.1% and will rise again next year. They have received a Gold Kansans Can Star recognition in the area of graduation rate.
Postsecondary Success	USD 390 has worked hard to make sure that they offer programs that encourage their students for postsecondary success. The system is currently at 50% for its five-year effective average which is above their confidence interval of 38.8%-47.8%. The system has opened up new programs and created partnerships with local vocational schools to increase their student's abilities for postsecondary success.

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

ARC Comment

The district began six years ago with limited engagement in or with the community.
The data supported in the district's report indicates tremendous growth in communication between the district and communities/families. This includes sharing district happenings through a district newsletter, conducting parent surveys annually as well student interest surveys annually. Stakeholders have contributed over $25,000 to the district's initiative for the Ag facility. We know that for a community to put that amount of money toward a school initiative, the district has reached out and is making the needed connections with all stakeholders.

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

ARC Comment

The OVT reports that the system was very responsive to the questions and recommendations from the OVT throughout the cycle.

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

ARC Comment

USD 390 has completed cycle 1 with fidelity. They have shown what happens when you start to dig into your data, make goals and then make plans to achieve those goals.

ARC Recommendation

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

Justification

USD 390 met both of its goals as well as having excellent data in both graduation rates, postsecondary success as well as state assessments. The district has put in the work to improve and it shows through both the relationships with local stakeholders as well as the data from the state.

Strengths

USD 390 has reached out during this cycle to its community and it shows. With increased enrollment as well as the ability to maintain staff numbers. The system set realistic goals for their community and was able to achieve them with one minor hiccup with the data. They should be applauded for their continuous work to improve their district and move forward.

Challenges

USD 390 will always have the challenge of being a small district where 1 student can affect your percentages in a big way. The system will need to factor in growth if numbers continue to rise, but this is a great challenge to have. With increased numbers of students, the individual needs of students grow as well so the system will need to take that into account when hiring staff.

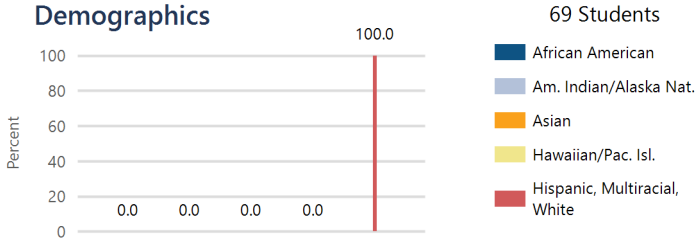
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Hamilton USD 390

2596 W Road North, Hamilton, KS 66853
(620) 678-3244
www.hamilton390.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Mike Ronen**

Demographics

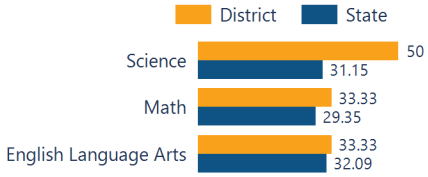


District Kansans Can Star Recognition

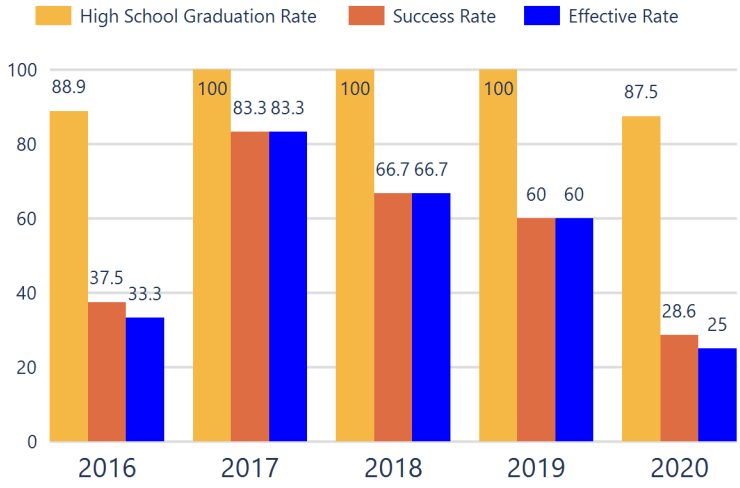
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				✶

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 **94.1%**

Five-Year Success Avg **53.1%**

Five-Year Effective Avg **50.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **38.8 - 47.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

100.0% State: 89.3

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

93.6% State: 92.1

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

18.6% State: 25.4

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.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$17,104
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Hamilton USD 390

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.03	30.00	18.18	35.71	33.33	18.75
Level 2	N/A	N/A	N/A	32.25	36.66	45.45	30.95	33.33	31.25
Level 3	N/A	N/A	N/A	25.80	26.66	36.36	26.19	26.19	25.00
Level 4	N/A	N/A	N/A	12.90	6.66	0.00	7.14	7.14	25.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.78	34.78	N/A	34.37	28.12	18.18
Level 2	N/A	N/A	N/A	43.47	39.13	N/A	31.25	37.50	36.36
Level 3	N/A	N/A	N/A	13.04	21.73	N/A	25.00	25.00	27.27
Level 4	N/A	N/A	N/A	8.69	4.34	N/A	9.37	9.37	18.18

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

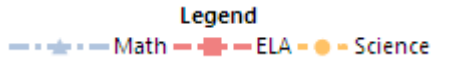
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

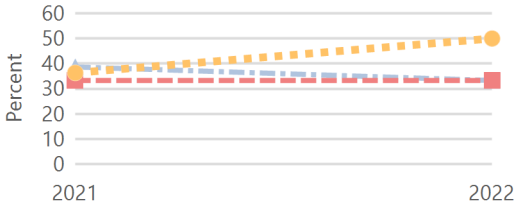
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

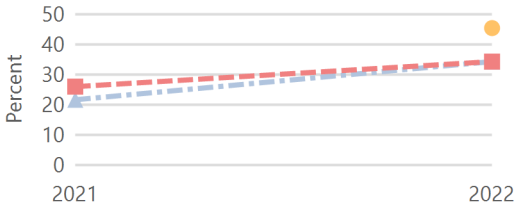
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

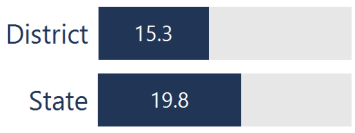
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/05/2023

System: D0402 Augusta (0000)

City: Augusta

Superintendent: Matt Ward

OVT Chair: Jill Lachenmayr

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Supports
The system utilizes the MTSS model. Over the course of the five-year period, MTSS has become part of the culture of the district and schools. The district has increased the amount of support by adding interventionists and an MTSS coordinator.

Family, Business, and Community Partnerships
The service-oriented heart of service displayed by the school district is evident. There are many examples of intentional connections the staff and students have made to allow students to serve others. From developing a community daycare center to converting a closed school to a community center that houses the daycare in addition to the Salvation Army, YMCA, etc,

Diversity, Equity, and Access
Programs include: ESOL services, ELA curriculum with diversity, AVID program grades 6-12 (Tutorials /WICOR), JAG-K grades 9-12, and MTSS - being redesigned to improve tiered support and increase Culturally and Linguistically Diverse (CLD) learning strategies. Additionally, with the Behavioral Health Intervention Program (BHIP) they have been able to better meet the increasing mental health needs of students, family members, and staff through counseling/therapy services and a variety of quality educational sessions.

Communication and Basic Skills
Since the beginning of the KESA cycle, the system has identified Power Standards to ensure that students at each grade level master those identified standards.

Civic and Social Engagement
There is a tight alignment between Civic and Social Engagement and Family, Business, and Community Partnerships. Many of the service projects and community partnerships meet both areas.

Physical and Mental Health
Suicide prevention programming, an employee assistance program, and mental health supports highlight the many areas addressed by this system.

Arts and Cultural Appreciation
The district provides both art and music experiences and extra-curricular opportunities for students of all ages.

Postsecondary and Career Preparation
CTE programming, a robust IPS process, and STEM at various levels round out the progress the district has made in this area.

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

ARC Comment

Goal #1 - "Augusta USD 402 will develop and implement an action plan beginning with building relationships utilizing the Social, Emotional, and Character Development (SECD) standards. The professional learning priority will be to ensure that staff is adequately and continuously trained to be able to provide these opportunities. During this improvement cycle, USD 402 will also focus on developing positive and engaging relationships with all stakeholders."
Overall success for this goal will be measured by:
- 75% of students on track for SEL growth
- 100% of licensed staff trained on SEL, SECD standards, and family engagement strategies
- 75% favorable responses on each family school relationships survey scale (Family Efficacy & Family Support)
- 75% favorable responses on each adult measure scale (belonging, well-being, and climate)
- Kansans Can STAR Recognition Distinction: Copper level or higher

Reported Results:
- 75% of K-12 students on track for SEL growth
- 98% of licensed staff have been trained on SEL, SECD standards, & family engagement strategies
- 75% favorable responses on each family survey scale (Family Efficacy & Family Support) utilizing a different survey in the Fall of 2022
- 75% favorable responses on each adult measure scale (belonging, well-being, & climate) utilizing a different survey in 2022-2023.
- Kansans Can STAR Recognition Distinction:
- Social-Emotional Growth - Bronze
- Academically Prepared for Postsecondary - Copper
- High School Graduation - Bronze
- Postsecondary Success - Copper

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

ARC Comment

Goals #2 - Professional Development is a critical component of how the district is working toward meeting its KESA goals. As reflected in the professional development schedule below, a major focus has been placed on the identification of Power Standards, effective instructional strategies, vertical alignment and other topics directly related to their rigor goal.

Reported Results:
- 100% of teachers at the high school are trained in AVID instructional strategies. 100% of teachers across the district are trained in Kagan Engagement strategies. Improved and increased communication between the school and home is evident at all levels
- Postcards utilized by teachers to make connections with families and students
- Each building is taking steps to keep parents informed and involved in the learning taking place at

school.
- Parent nights to bring parents in and teach them various aspects of expectations and learning goals in various areas. They teach them ways parents can support student learning at home.
- Data analysis of progress monitoring data is being utilized to determine what each student needs instructionally.
- The middle school has done incredible work providing wrap-around services and supports for students and families who need extra support. They are also focused on providing opportunities for students to experience college and careers.

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 was able to adjust resource allocations to create change in the KESA process. (fiscal, human, facility, technology, etc.) As evidenced by during this KESA Cycle, the district added:
MTSS Specialist at Augusta Middle School
Second Jag-K teacher at Augusta High School
With the merger of Lincoln and Robinson, Title I services have been added, including a second Reading Interventionist
MTSS Math Interventionist at Garfield and Lincoln Elementary Closure of an Elementary and merger of Robinson with Lincoln One-to-one mobile devices during and after COVID
Capturing Kids' Hearts in all Elementary Schools
Reading Horizons is the primary foundational Reading Curriculum and tier II and III for 4th through 12th grades. They provided professional learning to ELA teachers in Reading Horizons Elevate to provide 30 minutes of intervention daily for 4-8 grades and twice a week for 9-12 grades.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline, the system understands and can explain its data results, and the system demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	Use of Panorama surveys to track and the use of the Behavioral Health Intervention Program.
Kindergarten Readiness	Since the beginning of the KESA cycle, the system has made a very concerted effort to increase access to high-quality preschool services. They have expanded from one full-day classroom of 3 and 4-year-old tuition-only students, two 1/2-day 4-year-old at-risk classrooms, and six 1/2-day ECSE classrooms in 2018 to now having four full days, fully integrated 3 and 4-year-old classrooms and four 1/2 day ECSE classrooms. They also continue to have a waiting list of students who would like to be in the program.

Individual Plans of Study	The system made positive gains in the development of IPS over the past five years. Their data indicates they have been consistently improving the IPS system by moving over to the right from "no evidence" to "implementing" and some on over into "Transitioning" and "Modeling". It has been a team effort among the counselors, administrators, educators, student organizations and outside educational post-secondary institutes, local businesses, and organizations like Reality U.
High School Graduation Rate	Their rate exceeds the state average due to the systems added during this cycle.
Postsecondary Success	A steady increase in 4-year cohort Graduation Rate

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

ARC Comment

Throughout the KESA cycle, the system and building Site Councils have provided feedback as well as through parent and community surveys, public meetings (closing a school), community organizations (foodbank, YMCA, etc), and local government entities.

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

ARC Comment

The leadership team has demonstrated tremendous openness and responsiveness to the OVT feedback.

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

ARC Comment

The OVT reported no concerns or suggestions for the system in regard to the fidelity of the KESA process and timelines. The system reports were exemplary and timely. It is evident that a great deal of thought and preparation went into the reports during the entire accreditation process.

ARC Recommendation

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

Justification

The system has a team of dedicated professionals, many wonderful programs, supports, and opportunities for students to achieve. They have high-quality professionals in the classroom, in building leadership, and in district leadership. They are a dedicated team of professionals who do outstanding work. So it is no surprise their data is very good as is their Accountability Report information.

Strengths

There is much to celebrate within Augusta Public Schools. The Outside Visiting Team was impressed with the organization, thoughtfulness, intentionality, and commitment to improvement.

Challenges

Declining enrollment due to an aging population
Lack of housing
Funding
Staffing shortages

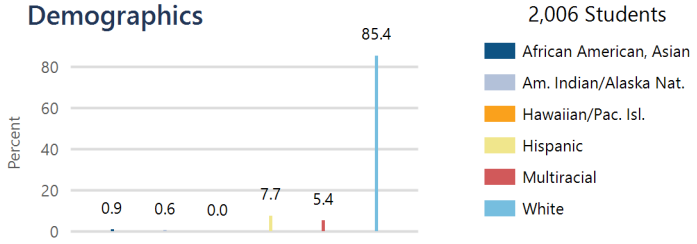
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Augusta USD 402

2345 Greyhound Drive, Augusta, KS 67010
(316) 775-5484
www.usd402.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Matt Ward**

Demographics

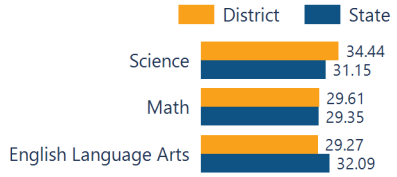


District Kansans Can Star Recognition

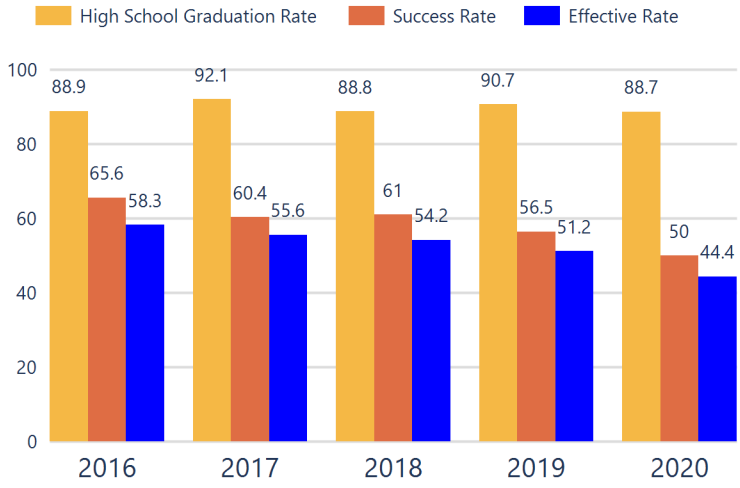
	Gold	Silver	Bronze	Copper
Social-Emotional Growth			✶	
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				✶

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 **89.8%**

Five-Year Success Avg **58.7%**

Five-Year Effective Avg **52.7%**

95% Confidence Interval for the Predicted Effectiveness Rate **54.4 - 57.6%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

91.3% State: 89.3

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

92.0% State: 92.1

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

25.8% State: 25.4

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.

0.7% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$11,661
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Augusta USD 402

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.28	25.79	35.86	31.46	34.29	33.49
Level 2	N/A	N/A	N/A	41.08	37.97	28.90	38.91	36.42	32.05
Level 3	N/A	N/A	N/A	22.07	28.79	25.10	23.03	23.09	23.92
Level 4	N/A	N/A	N/A	5.54	7.43	10.12	6.58	6.18	10.52

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.44	34.82	41.91	37.43	41.44	38.56
Level 2	N/A	N/A	N/A	41.71	37.58	32.35	39.13	36.86	32.67
Level 3	N/A	N/A	N/A	15.60	22.75	18.38	19.32	19.51	21.56
Level 4	N/A	N/A	N/A	2.22	4.82	7.35	4.10	2.16	7.18

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	65.16	52.25	64.91	55.73	55.19	54.05
Level 2	N/A	N/A	N/A	27.09	27.92	22.80	29.50	29.50	17.56
Level 3	N/A	N/A	N/A	7.09	17.11	10.52	9.28	12.56	18.91
Level 4	N/A	N/A	N/A	0.64	2.70	1.75	5.46	2.73	9.45

AFRICAN-AMERICAN STUDENTS

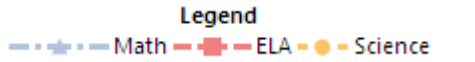
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

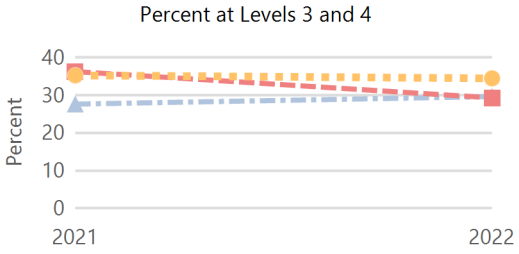
HISPANIC STUDENTS

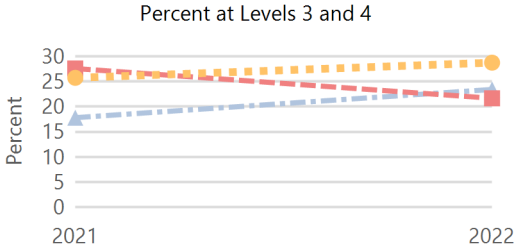
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.70	31.16	35.71	36.11	38.88	37.83
Level 2	N/A	N/A	N/A	45.12	37.66	35.71	34.72	29.16	32.43
Level 3	N/A	N/A	N/A	14.63	22.07	10.71	23.61	26.38	21.62
Level 4	N/A	N/A	N/A	8.53	9.09	17.85	5.55	5.55	8.10

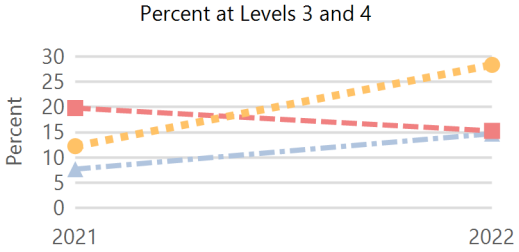
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



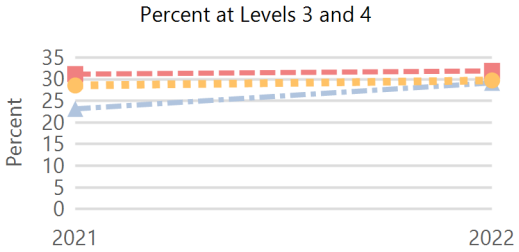






Percent at Levels 3 and 4

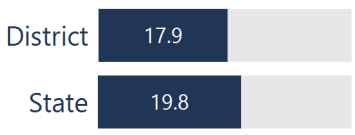
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/05/2023

System: D0418 McPherson (0000)

City: McPherson

Superintendent: Shiloh Vincent

OVT Chair: Darla Smith

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Supports
As one of the areas identified during their initial needs assessment for this cycle, the system has focused on this area for improvement. They have worked with the Kansas Technical Assistance Network to improve its MTSS system and added fastBridge to provide consistent screening and progress tools.

Family, Business, and Community Partnerships
The system has used the TASN Family Engagement Survey and Site Councils to help them gather input. They have created a number of partnerships within the community that support the district, such as the local YMCA, Prairie View, McPherson County Community Foundation, McPherson County Learning Center, Optimists/Rotary Club, Reality U, and the McPherson Community Coalition.

Diversity, Equity, and Access
The system utilizes several tools to address the needs of the diverse populations who make up their population. Title, MTSS, Capturing Kids (SEL), and district-wise PLCs to name a few.

Communication and Basic Skills
A new K-12 ELA adoption was a part of this cycle. During the adoption process, the groups reviewing potential programs kept a strong focus on finding a program that encourages all students to develop proficiency in reading, writing, speaking, listening, and thinking.

Civic and Social Engagement
The system participates in the usual activities associated with schools (STUCO, Curriculum, various community projects, Reality U).

Physical and Mental Health
One of the key changes during this cycle was the creation of a District Mental Health Team who developed and continues to refine a multi-year plan that provides SEL supports to both staff and students.

Arts and Cultural Appreciation

The system has in place a Fine Arts curriculum in music and art in grades K-12. This curriculum includes Orchestra and Theatre and Performing Arts at the upper grades. The High School was recognized in 2022 with the KSHSAA Performing Arts School of Excellence Award.

Postsecondary and Career Preparation
Based on STAR Recognition, in 2022 the system received a Copper for Individual Plans of Study and Postsecondary Effectiveness. The system has a number of Pathways, CTE courses, and certifications available for students.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

"By school year 2022-23, 30% of students in USD 418 will score at a Level 3 or higher on math assessments, and less than 25% of students will score at a Level 1."

The KAP longitudinal data shows that in 2019 - 34%, in 2020 - NA, 2021 – 33%, and in 2022 – 35% (State 34%) of students were in Level 1. While they failed to meet their stated goal, it is important to keep in mind the academic loss in the spring of 2020. When taken into consideration, the fact their numbers stayed fairly flat is a potential win for the students and families.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

"By school year 2022-23, 35% of students in USD 418 will score at a Level 3 or higher on ELA assessments, and less than 30% of students will score at a Level 1."

The KAP longitudinal data shows that in 2019 -28%, in 2020 – NA, 2021 – 34%, and in 2022 – 34% (State34%) of students were in Level 1.

As stated in Goal area one, when taking into account the academic losses of 2020 statewide, the near stagnant numbers could be considered a positive.

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 a strong process in place for improvement. They have structures in place to ensure the improvement process is happening. District Administration works together to support the process district-wide. The DLT, BLT, PLC and Site-Councils are in place and have clear responsibilities within the improvement process. The district has also worked on improving communication and creating more transparency around implementation. The timelines for their work are spelled out in the Vision 25 document for the district and the buildings use that as a guide as well.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining.

Board Outcomes

Social-Emotional Growth	The system is using FastBridge/SAEBRS data to support this area along with behavior and attendance data. Over the past couple of years, they have found that they have more students in need of SEL support and the district has put in place tiered interventions for behavior.
Kindergarten Readiness	The system offers full-day 3 and 4-year-old Pre-Kindergarten programs at all four of their elementary schools. They look quarterly at Child Level Outcome data to determine the progress that each child is making and to deploy interventions as needed.
Individual Plans of Study	The system has an IPS process in place in grades 8-12. They are using Naviance for career exploration and interest and ability surveys.
High School Graduation Rate	The graduation rate has remained steady over the past four years at around 88% which is below the state goal of 95%. The system has spent a great deal of time looking at state assessment data, FastBridge data, behavior, and attendance data and believes based on this data that many of the strategies outlined in "Vision 25" and the Systematic Review of Curriculum and Instruction will help in improving this data.
Postsecondary Success	The 2020 Effectiveness rate is at 55%. The main concern is that the yearly Effectiveness average has been declining. The system believes that COVID has played a role in this decline in that many students delayed or did not move on to postsecondary education in the spring of 2020.

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

ARC Comment

District-wide PLCs, staff surveys, and staff involved in the curriculum development process over the past three years have gone a long way to helping to improve culture across the district. BOE involvement in the process, together with parent and community surveys also played a part.

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

ARC Comment

Throughout the cycle, the system openly answered any questions asked by the OVT and took into consideration any feedback given. The OVT team is impressed by how the district handled a sometimes difficult KESA cycle – community pushback, COVID, etc.

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

ARC Comment

The system has a strong process in place for improvement. They have structures as mentioned earlier in place to ensure that the improvement process is happening. District Administration works together to support the process system-wide. The DLT, BLT, PLC, and Site-Councils are in place and have clear responsibilities within the improvement process. The district has also worked on improving communication and creating more transparency around implementation.

ARC Recommendation

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

Justification

A solid needs assessment led to the development of strong measurable goals which directly addressed system needs. Structures were then created and implemented at a high level which allowed for continuous improvement to get established.

Strengths

- Systematic Review of Curriculum and Instruction
- Districtwide PLCs
- Strategic Planning "Vision 2025"
- K-12 ELA and Math Adoptions

Challenges

• Like all systems, time and staff are sometimes challenging. The work of the PLCs is demanding and requires time for them to adequately address the data and strategies to improve achievement.
• Ongoing professional development is important to support the systems in place. The system has worked hard to provide this. As they move forward, professional development for new staff and those needing continuing support will be important.
• Systems are in place, the hard work is keeping focused on the achievement gaps in their data and identifying and then implementing effective strategies to address these needs.

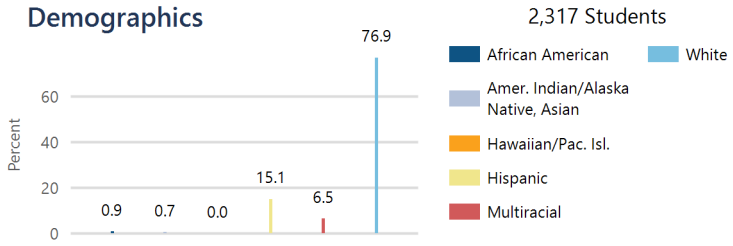
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

McPherson USD 418

514 North Main, McPherson, KS 67460
(620) 241-9400
www.mcpherson.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Shiloh Vincent**

Demographics

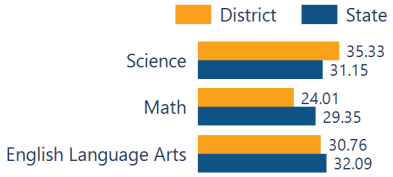


District Kansans Can Star Recognition

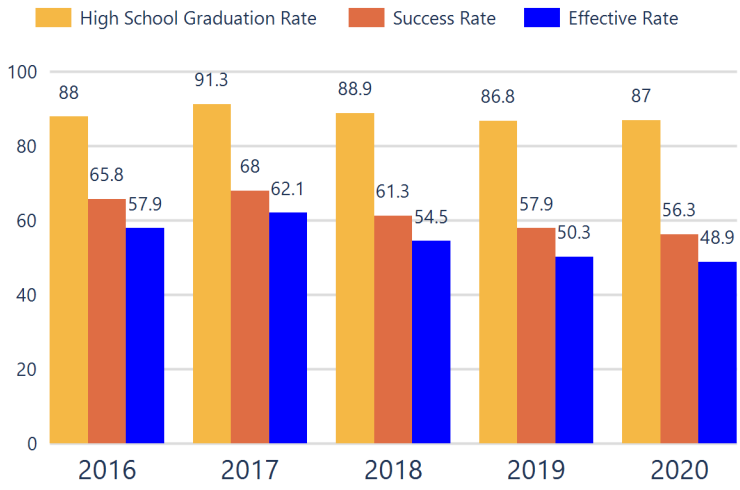
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

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 **88.3%**

Five-Year Success Avg **61.8%**

Five-Year Effective Avg **54.5%**

95% Confidence Interval for the Predicted Effectiveness Rate **56.5 - 58.9%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

87.4% State: 89.3

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

92.4% State: 92.1

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

23.9% State: 25.4

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.

2.1% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$11,114
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

McPherson USD 418

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.19	33.33	35.99	34.48	34.65	33.88
Level 2	N/A	N/A	N/A	40.86	34.91	26.45	41.48	34.56	30.76
Level 3	N/A	N/A	N/A	19.56	25.41	25.48	18.08	22.83	20.99
Level 4	N/A	N/A	N/A	5.36	6.33	12.06	5.93	7.93	14.34

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.34	44.80	50.00	47.83	48.64	43.01
Level 2	N/A	N/A	N/A	37.79	35.49	22.82	40.54	31.90	31.84
Level 3	N/A	N/A	N/A	12.31	16.88	20.65	9.11	14.93	19.55
Level 4	N/A	N/A	N/A	2.54	2.81	6.52	2.50	4.52	5.58

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	63.67	62.84	60.00	69.95	68.20	65.65
Level 2	N/A	N/A	N/A	29.91	26.14	21.17	24.03	23.43	22.22
Level 3	N/A	N/A	N/A	5.12	11.00	12.94	5.15	6.69	7.07
Level 4	N/A	N/A	N/A	1.28	0.00	5.88	0.85	1.67	5.05

AFRICAN-AMERICAN STUDENTS

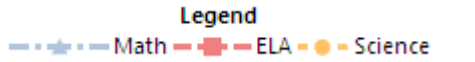
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.66	50.00	N/A	50.00	41.66	N/A
Level 2	N/A	N/A	N/A	50.00	25.00	N/A	41.66	25.00	N/A
Level 3	N/A	N/A	N/A	8.33	25.00	N/A	8.33	25.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	8.33	N/A

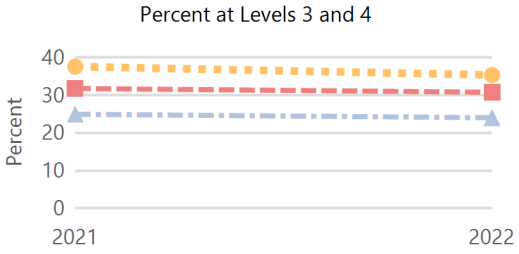
HISPANIC STUDENTS

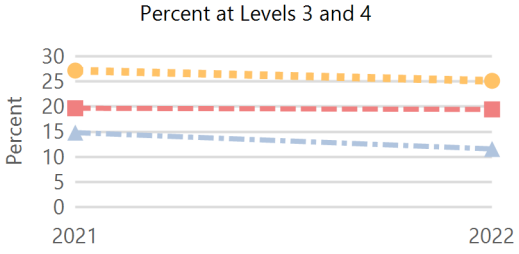
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.95	42.42	57.50	41.04	47.12	40.78
Level 2	N/A	N/A	N/A	49.39	35.15	20.00	45.66	33.33	36.84
Level 3	N/A	N/A	N/A	10.84	18.78	16.25	10.98	13.21	14.47
Level 4	N/A	N/A	N/A	1.80	3.63	6.25	2.31	6.32	7.89

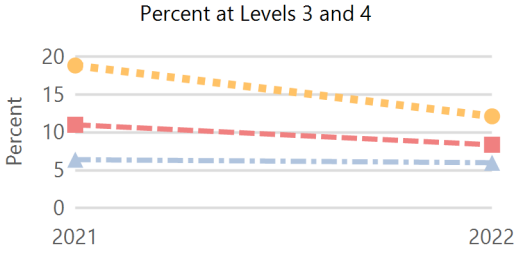
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

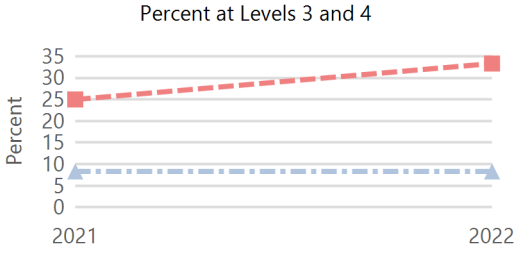
Academically Prepared for Postsecondary Success

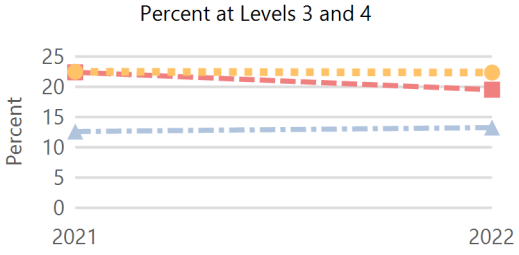








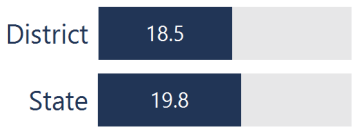




ACT Performance (2022 School Year)

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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/09/2023

System: D0453 Leavenworth (0000)

City: Leavenworth

Superintendent: Mike Roth

OVT Chair: Darren Dennis

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

The system reported structures for district, building, and team-level data talks after benchmarking periods with established processes for analyzing subgroup data such as; race, ethnicity, economic status, IEP status, attendance, and others. As the next steps, the district planned more action steps around strategies to ensure continuity of tiered intervention structures even with attendance and staffing shortages

Tiered Framework of Support
USD 453 sees itself as a whole system with key initiatives provided to support all foundational structures. The newly established areas include curriculum adoptions, professional development, and staffing. They offered evidence that they no longer rely on 'feelings' but rather more alignment to strategic plans, highly effective status, accountability and expectations, fairness and equity, and shared responsibility. The district 'holds the mirror' with data points to take action to move forward on its journey with major progress over the KESA cycle.
• Family, Business, and Community Partnerships
The system is a key player in the community with families and community members who have multiple options to engage with the district through PTO, Site Council, volunteer options, and Leavenworth Education Foundation. A highlighted component included the community mental health and Parent as Teachers (PAT) services offered on campus.
• Diversity, Equity, and Access
As noted by the OVT the system is making strides so that each student feels a sense of belonging. Teams expanded the AVID program and extra-curricular club options. Interdisciplinary teams continued to foster student and staff capacity to support high-quality opportunities for personal and professional development with student-focused options to reflect the benefits of DEI areas. The teams partnered with families to gain information on SEL using validated skills assessment and strategic plan feedback and data collected from community stakeholders and staff to inform future improvements.
• Communication and Basic Skills
The OVT stated that the system succeeded in multiple communication and speaking opportunities that are provided through project-based learning. Through the district's literacy initiative, educators in every building were provided with a professional development opportunity, and writing instructional strategies are used during instruction and small group learning to bridge these skills into proficiency gaps. The intentional professional development for the application of real-world skills (HGSS Classroom-Based Assessment, PBL, SEL resource application, Individual Plans of Study Roadmaps) was

evident.

• Civic and Social Engagement
The system, according to the OVT, had a heavy focus on the continued implementation of surveys and feedback options for future planning of opportunities and clubs to reach more students. The team developed relationships and expand opportunities such as JROTC, Sole Matters, UnCover KC, and local service learning with expanded internship programs and project-based learning opportunities. Teams planned additional feedback loops on student participation in civic organizations and leadership opportunities.
• Physical and Mental Health
Overall wellness was a key feature of the balanced work of SEL support structures including therapists in partnership with Guidance Center and ESSER-funded Counselors/Social Workers. Teams hoped to continue the implementation of core SEL resources of Character Strong and MTSS-related SEL supports to raise attendance rates!
• Arts and Cultural Appreciation
The system has impressive opportunities in the arts area. K-12 District Art Show and LHS Award-Winning Theater Program featured the expansion of performances at elementary schools. Classrooms took opportunities to expand real-world cultural experiences with Foundation-funded field trips, Richard Allen Cultural Center, Carroll Mansion, and others.
• Postsecondary and Career Preparation
The OVT stated that the system excelled in this area. Leavenworth established a Student Information System Dashboard for monthly data analysis with attendance, grades, incidents, and more. With IPS, Xello, YouScience, and more, the teams have reformulated the LHS Advisory Structure to target needs to include career work. The CTE programs supported real-world experiences, business partnerships, and internships as well as consideration of market value assets for post-secondary opportunities.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

• By Fall 2022 Conferences, 75% of families (PK-12) will be attending, participating, and offering suggestions to improve their child's learning in student-led conferences

All levels are utilizing student-led conferences. Templates have been created to guide the discussions with data at all levels. Extended Learning Program offered for kindergarten through 8th. Identifying students based on behavior and academic achievement. 9th through 12th-grade students can participate in credit recovery programs in the summer. Site Councils have grown. Feedback from stakeholders has grown. The student-led conference has had a significant impact on the lower-achieving students.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

• By Fall 2022, Leavenworth USD 453 K-12 students will increase their achievement scores by 10% a year as measured by the Reading Benchmark Assessment.

District-initiated Needs Assessment is used yearly. Creates the plan for the focus of the year and how to select the coaching cycle. Staffing decisions and professional development decisions are based on the Needs Assessment. Additional staff in the primary grades to support the literacy initiative. AVID training for staff at the middle and high school levels has created instructional consistency across curricular areas. The high school graduation rate has increased by 3% over the last year. The district is matching and exceeding the state average. The post-secondary success rate is above the expected achievement level from the state. According to the Accountability Report and OVT Report.

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 focused on designing and implementing "systems" to guide the decision-making and operation of key components of the district. Pivotal systems that are operational at this time include, but are not limited to:

- Needs Assessment
- Curriculum Adoption
- IPS Roadmap
- Staffing
- Funding

Key results of these systems, to date, include but are not limited to:

· Data monitoring and decision-making
· Staffing shifts based on needs assessments
· Phonics implementation and creation of a data dashboard
· Created a layered feedback structure to move toward increased

The OVT also noted these areas:

The system has focused on both District and Building Site Councils as well as their intended use as a two-way communication opportunity related to policies, initiatives, and proposals.

Also, the system has implemented and expanded opportunities to share Kansas Vision for Education and State Board Outcomes and discuss school improvement data points at the Cabinet, building leadership, staff, OVT, and Site Council/Board of Education. Existing communication structures such as Board FYIs, Pioneer Pride newsletters, and formal board presentations are utilized. This work enhances efforts to help make decision-making more transparent throughout the system. During this cycle, the system has worked to adjust resource allocations to create change for the benefit of school improvement. Additionally, the system has leveraged a bond process to create a new early childhood center dedicated to play-based learning specifically for early learners and a new intermediate center that has allowed for decreased capacities at buildings along with more collaboration and authentic learning spaces.

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

ARC Comment

The system has developed its plan and is implementing work to include all the State Board Outcomes. As noted by the OVT report, the system has demonstrated the development of systems through this process. These systems have been a major focus this cycle. Examples include the development of formal, research-focused decision-making models such as curriculum adoption, professional learning, and staffing decision-making models. They have formalized the needs assessment process well beyond the typical Title II survey. It has established feedback loops that include the greater community and outside organizations. Other systems include data-driven decision-making along with feedback loops. And they have developed systemic, predictable models such as the IPS Roadmap, which guides the implementation of their goals PK-14

Board Outcomes

Social-Emotional Growth	The district has adopted Character Strong as its curriculum resource to support Tier I in SEL. They are using SAEBRS data to identify subgroups and work on identified issues. There is time set aside daily at each level to address SEL. The system has thus developed a common vocabulary for SEL, and they have demonstrated reflective practice to make necessary adjustments.
Kindergarten Readiness	The System has committed to the ASQ-3 and ASQ-SE and has attained a 90% completion and return rate for the surveys. With the addition of the early childhood center, they have focused on readiness and have set aside time monthly for one-on-one work with each student. They have researched the instructional program for pre-kindergarten students and have adopted a play based approach in line with that research. The program shows evidence of a focus on inclusion.
Individual Plans of Study	The IPS system has been expanded and developed over this cycle. The system set aside time during the advisory period weekly to work on SEL and the IPS. They have developed what they call a roadmap with detailed steps at every level, beginning with pre-K, including skills to work on, target goals, responsible parties, and a system for tracking progress.
High School Graduation Rate	The system has developed the 3E Model (Employment, Enrollment, Enlistment) to monitor students' progress and encourage them to develop a postsecondary plan. They are supporting their efforts with the restructured advisory time to work on SEL and IPS. Absenteeism continues to be a limiting factor on their ability to get students, especially within specific subgroups, to graduation.
Postsecondary Success	The system postsecondary success rate has fluctuated over time, but it has generally grown over the course of the five-year cycle. It dipped in 2019, but it has rebounded in the most recent data available for review. Throughout the cycle, the five-year effective rate has consistently been above the 95% confidence interval. They have taken steps to begin collecting feedback from graduates, which will allow them to continue to adjust for the changing needs of their students.

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

ARC Comment

The system has increased the number of parent surveys and captured information when parents are available for example at the car rider lane or at music programs. Site Council members have increased. Volunteers and service-learning projects have increased with the participation of stakeholders in the schools. The district added a Thought Exchange App to obtain stakeholder perceptions and feedback. Senior Exit Surveys are used to collect feedback and data on Post-Secondary Success measures. Also, the System's Teaching and Learning website has been utilized to share information. Multiple platforms are used for parent communications. Board meetings have seen an increase in attendance and input. Additional subcommittees have been created to disseminate information and gather feedback.

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

the accreditation cycle.

ARC Comment

The OVT stated that the system worked closely with them and demonstrated wanting to improve using some of these tactics.
-Maintained emphasis on literacy
-Targeted the IPS process with greater fidelity
-Purchased specific resources to support goal implementation
-Restructured on-site OVT visits
-Ongoing communication with OVT
-Gathered feedback continuously throughout the year on challenges and the next step

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

ARC Comment

According to the OVT, the system has met all expectations, including meeting required deadlines, as outlined by the Kansas State Board of Education and the Kansas State Department of Education. They have demonstrated the development of systems through this process. These methods have been a major focus this cycle. Examples include the development of formal, research-focused decision-making models such as curriculum adoption, professional learning, and staffing decision-making models.

ARC Recommendation

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

Justification

• The system has recognized areas of concern and is working to continually improve in these areas.
• The system has taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners.

Strengths

•• The system has done a great job not only identifying areas of need but flooding those areas with support, especially at the lower grade levels, where the support will be more helpful in the long run.
• Using a continuous learning approach to school improvement and a willingness to honestly look at data and then make improvements.
• The system is employing a clear-eyed approach and ongoing action research, they have a clear understanding of the district, its strengths, and its challenges.

Challenges

• The district has identified Chronic Absenteeism as a critical need to address and the OVT team is in full agreement.
• The system is struggling with behavior management. There is clearly a connection here to social emotional learning that will need further exploration.
• While the focus has been on literacy, scores in mathematics have slightly declined. The system will need to find a way to maintain literacy and accelerate growth in Math.
• Continue the Literacy goal into the next cycle. Student data has been slow to show gains and continuing to focus on the professional development of staff could result in greater student achievement.
• Write SMART goals for the next cycle that are quantifiable
• PLC work will need to continue, especially due to the staff turnover issue.

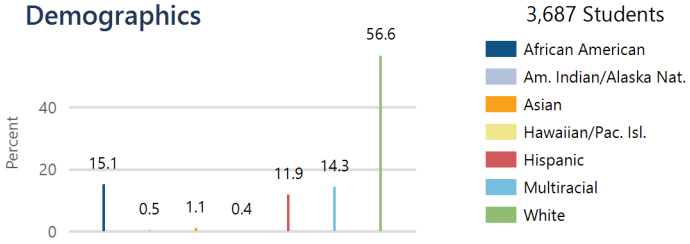
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Leavenworth USD 453

200 N 4th, Leavenworth, KS 66048
(913) 684-1400
www.usd453.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Mike Roth**

Demographics

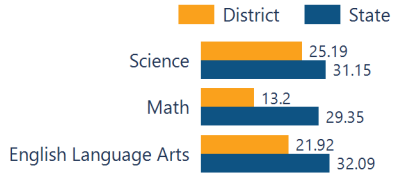


District Kansans Can Star Recognition

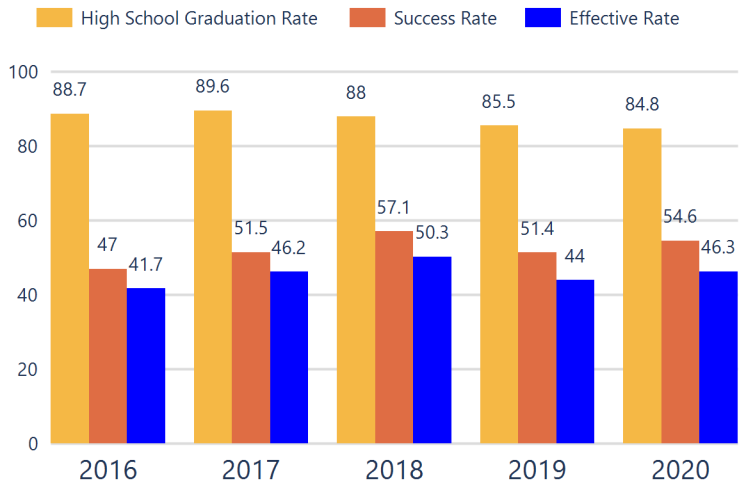
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness			★	
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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 **87.3%**

Five-Year Success Avg **52.4%**

Five-Year Effective Avg **45.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **42.2 - 45.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

89.6% State: 89.3

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

86.9% State: 92.1

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

49.0% State: 25.4

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.

2.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$13,392
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Leavenworth USD 453

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.77	41.03	45.37	57.24	45.87	46.45
Level 2	N/A	N/A	N/A	31.07	33.99	28.37	29.55	32.19	28.34
Level 3	N/A	N/A	N/A	9.49	20.11	19.62	10.00	17.49	17.32
Level 4	N/A	N/A	N/A	2.66	4.85	6.62	3.20	4.43	7.87

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.22	53.44	57.36	67.46	57.76	55.78
Level 2	N/A	N/A	N/A	28.19	30.30	28.22	26.23	27.73	28.78
Level 3	N/A	N/A	N/A	6.33	14.46	10.73	5.49	12.55	11.86
Level 4	N/A	N/A	N/A	1.24	1.79	3.68	0.80	1.94	3.56

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	81.48	77.57	76.29	81.68	78.74	72.72
Level 2	N/A	N/A	N/A	16.04	16.59	14.07	15.61	17.06	21.96
Level 3	N/A	N/A	N/A	1.85	5.38	8.88	2.10	3.29	4.54
Level 4	N/A	N/A	N/A	0.61	0.44	0.74	0.60	0.89	0.75

AFRICAN-AMERICAN STUDENTS

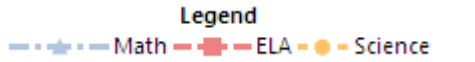
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.85	54.03	61.86	76.07	59.28	63.82
Level 2	N/A	N/A	N/A	26.83	35.08	30.50	22.14	31.42	25.53
Level 3	N/A	N/A	N/A	2.94	10.48	5.93	1.78	9.28	7.09
Level 4	N/A	N/A	N/A	0.36	0.40	1.69	0.00	0.00	3.54

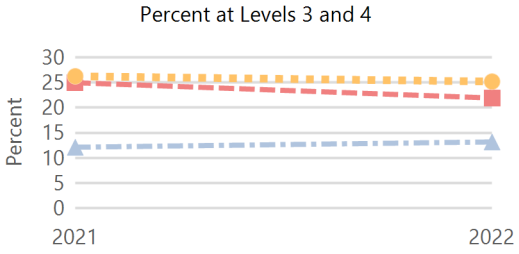
HISPANIC STUDENTS

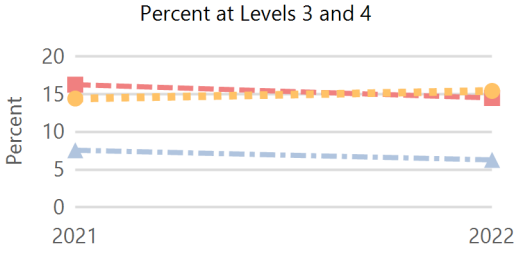
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	53.57	38.09	45.05	54.66	43.80	43.01
Level 2	N/A	N/A	N/A	33.92	35.71	30.76	32.44	34.95	36.55
Level 3	N/A	N/A	N/A	10.71	22.38	20.87	12.00	18.14	17.20
Level 4	N/A	N/A	N/A	1.78	3.80	3.29	0.88	3.09	3.22

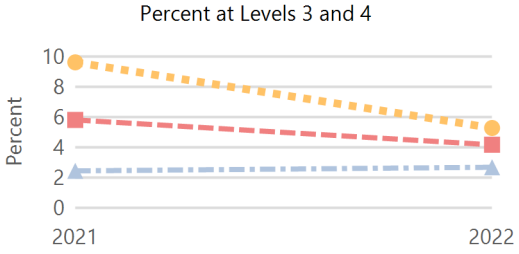
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

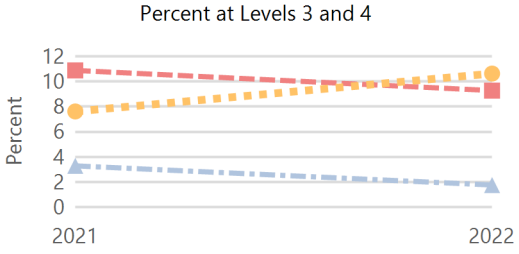
Academically Prepared for Postsecondary Success

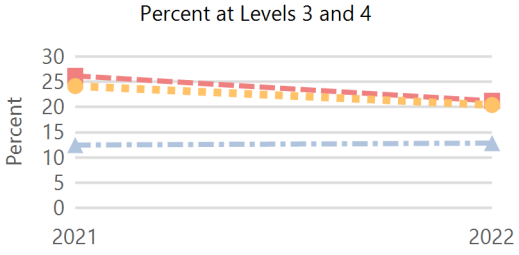








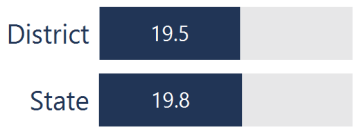




ACT Performance (2022 School Year)

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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/18/2023

System: D0454 Burlingame Public School (0000)

City: Burlingame

Superintendent: Marcy Cassidy

OVT Chair: Kerry Lacock

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.
Tiered Framework of Support: The system had multiple changes in leadership during this cycle. The system has had two superintendents, three secondary principals and two elementary principals (with one year having no principal at the elementary level) during the five-year cycle. According to the OVT report, the administrative turnover made it difficult to implement tiered frameworks of support with fidelity. The system, recognizing this need, has come together to address this issue. Currently, the General Education Intervention (GEI) team determines interventions for academic, behavioral and social-emotional deficits. A comprehensive list of interventions, modifications and/or accommodations for all three tiers was provided in the System report. The interventions were provided for academic, behavioral and social-emotional needs. The system has a good plan in place but needs to refine it to be sure a tiered framework of supports is in place for all students at all levels. Data is being monitored in order to analyze and respond to student needs.
Family, Business, and Community Partnerships: The System report indicated that the system strives to work collaboratively with all patrons of the school district. Numerous community engagement opportunities were presented. Stakeholders are involved in the Burlingame PTO and Site Council which hold monthly meetings, and community members, teachers, and staff are invited to attend.
Community members, parents, and teachers support school athletics, academics and extra-curricular programs through the Burlingame Booster Club. The system worked in tandem with Greenbush to create a professional teacher recruitment video that will be posted on the district's website as well as on state and national education job search websites. Other engagement opportunities include a Back-to-School Bash, a 5-K run, community pep rallies, Adulting Day, Halloween Parade, the PTO Carnival, and many more. The district also created a YouTube channel which allows patrons to view school programs and activities from their homes if they are unable to attend in person. One unique opportunity for teachers, staff and community members is childcare. The system opened a childcare center during the 2021-2022 school year in an effort to attract and retain teachers as well as serve the community and get students into the schools at an even earlier age.
Diversity, Equity, and Access: According to the Accountability Report, the system only has enough students to make up subgroups in Free and Reduced Lunch and Students with Disabilities. The system does address diversity of these groups by providing interventions for these groups. An instructional coach was added who will assist teachers in interpreting data and designing interventions for students

who need more support as well as for students who need enrichment. This position will also address classroom management in an effort to better respond to the needs of students with behavioral challenges. ELL services are provided for one student in the system. Spanish I-IV is offered, trips to museums, dual credit options, and technical school classes. Students also experience the outside world on a senior trip to Florida, as most of them have never been to another state.

Communication and Basic Skills: According to the system report, the district promotes verbal communication skills through classroom presentations and student-led conferences. Teachers integrate instructional communication strategies in all grade levels to actively engage students in the learning process. Some classes that focus on communication skills include Career and Life Planning, Current Political Issues, History, English, and Career Exploration. The system promotes written communication skills through the school newspaper which is written and published by students and is sent to all members of the Burlingame School District. Students have the opportunity to participate in annual school plays and yearbook publication. High school students also have the opportunity to take classes from Washburn Institute of Technology and Allen Community College. School clubs that promote communication skills include Student Council, Scholars' Bowl, KAYS, and National Honor Society.

Civic and Social Engagement: The OVT report shares that numerous school clubs and organizations promote civic and social engagement for students in the system including STUCO, KAYS, National Honor Society, FBLA, and Scholars' Bowl. Students also have opportunities to participate in or volunteer with community blood drives, local food drives, and the School Clothing Closet. An Alumni Banquet is held where a former Burlingame student is inducted into the Hall of Fame. Students assist in the planning process as well as the actual event. The yearbook class updates and publishes an alumni book for community members to purchase. Students participate in field trips, fundraising opportunities and pep rallies that include community members. Over the last five years, opportunities in this area have increased.

Physical and Mental Health: According to the System report, physical and mental health support activities/initiatives have been incorporated over the past five years, especially in the wake of the pandemic which greater highlighted that need. Movement, activity, and mindfulness have been added to the general education setting in an effort to keep students moving, give them mental and physical breaks, and to help them learn to regulate emotions. The system has created partnerships to meet student needs in this area, including Crosswinds Counseling and Wellness for on-campus counseling services. A partnership with Three Lakes Educational Cooperative gives them access to a school social worker, school psychologist, and a school nurse one day a week. They adopted Second Step SEL program for PK-5 as a resource for teachers. Walk-n-Talk has been initiated in the morning in elementary schools, and Wellness Wednesdays for secondary students. A health course is offered at the secondary level, and physical education teachers utilize mindfulness as a way to teach students emotional regulation. The system also hired a PK-12 full-time counselor to assist in this area.

Arts and Cultural Appreciation: According to the System report, art classes are offered at the junior high and senior high levels. Other opportunities include the annual all-school play, show choir and band performances, performances at local businesses, retirement homes and at the Alumni Banquet. Students also are involved in the Annual Art and Woodworking Show, Kansas Day celebration at the local museum, and Holidays Around the World at the elementary level. The system has partnered with the City of Burlingame to paint murals on business windows and/or walls downtown.

Postsecondary and Career Preparation: According to the System report, over the KESA cycle the system has strengthened postsecondary offerings for students. All 6-12 students have an electronic portfolio through Xello. Civic engagement opportunities are also available for all 6-12 students. Career readiness opportunities include job shadowing, on-the-job training, guest speakers, dual credit courses, vocational school options, and certifications in special areas. Students receive support with their postsecondary applications through a FAFSA Completion Workshop and scholarship applications. Student-led conferences keep parents updated in students' goals and interests. The Accountability Report indicated a decline in the Success Rate and Effective Rate. This may be due to the pandemic, but it is an area that should be addressed to find the root of the significant decline.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

Goal 1 – Positive Culture and Relationships
This goal, as stated, is very broad and is not measurable. However, reading further it appears the intended goal was: The system will employ strategies to enhance the climate and culture of the school district as well as strengthen relationships between the staff, community, and parents as measured through stakeholder surveys. This was stated below the goal of Positive Culture and Relationships. It is recommended that in the next KESA cycle SMART goals are utilized that are specific and measurable. To better understand the needs of the system, the new superintendent surveyed the staff and community prior to the start of her tenure. The feedback indicated that the climate/culture at both the elementary and secondary schools was compromised. Leadership looked at the data and implemented district-wide book studies to target needs. The first book utilized was Big Potential by Shawn Achor which revolved around working together to build a healthy school and work environment. Teacher feedback indicated it was a powerful book study and one that assisted the faculty in healing from years of a compromised climate. The second study focused on growth mindset. Staff read The Growth Mindset Coach by Annie Brock and Heather Hundley. Annie Brock, who is from Kansas, came to the district to kick off the book study and to teach the core tenets. Another lighthearted book focusing on embracing positivity was utilized with students, The World Needs More Purple People by Kristen Bell. School colors are purple and white. The book was read to students, and staff and students received purple hats as a reminder to demonstrate the traits of purple people. During the 2022-2023 school year, staff are reading CHAMPS by Randy Sprick and will continue to focus on coming together in a cohesive way. Many initiatives were implemented to support the goal of strengthening relationships between staff, community and parents. Examples include pep rallies for home sporting events as well as for academic and behavioral accomplishments, purchase of personal Chromebooks for every student, Newline electronic boards in classrooms, implementation of the Burlingame Hall of Fame, food drives, community bingo nights, father-daughter dances, community 5K run, and Back-to-School Bash. The system also implemented childcare available to USD 454 staff and community members as well. Implementation of a comprehensive, integrated three-tiered model of prevention in the areas of academics, behavior and social emotional skills is taking place, as well. Ci3T utilizes a positive and proactive approach to classroom management which fosters healthy relationships between teachers, administrators and students. The system also implemented a new SEL curriculum including integration of SEL lessons at the secondary level. Updates were made to the security system, HVAC system, and the District Crisis Plan. A school resource officer was hired, and all classrooms were installed with phones to aid in communication between teachers and parents. FastBridge was adopted as both an academic and social-emotional screener during the 2021-2022 school year to provide better data for analysis and response to needs. Preliminary qualitative data indicates positive growth. Survey data from staff and community members will be analyzed in spring 2023 to determine effect and refine plans based on responses. Great strides have been made toward creating a positive impact on climate and culture within the system and community.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 – Academics
This goal, as stated, is very broad and is not measurable. However, reading further, it appears the intended goal was: Over the course of the KESA Accreditation Cycle, the BDS staff will learn about and implement instructional strategies that ask students to think and problem-solve at high levels in the areas of ELA and Math. Growth will be measured by the outcome of local and state assessments and universal screeners. This was stated below the goal of Academics. It is recommended that in the next KESA cycle SMART goals are utilized that are specific and measurable. Several implementations occurred over the course of this KESA cycle. Ci3T, a comprehensive, integrated three-tiered model of prevention in the area of academics, behavior and social emotional skills is being implemented. Staff

will utilize this tool in MTSS for instruction and interventions. Student data will be utilized to drive instruction and interventions. K-3 teachers and reading specialists are receiving ongoing training in LETRS offered by KSDE. This program will help teachers have a better understanding of the instruction of phonics, shifting to a Science of Teaching model of instruction in order to grow the reading capacity of students. Curriculum alignment work is taking place in ELA and Math. An Instructional Facilitator position was created in January of 2023 to support instructional and social-emotional needs of students, plan and implement professional development around instructional strategies, and aid in the implementation of instructional strategies. A Curriculum Director position was created in 2021-2022 in order to align curriculum, review and implement curriculum adoptions and assist with district and state testing. The system updated the K-12 math curriculum to one that is directly aligned to state standards. The K-8 staff have support from Curriculum Associates and the 9-12 staff have support from Savvas for the high school curriculum. Technology has been purchased and has greatly benefited both teachers and students. The system believes having the updated technology enhances learning and teaching experiences for all involved. Scores are not at the level the system would like but do show positive growth in some areas. Elementary data in all areas is much stronger than the secondary data on the state assessments. The system believes Title One reading support at elementary may positively affect those scores. According to the Accountability Report, there has been a slight decline in scores for students in all three areas tested on the state assessment. There has been a slight decline in ELA and Science for Free and Reduced Lunch Students. Scores for Students with Disabilities were on the incline in Math and ELA. The system had an average ACT score of 18.2 which was below the state average of 19.8. The system believes given time, all these implementations and interventions will positively impact student scores in the areas of math and ELA.

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 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. According to the OVT report, Burlingame has struggled a bit with sustainability due to yearly turnover in administration the past three years. Teachers felt overwhelmed and overworked. Each new administrator put his/her individual spin on the district's improvement plan which left the teachers feeling disjointed. In an attempt to bring everyone back on board, the district has implemented a late start on Wednesday to focus on KESA goals. Teachers are getting "hands on" with the data to serve students better and become a stronger system. Each student has a Chromebook, and each classroom has a Newline board. The district has added a Curriculum Director and an Instructional Facilitator in order to better focus on KESA goals. The district has also added an SRO, electronic key system, and phones in each classroom for security purposes.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes. System is beginning to collect evidence, data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	The system has adopted Second Step for PK-5, but they are still looking for a resource to use at the secondary level that will meet their needs. SEL lessons for secondary students are currently being developed by the counselor. The system did attempt to collect SEL data, and MySAEBRS was administered to grades 2-12, although participation rate was only 49%. With low response, data is somewhat unreliable at this point. They hope that as the system becomes more transparent with stakeholders, parents will be more willing to allow children to participate in this survey. The system is in the process of implementing a positive and proactive district-wide behavior program, Ci3T, moving away from the more punitive system that was in place.
Kindergarten Readiness	Utilizing stakeholder feedback, the system implemented an on-campus daycare available to staff and community members. In addition, the system partners with Three Lakes Cooperative to provide an At-Risk Preschool. Both of these programs help prepare children for kindergarten and allow more access so the system can monitor progress and growth in order to provide more proactive interventions. The system has all parents of kindergarten students complete the ASQ Survey which provides the district with data to inform decision making. In addition, a Kindergarten Camp is provided the summer prior to kindergarten to better prepare incoming students and assess skills early in preparation for arrival in August.
Individual Plans of Study	The system implemented student-led conferences at the junior high and high school levels in order to keep parents involved in the process. One-on-one meetings with the counselor occur in an effort to increase postsecondary success. The system is in the process of increasing the CTE pathway offerings so that students can truly create an individual plan of study. Secondary students have multiple opportunities to visit colleges, job shadow, and volunteer while creating an online portfolio. Seniors also learn how to write a resume, practice interviewing skills, and complete a FAFSA application. The system received a grant through the National Education Foundation that will provide students with a variety of on-line CTE training courses to help them earn certificates and explore postsecondary opportunities.
High School Graduation Rate	This is an area of strength for the system. The System report shared the following data: 2019: 100% 2020: 86.7% 2021: 93.8% 2022: 100% 2023: Anticipated 100% The system received a silver star in High School Graduation from the District Kansans Can Star Recognition program.

Postsecondary Success	The system acknowledges that the Effective Rate and Success Rate are below the state average and have plans to address this. According to the Accountability Report, there has been a significant decline from an Effective Rate of 51.9% in 2018 to 33.3% in 2020. The pandemic may have had an effect on this, and with a small school district such as Burlingame, small numbers of students can affect the numbers more greatly. Although the system is alarmed by the very low postsecondary success rate, they feel students in the district are being successful. The system is in a rural area and report a number of graduates enter family farming businesses or join the military before attending college or a vocational school. The system is hopeful that the improved IPS process and the increased CTE course offerings will encourage graduates to further their education. The system acknowledged a marked increase in student absenteeism since the onset of the pandemic and plan to target this in the new KESA cycle. They believe attendance correlates directly with student success in school as well as when they enter the workforce or attend college.

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

ARC Comment

Due to some of the challenges faced because of so many administrative changes, this is an area that the system acknowledges needs improvement. In the System report, the system shares that the climate and culture of the Burlingame School District was compromised at the beginning of the cycle. The report stated there was a lack of trust between teachers and the administration as well as the community and the administration. With new leadership, surveys went out to gain information as to possible ways to address staff and community concerns. Another survey was sent out in spring 2023 to staff and community members. Data from the surveys will be utilized to create improvement in this area. The system reports that already the climate has begun to shift from one that was reactive to one that is proactive. At the beginning of the next cycle, the system will launch a new website in order to better communicate with the Burlingame community as well as others wanting to learn more about the school district. Some stakeholders were involved in this KESA cycle including district leadership and teacher leaders. Input was gained from some staff members, but not all. The district realizes there is a need for transparency and intends to make changes in this area to positively impact students during the next KESA cycle.

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

ARC Comment

There were several leadership changes during the cycle, but the OVT reports that even with all of the challenges, the system worked with the OVT and was responsive to suggestions and recommendations.

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

ARC Comment

The OVT report states that in spite of all the turnover in leadership and decline in student enrollment over the course of this cycle, the system continued to focus on goals and made progress toward growth. The OVT noted that the system involved all buildings, programs and staff in the continuous improvement process. They note that the current administrative team is cohesive, works well together, and is philosophically on the same page. They have been responsive to feedback and advice. Plans

that are more comprehensive have been put together to address needs. The system reports to the Board, and the Board is supportive of changes occurring in the improvement process. OVT visits were conducted, and data was utilized to evaluate interventions.

ARC Recommendation

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

Justification

- The new leadership and administrative team have placed a concerted focus on key areas of need including improvement of academic scores and improvement of climate and culture
- The system has processes and plans in place to guide implementation efforts
- The system has taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners

Strengths

- High School Graduation Rate
- The implementation of a childcare center in an effort to attract and retain teachers, serve the community, and provide support to students at an earlier age
- Students with Disabilities are showing a positive incline in Math, ELA and Science scores

Challenges

- Increase transparency with and involvement of all stakeholders in the improvement process, providing regular communication on progress
- Write SMART goals for the next cycle that are quantifiable
- Continue working to address the issue of chronic absenteeism
- Continue to work on Postsecondary Effectiveness to ensure the Success Rate and Effective Rate are on the incline
- Continue work on improvement of instructional intensity, using evidence-based practices and utilizing screening data to measure fidelity of those practices

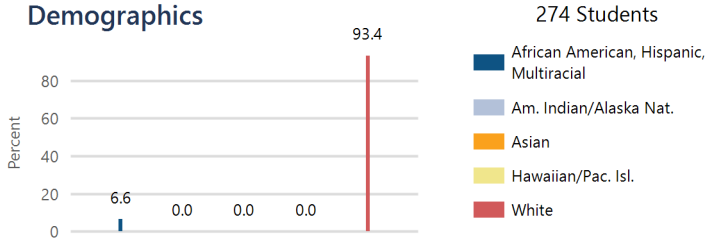
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Burlingame Public School USD 454

100 Bloomquist Drive, Suite A, Burlingame, KS 66413
(785) 654-3328
usd454.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Marcy Cassidy**

Demographics

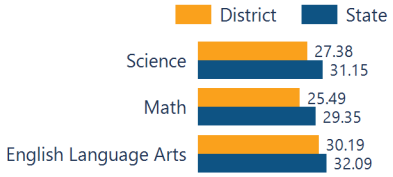


District Kansans Can Star Recognition

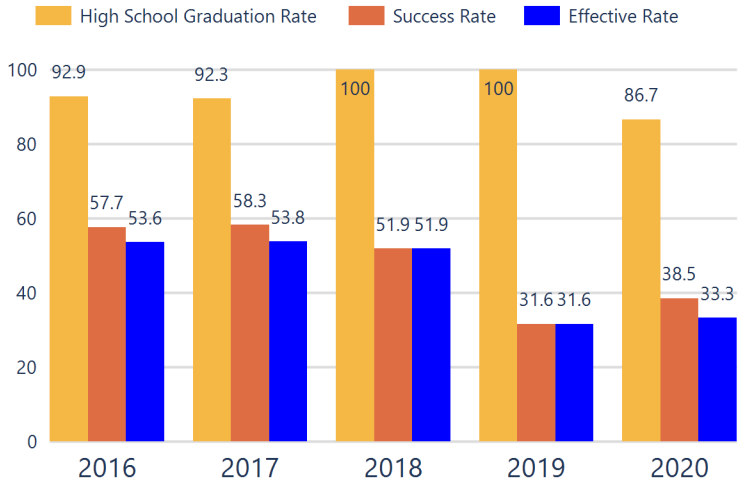
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				

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 **94.8%**

Five-Year Success Avg **49.5%**

Five-Year Effective Avg **47.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **48.2 - 51.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

88.5% State: 89.3

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

90.2% State: 92.1

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

41.5% State: 25.4

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.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$16,328
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Burlingame Public School USD 454

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.63	30.55	34.32	36.24	32.88	43.83
Level 2	N/A	N/A	N/A	39.58	36.11	35.82	38.25	36.91	28.76
Level 3	N/A	N/A	N/A	20.83	25.00	23.88	16.77	23.48	17.80
Level 4	N/A	N/A	N/A	6.94	8.33	5.97	8.72	6.71	9.58

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.02	39.43	51.72	35.93	37.50	50.00
Level 2	N/A	N/A	N/A	39.43	30.98	24.13	42.18	37.50	29.41
Level 3	N/A	N/A	N/A	18.30	25.35	17.24	14.06	21.87	20.58
Level 4	N/A	N/A	N/A	4.22	4.22	6.89	7.81	3.12	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.69	61.53	N/A	57.57	51.51	53.84
Level 2	N/A	N/A	N/A	34.61	26.92	N/A	30.30	33.33	23.07
Level 3	N/A	N/A	N/A	3.84	11.53	N/A	6.06	15.15	23.07
Level 4	N/A	N/A	N/A	3.84	0.00	N/A	6.06	0.00	0.00

AFRICAN-AMERICAN STUDENTS

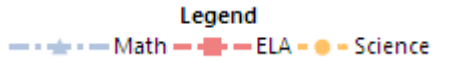
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

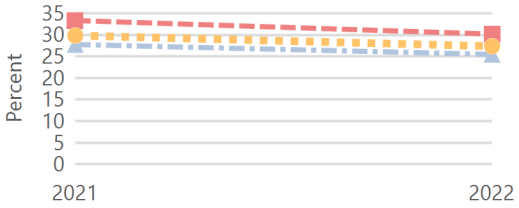
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



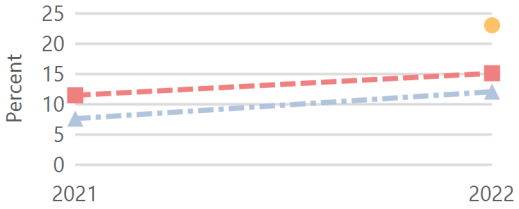
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

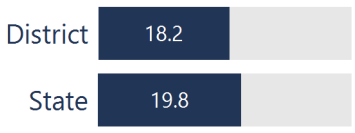
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/18/2023

System: D0494 Syracuse (0000)

City: Syracuse

Superintendent: Paul Larkin

OVT Chair: Jamie Rumford

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.
Tiered Framework of Support: According to the System report, in the beginning of the KESA cycle, only elementary students had a formal intervention system. During this cycle, a lot of work has occurred so that the elementary system was enhanced, and interventions were added at the secondary level. The system now has tiered frameworks of supports for all students. Based on a needs assessment, AIMSweb was adopted to ensure staff had a tool in place to collect and analyze data. Additional tools were also used for progress monitoring including PAST, QPS, and aimswebPlus. Resources were adopted, and professional development was put into place to ensure student growth would occur. Data was shared to validate this. K-3 students showed an average 27% growth in Tier 1 with 60% at grade level in spring 2022 in Reading. Students in 4-6 averaged an 18% growth in Tier 1 Reading with 72% at grade level. K-3 students had an average growth of 40% in Tier 1 Math with 75% at grade level. Students in 4-6 averaged a 31% growth in Tier 1 Math with 77% at grade level. Tiered interventions for junior high and high school students began later in the cycle. There was only one set of data at the time the System report was completed, so no comparison data is available.
Family, Business, and Community Partnerships: According to the OVT report, some stakeholder involvement occurs. Eighty percent of seniors participate in an off-campus internship, and speakers are brought into classroom to visit with students about career choices. Students are able to take advantage of connections through FFA, as well. The System report shared that communication has increased with families through student-led conferences. The school also utilized translators and resources to make connections to the community, so families receive needed resources. Groups such as the Rotary Club support students and community celebrations such as the Veterans' Ceremony and Christmas Fair also engage community members. It was reported that at the beginning of the KESA cycle, more involvement with stakeholders took place. It is not apparent that all stakeholders are presently involved regularly in improving the system's climate and culture.
Diversity, Equity, and Access: According to the OVT report, the district has witnessed extensive changes in demographics over the past ten years which has caused them to analyze needs and implement new approaches to meet those needs. The elementary did a root-cause analysis to target needs of at-risk students and to drive decision-making with programs such as the intervention program, vertical collaboration PD, and the addition of a Title I teacher. A backpack program was implemented to provide food for students at home. In addition, the system has supplied free school supplies and free

breakfast for those who need it. Secondary schools developed a system of communication so staff have access to needs (ESL/SPED/Accommodations) of each student and can better address those. Staff have been trained in trauma-informed care and two counselors are staffed to respond to student concerns. Acknowledging the need for addressing the unique needs of students in this system, professional development time was provided so staff could focus on KELPA scores and high impact strategies to meet student needs. Some staff attended the National Migrant Conference to better understand this unique population. Excess food service funds were utilized to better meet nutritional needs of students at all levels.

Communication and Basic Skills: The System report indicates that the district is working towards completing curriculum guides for all curricular areas. They have already aligned K-12 reading and math curriculum to Kansas State Standards. They have worked to provide more consistency within their curriculum and instruction and have ongoing professional development to support implementation of new curricula. Due to high poverty and ESL populations, the system reports it is continually working to raise the skills in reading, writing, speaking, and listening so students can be successful in the future. This is an area where additional focus should occur since the unique population of the system has a high need in this area.

Civic and Social Engagement: A variety of opportunities are provided in the area for students in USD 494. All buildings have student councils where students engage in decision making and community service opportunities such as community clean up, blood drives, and recycling projects. FFA helps at a local food bank, the district provides high school students with voter registration, and the elementary student council provides a Little Lending Library. Students participate in debate, mock trials, and other extracurricular activities. The system provides opportunities for students to visit the state capitol building, Veterans' Day celebrations and a trip to Washington DC. All students in the system learn about Civics through the HGSS Standards,

Physical and Mental Health: The system has several things in place to support physical and mental health. Nutritional needs are met with opportunities for fruit and vegetable snacks K-6 along with donated milk for K-6 and cheese sticks for 9-12. A second chance breakfast is provided for K-12. The system added excess funds in the nutrition budget during the 2022-2023 school year providing breakfast to all students free, free lunch to reduced lunch students, and half-price lunches to those qualifying for full-pay lunches. Physical fitness offerings are offered K-12 with elementary recess and extra-curricular activities for 7-12 including a partnership with the Syracuse Youth Activities Association. The district utilized SAEBRS to assess student social-emotional needs and is in the process of implementing a tiered approach to responding to student issues. The System report shared that SEL curriculum is in place and provided a comprehensive list of resources/lesson used at all grade levels K-12.

Arts and Cultural Appreciation: The OVT report indicates that with the influx of a workforce that brings change to the demographics, USD 494 has created a focus upon the cultural and historical aspects of art at each grade level. Art classes are offered beginning in junior high, and high school students have the options of yearbook, film and graphic arts, ceramics and drawing/painting. Music is offered K-12 in various forms. Along with foreign language opportunities, cultural diversity is celebrated through the new K-6 ELA curriculum as well as the Day of the Child.

Postsecondary and Career Preparation: The System report indicates that students at the elementary levels are focusing on soft skills in order to be career ready. Multiple curriculums are in place including Second Step, A Little Spot, and Character Strong. The goal of this approach is for students to transition this learning into secondary schools who can apply it to IPS work. Students in 7-12 have a structured IPS that also considers needs associated with 504 plans and IEPs. The System report gave a comprehensive list of activities, lessons and resources utilized in 7-12 to meet the needs of students in the area of postsecondary success and career preparation.

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

ARC Comment

Goal 1 – By the spring of 2023, USD 494 will maintain or improve family engagement as evidenced by

maintaining a minimum of 90% attendance at family engagement opportunities.

The System report indicates activities have been monitored such as student-led parent teacher conferences, open house activities, transition meetings from elementary to junior high and from junior high to senior high, and Literacy/Math Parent and Student Nights. Utilizing participant numbers and family surveys, they met the goal of 90% family engagement. Families have anecdotally commented on feeling comfortable being in school building. For two years, the system has been recognized for high completion of their FAFSA rate for 2A schools and have had higher attendance at music concerts. Elementary data shows an increase in Family Literacy/Math Night from 51% to 73% from 2019-2022. Open house data shows an inclining trend from 51% to 68% in the fall of 2022. Preschool and kindergarten enrollment had an average attendance of 90%-plus of families attending. Before implementing student-led conferences, the average attendance rate was between 50%-60%. By the fall of 2022, the junior high and high school parent attendance was 100%. The OVT report stated, "The system understands that it will be necessary to continue with high expectations for family engagement if they expect to make gains with students through intervention, connect their kids to postsecondary opportunities, engage the community and create the next generation workforce."

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 – By the spring of 2023, 80% of Tier 2 and 3 students will show growth in reading as measured by aimswebPlus spring data.

Data for this goal is limited to K-6 since reading interventions for students in 7-12 only began last year. All grade levels demonstrated an increase in scores for Tier 1 students. There was also an incline in scores of students in Tier 2 and Tier 3, with 89% of K-6 students showing growth according to aimswebPlus during the 2021-2022 school year. During this KESA cycle, the tiered framework of supports for elementary was enhanced and implemented at the junior high and senior high levels. Screening interventions are given three times a year at the secondary level and intervention groups are formed utilizing that data. Progress monitoring occurs throughout the year to assess growth and make needed adjustments. Professional development has occurred, so all staff have the knowledge and skills to properly implement the process. AIMSWeb was selected as the tool to analyze and collect data and has been utilized to provide further support and guidance to staff as they support students in academic achievement. Data at the elementary level indicates the system's efforts to support Tier 2 and Tier 3 students is showing a positive trend. Data for secondary students is still needed to determine if interventions are working so this could not be scored as Assuredly, although the system is certainly addressing the goal.

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 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. This was evidenced by prioritization of resources needed to implement and maintain processes in place. In addition, evidence was shown that the USD 494 Board was supportive of the KESA process and was involved in updating district initiatives in an ongoing fashion to aid with sustainability.

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

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for State Board outcomes. The system is beginning to collect evidence, data and is working on a plan to address all five State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	The OVT report shares that the system has placed a focus upon SEL as evidenced by the many implementations of resources and interventions. SEL is a core part of the instructional day and interventions are based on data. Time has been scheduled within the school day to ensure instruction and intervention occurs in regard to SEL. An SEL handbook has been created to maintain consistency throughout the district. The Fastbridge SAEBRS behavior screener has been implemented to provide the needed data for intervention. Staff target students for further interventions and referrals based on data from the screener. The system has indicated they intend to enhance the SEL process by incorporating it into the MTSS process during the next cycle.
Kindergarten Readiness	The System report indicates that over the last five years, and average of 96% of families participate each year in the ASQ-3, with 59% of students showing no concerns entering kindergarten. In an effort to increase kindergarten readiness skills, the system became a part of an Early Childhood Coalition that includes multiple entities from the community that support services for students birth to age five. Throughout the KESA process, they have had Parents as Teachers and connected with county library programs and migrant services. A Kinder Prep Program was offered, but due to limited parental interest and consent, it was discontinued in the 2022-2023 school year. The system supports families with not only Parents as Teachers, but migrant home visits, Learn and Play instruction in both English and Spanish, and the Dolly Parton Imagination Library.

Individual Plans of Study	According to the System report, at the beginning of the KESA cycle, no career curriculum or IPS was in place. The system has worked hard to provide for their students in this area. An IPS handbook was developed with scope and sequence and currently there are separate career curriculums tailored to each grade with specific completion expectations. They report a more fleshed out career curriculum at the junior high level requiring more self-reflection and empowerment. The high school offers CTE Pathways, dual credit courses, and internships for students. Seniors have Xello lessons in seminar, resume lessons and workshops, mock job interviews, and scholarship counseling. In addition, each senior meets with a counselor three times to ensure they meet all requirements and are prepared for postsecondary plans. Every senior attends a FAFSA workshop, College Application Day, and College Advising Day either in person or on Zoom. Each senior has a file of important paperwork and a portfolio that can be easily transferred to them upon graduation. Students also review IPS with families during student-led conferences each year. The system has made great strides in this area over this cycle.
High School Graduation Rate	The OVT report indicates the system's five-year Graduation Rate is currently at 97.9% which is well above the state average of 89.3%. The system has identified that a change in demographics over the past five years may impact graduation average in future years. They plan to continue to support students in the areas of attendance and academic performance with the fully implemented tier interventions in K-12 in order to keep graduation rates high.
Postsecondary Success	Although the Success Rate and Effective Rate fall below the predicted rate, percentages for these two areas are on the incline. The Success Rate grew from 31.8% in 2016 to 51.6% in 2020. The Effective Rate grew from 31.1% in 2016 to 50% in 2020. The IPS handbook is fairly new, and the system's extensive IPS work will need additional implementation time to fully evaluate effectiveness, however, the upward trend is a positive indication of potential growth in this area.

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

ARC Comment

According to both the System report and the OVT report, the system did initially involve all stakeholders in the KESA process. They involved Building Level Teams, Building Site Councils, District Level Teams and District Site Council. In the first year of the cycle, members of the District Site Council presented to the OVT on practices to more fully engage stakeholders. Information was also shared at Board meetings, faculty meetings, Rotary Club, etc. When the pandemic broke out, stakeholder involvement waned and has not returned to pre-pandemic involvement. The system understands there is a need in this area and believes they need to be creative in ways to continue to involve stakeholders when they can't be physically present.

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

the accreditation cycle.

ARC Comment

The OVT reported no concerns with the process observed during the KESA cycle. The system showed evidence they kept KESA goals at the core of their conversations with stakeholder groups. The system was responsive to OVT suggestions.

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

ARC Comment

The OVT stated they did not see any concerns in regard to the fidelity of the KESA process or timelines. They cited a major strength was the outstanding leadership team with dedicated staff to support the efforts. The system worked well with the OVT and was responsive to their feedback. The system reported that the District Leadership Team reflected on all feedback received from the OVT to make future decisions toward school improvement. The Board was involved in the process, and the system has added universal screeners to promote even stronger data analysis and response to needs.

ARC Recommendation

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

Justification

- Work toward continuing initiatives implemented, refining as needed to ensure student success
- As reported, the system has been responsive to feedback from the OVT indicating a desire for growth and improvement

Strengths

- Five-Year Graduation Average is significantly above the state level at 97.9%
- Chronic Absenteeism is well below the state average
- Implementation of Individual Plans of Study and work toward improving Postsecondary Effective Rate
- Significant incline in Math and ELA scores of Students with Disabilities

Challenges

- Ensure all stakeholders are involved in the improvement process
- Continue plans to implement SEL within the MTSS structure
- Continue work in Tiered Frameworks to increase the percentage of students who score at Levels 3 and 4 on the state assessment
- Continue work to increase skills in reading, writing, speaking, and listening since the unique population of the system has a high need in this area.
- Reverse the trend of declining scores in Science

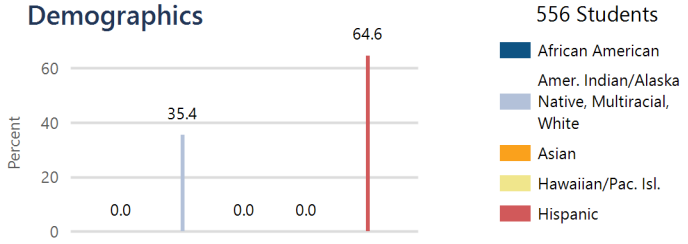
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Syracuse USD 494

103 West Avenue F, Syracuse, KS 67878-1187
(620) 384-7872
http://www.syracuse.usd494.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Paul Larkin**

Demographics

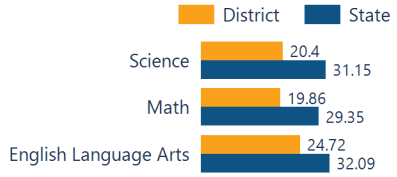


District Kansans Can Star Recognition

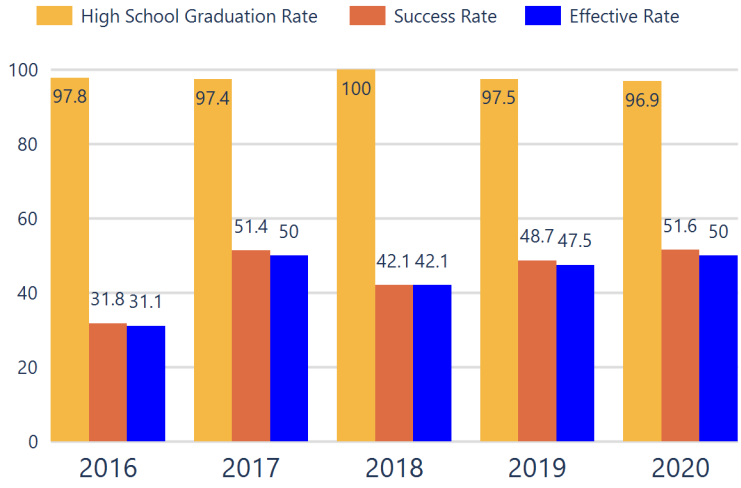
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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 **97.9%**

Five-Year Success Avg **44.4%**

Five-Year Effective Avg **43.5%**

95% Confidence Interval for the Predicted Effectiveness Rate **50.9 - 55.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

90.9% State: 89.3

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

94.1% State: 92.1

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

16.2% State: 25.4

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.

0.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$12,873
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Syracuse USD 494

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.09	39.58	39.82	37.67	40.14	46.93
Level 2	N/A	N/A	N/A	37.67	39.93	27.43	42.46	35.12	32.65
Level 3	N/A	N/A	N/A	17.46	17.70	18.58	15.41	22.22	12.24
Level 4	N/A	N/A	N/A	3.76	2.77	14.15	4.45	2.50	8.16

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.44	46.93	53.62	41.20	46.31	49.23
Level 2	N/A	N/A	N/A	37.87	37.75	20.28	42.21	33.15	35.38
Level 3	N/A	N/A	N/A	15.15	12.75	13.04	13.06	18.42	9.23
Level 4	N/A	N/A	N/A	2.52	2.55	13.04	3.51	2.10	6.15

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	76.92	79.48	90.90	67.74	70.96	86.66
Level 2	N/A	N/A	N/A	20.51	15.38	0.00	25.80	19.35	13.33
Level 3	N/A	N/A	N/A	2.56	2.56	0.00	3.22	9.67	0.00
Level 4	N/A	N/A	N/A	0.00	2.56	9.09	3.22	0.00	0.00

AFRICAN-AMERICAN STUDENTS

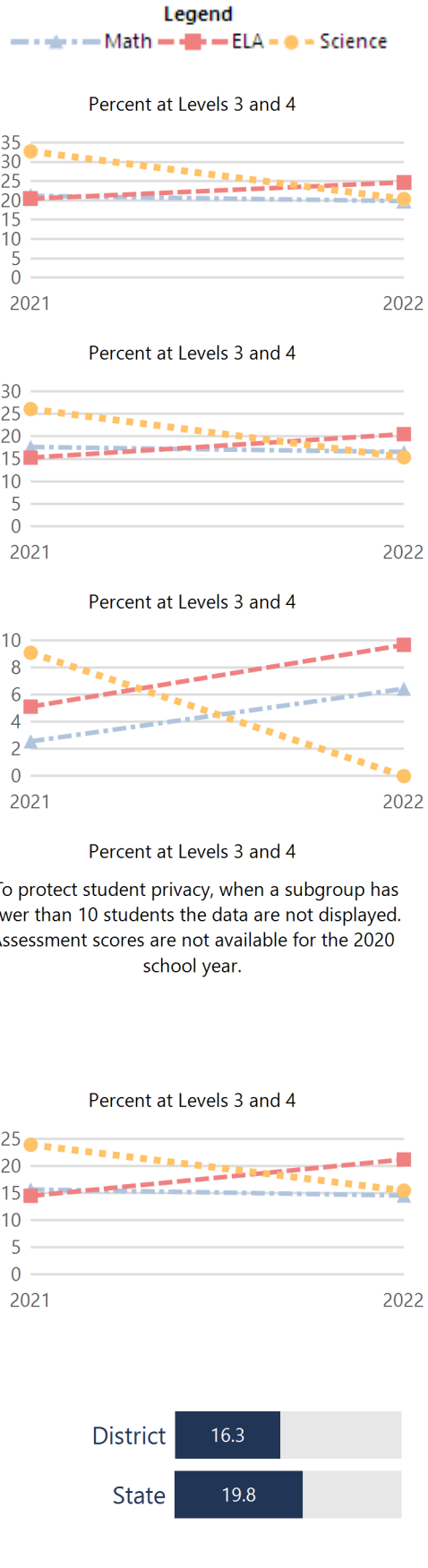
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.64	48.38	52.11	44.27	49.72	54.92
Level 2	N/A	N/A	N/A	36.64	37.09	23.94	41.14	29.05	29.57
Level 3	N/A	N/A	N/A	13.08	12.90	11.26	11.97	18.99	11.26
Level 4	N/A	N/A	N/A	2.61	1.61	12.67	2.60	2.23	4.22

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

Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 05/11/2023

System: D0496 Pawnee Heights (0000)

City: Rozel

Superintendent: Brian Spencer

OVT Chair: Jennifer Hamlet

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

All Foundational Structures are evident, and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.
Tiered: According to the System report, a tiered framework of support exists in all buildings. A comprehensive plan is in place in the areas of ELA, math and SEL. FastBridge was adopted as the universal screener. The data indicates successes as well as areas for growth. In Goal 1 eReading, the number of students in Tier 3 decreased by 10%. In Goal 2 aReading, 3rd grade, Tier 1 increased by 35% and in 4th grade by 11%. Grades 5 and 6 decreased in Tier 1 by 17%. Second and 5th grades increased in College and Career Pathway percentages. In Goal 3 MS/HS, Tier 1 in 7th grade increased by 10% and Grades 7, 8 and 11 increased the number of students in Tier 3. In the Kansas State Assessment, 50% or more students scored in Levels 2 and 3 in all assessed grades. The system continually analyzes the data, and action plans have been developed to address areas of need.
Community: According to the OVT report, a comparative analysis of parent surveys given in 2021 and 2022 was performed, and action steps were created to improve engagement. Analysis of the parent survey confirmed the success of the steps with an increase from 43% to 56% strongly agree with the following statement: "The school district keeps me well informed about school activities, policies and procedures." The system, using survey data, documented a need in communicating with parents when the student is doing well and teachers' praise of students. Acknowledging this, action steps were put into place including 5:1 positive reinforcement, reviewing benchmark data with parents at conferences, and sending pictures of student accomplishments home. Data in this area showed a positive increase after action steps were implemented. A Pawnee Heights Booster Club/PTO was reestablished, and each foundational structure team will utilize the booster club to help support action steps. A needs assessment was given to stakeholders in order to identify areas of focus for ESSER III funds at secondary levels. Based on the data, action steps were taken to evaluate resources and to identify updated extension PAWS class resources. The current parent survey is being revised to provide more data.
Diversity: The System report indicates work was done toward professional development and social-emotional needs, but it is not clear how this ties to ensuring the needs of all student groups are represented in the improvement process with the exception of professional development based on differentiation. The district shared that 13% of students are Hispanic, 54% are economically disadvantaged, and 20% are identified as having exceptionalities. Needs of Hispanic students and students that are economically disadvantaged were not specifically addressed. Needs of students with

exceptionalities as well as those of gender were addressed. They report that a decision was made to begin disaggregating data based on gender and those on IEPs beginning in the fall of 2023. In addition, at the time the report was written, two special education teachers were in the process of planning professional development for staff in the area of differentiation beginning in January of 2023 and continuing into the remaining spring in-service dates of 2023. It is assumed this professional development will address the needs of some of the groups listed above.

Communication/Basic Skills: Several steps were taken to address this area as reported in the System report. A new ELA resource was adopted for grades 7-8 with the intention of adopting this same resource in the coming year for grades 9-12. Professional development was provided for this resource. Other additions include an integrated preschool curriculum resource to provide vertical alignment, keyboarding at the elementary level, reading logs in grades K-6, and an independent reading project-based learning that focuses on speaking and listening in grades 7-12. An additional 25-minute block was added to the elementary schedule to provide math fact fluency interventions in response to a documented need. In response to another needs assessment, a PK-12 writing and language standards pacing calendar and a standards aligned curriculum guide were identified. Full implementation will begin in the fall of 2023. Professional development is scheduled for eight in-service days each year for each core content area in order to further analyze data, develop action plans and collect data in order to identify effectiveness of each action step.

Civic/Social: According to the OVT report, based on a needs assessment, action steps were created to address needs in this area. These include the areas of Curricula and Programs, Student Leadership, and Professional Development. Curriculum resources for social studies and government will be piloted to begin in the fall of 2023. Addressing the area of Student Leadership, the process of reviewing and updating each club's social and civic expectations for the student council, KAYS, and National Honor Society began with a completion date set for spring of 2023. In addition, a mentoring program was established where older students spend one-on-one time with identified K-2 students to build relationships, eat lunch and help with academics. Professional development in the area of civic engagement was identified as a need based on survey data. As a result, staff participated in "The 10 Mostly Instructional Practices to Improve Civic Engagement in Any Classroom".

Physical/Mental Health: Prior to Year 4, no data system was implemented or gathered for behavior, social or emotional learning. The system implemented Communities That Care, SAEBRS and MySAEBRS to gather and analyze data and then created an action plan based on that data. Professional development occurred along with a behavior expectation matrix at the middle/high schools. Data was analyzed regarding bullying, and a variety of steps were put into place to reduce incidences at all levels. These included "Fill Someone's Bucket", recognition of expected behaviors, addition of the Choose Love curriculum resource, and tiered interventions. The FST in this area is working on developing community partnerships to fund and participate in a physical wellness Color Run. An extension class was also created to promote a healthy mind and body.

Arts/Cultural: In response to a needs assessment, the system piloted a new Fine Arts curriculum resource. A preschool comprehensive curriculum resource was also adopted which. In addition, a PK-12 Fine Arts Standards Pacing Calendar was added to the spring 2023 in-service agenda in order to create vertical alignment of art standards. Students also have choices of drama, fabrication, manufacturing, design and involvement in a school newspaper. The system held a K-12 Fine Arts Gallery Night which featured the spring music concert and a gallery walk of art with cultural diversity as a theme.

Postsecondary: Several action steps were put into place based on needs and feedback from survey data. The FST collaborated with the Pawnee County Extension Office to plan and organize a College and Career Fair for students in grades K-12. In addition, parents will be included in the IPS process during student-led conferences in the fall of 2023. The system is investigating more extension classes, career research projects during seminar period and gathering data of graduates that pursue technical schools and farming careers since they acknowledge that these are successful students but are not categorized as a such on the KSDE report. This is an area of need as the Effective Rate has been trending downward.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

• Goal 1 – Decrease the building percentage by 50% in the area of Student Engagement on Questions 1, 2, & 3 as measured by the Communities That Care Survey.
Question 1—My teachers praise me when I work hard in school.
Question 2—The school lets my parents know when I have done something well.
Question 3—My teacher notices when I am doing a good job and lets me know about it.
According to the OVT report, progress was made on all three student engagement questions in Goal 1 by decreasing the no responses on Q1 from 55.9% to 40%, by decreasing the no responses on Q2 from 44.1% to 40% and by decreasing the no responses on Q3 from 31.4% to 23.3%.

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

ARC Comment

Goal 2 – Increase literacy skills as indicated by the FastBridge Screener and the Kansas State Assessment in the following ways:
a. Increase PK-1 student literacy skill from 54% in Tier 1 to 80% in Tier 1 as measured by the eReading FastBridge screener.
b. Increase 2-6 grade student literacy skills from 57% in Tier 1 to 70% in Tier 1 as measured by the aReading FastBridge screener.
c. Increase 7-12 student literacy skills from 60% in Tier 1 to 75% in Tier 1 as measured by the aReading FastBridge screener.
d. Fifty percent of 3rd grade students will score in Levels 3 and/or 4 as measured by the ELA Kansas State Assessment.
e. Increase the percent of students in grade 4-6 to 65% or greater in Levels 3 and/or 4 as measured by the ELA Kansas State Assessment.
f. Increase the percentage of students in grade 7 from 45% to ? (This goal was not completed in either the System report or OVT report.)

Progress was made in the various components of Goal 2 in the following ways:
a. Preschool increased Tier 1 from 50% to 80%, kindergarten remained stagnant at 67% and first grade increased Tier 1 from 50% to 67% and eliminated Tier 3. The fall benchmark data for eReading shows positive signs of retention from PK to kindergarten with 86% scoring in Tier 1.
b. Grades 2 and 5 increased in College and Career Pathway with 86% in Tier 1 in Grade 2 and 54% in Grade 5. Grade 3 increased in Tier 1 from 29% to 64%. Grade 4 increased Tier 1 from 50% to 61% and eliminated Tier 3. Although Tier 1 decreased from 64% to 54% in Grade 5, Tier 3 decreased. Grade 6 eliminated Tier 3 but decreased Tier 1 from 69% to 63%.
c. Grade 7 increased Tier 1 from 45% to 64%. The benchmark data from 2022 fall to winter data shows progress as they are continuing to meet expectations on foundational skills in FastBridge in reading and math automaticity. They celebrate the fact that they have very few students (3) that need decoding interventions and have none not-accurate students at the middle and high school level, confirming that the early reading phonics core resource is effective.
d. The KAP goal was not met but did see improvement with 46% of the third-grade students scoring in Level 3 and/or Level 4.
e. Fifty-four percent of 4th graders scored in Level 3 and/or Level 4, not meeting the measurable goal.
f. Fifth grade met the goal with 70% scoring in Level 3 and/or Level 4.
The system made positive progress in most areas measured. This was accomplished in part by implementing a PK-12 tiered system of support including addition of 10 minutes each day to further support the intervention. Staff were trained in providing evidence-based interventions and progress monitoring. Additional PLC meetings were also created. In response to the KAP scores, standard alignment work continued with the current elementary reading core resource and newly adopted 6-8 core resource. In addition, grades 3-8 and 10 are doing data analysis over the interim results to inform

instruction and continue collaborative discussions over the school-wide strategies focusing on citing text evidence, an area of need based on interim data. Standards-based lesson plans are required at the elementary level and strategies to improve citing text evidence. The system has put numerous strategies in place to address needs and systematically improve student performance. Action steps were based on needs assessments and analysis of data.

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 reports that each staff member is on a Foundational Structure Team (FST). Each FST is responsible for action steps demonstrating a collaborative approach to improvement. The FSTs have administrative support and with the provision of needed resources. Protocols and processes have been established to ensure continued clarity, fidelity and sustainability. Intentional training has been provided so teams have the skills needed to make impactful decisions. The system worked with the Board through this process and reports the USD 496 Board is supportive and involved in the improvement process. A KESA update is provided at each Board meeting. The Board has also taken measures to increase the number of in-service days per year from seven to nine in order to fully support the improvement process. Funds have been adjusted and allocated by aligning them based on the newly developed curriculum adoption timeline. The purchase of evidence-based resources for tiered interventions and math fluency professional development were also funded.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data reflecting all five State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	Prior to Year 4, no data system was implemented or gathered for behavior, social or emotional learning. The system implemented Communities That Care, SAEBRS and MySAEBRS to gather and analyze data and then created an action plan based on that data. Steps were taken to identify needs for each student, schedule interventions and create student/teacher match ups. Professional development in this area occurred along with a behavior expectation matrix at the middle/high schools. Data was analyzed regarding bullying, and a variety of steps were put into place to reduce incidences at all levels. These included "Fill Someone's Bucket", recognition of expected behaviors, addition of the Choose Love curriculum resource, and tiered intervention at PAWS time. Full implementation of the Zero Reasons Why is being planned for fall 2023. They have a goal to once again have a full-time counselor. Prior to Year 4, an SEL curriculum resource was not used consistently. Changes have been implemented to address that need. Data is being gathered and analyzed to determine if interventions are positively impacting students in this area.

Kindergarten Readiness	Prior to Year 4, no preschool core curriculum resource was implemented. In Year 4, Three Cheers by Saavas was adopted and implemented in Year 5. The current administration could not find any data before Year 4. In Year 4, 100% of parents returned their child's screening report, and in Year 5, 86% were returned. In both Year 4 and Year 5, 100% of the kindergarten ASQ-3 and ASQ SE-2 were returned. Only one student required "no action" with one student already identified and receiving special education services. Professional development was provided as the intervention method for preschool students that showed foundational gaps based on FastBridge screening. Ongoing professional development of the adopted preschool curriculum will continue to take place in order to ensure data is valid and to determine effectiveness. Parent teacher conferences at the preschool level are being held, providing parents with student progress and strategies to provide support at home. The OVT did cite a need for greater collaboration between preschool staff and kindergarten staff.
Individual Plans of Study	The System report shares numerous ways that students in the system are provided opportunities in this area. An IPS review is conducted with administration at each middle school and high school levels when students come to enroll. Courses are aligned to the student's IPS when possible. Xello is utilized to explore opportunities, and students work on resume building in FACS, ELA and business classes. The District Testing Coordinator gives students the ACT WorkKeys-Employability Certification. Students may take courses to receive credit through Barton County Community College. Students have opportunities to attend a variety of career fairs, listen to representatives from universities and technical schools, and tour businesses and government facilities. Students maintain IPS portfolios that are continually updated. Students have opportunities to take CTE courses in a variety of areas.
High School Graduation Rate	According to the Accountability Report, the system's graduation rate steadily increased from 75% in 2015 to 91.7% in 2019. There was a drop in 2020 to 76.9%, however, this was the year of the pandemic which may have had an effect. Since the district only has 147 students, a small change in the number of students graduating could more negatively impact percentage rates. The data reveals that efforts to meet each student's needs and improve their efforts to begin and improve the process of Individual Plans of Study and more career exploration opportunities had a positive impact on the graduation rate prior to 2020. The system believes increasing parent involvement in the IPS and improved communication to parents regarding college visitations and programs is one of their measurable goals that will help sustain a continuous improvement cycle. The system also instituted an intervention time that is provided to all Tier 2 and Tier 3 students in math, literacy and SEL. They believe this intervention time is a way to ensure a greater high graduation rate by closing the gap in learning deficits for students at the middle and high school levels.

Postsecondary Success	According to the Accountability Report, the system received copper stars in Academically Prepared for Postsecondary and Postsecondary Success from the District Kansans Can Star Recognition program. Extension classes have been added to provide opportunities for students to experience other skill sets and career opportunities such as coding, manufacturing, and fine arts. In addition, a new 7-8 ELA resource that includes more complex text has been adopted. They plan to adopt the new curriculum resource for 9-12 in order to better prepare students and to increase the average ACT score which is below the state average. There is also a plan to use ESSER III funds to support more opportunities in meeting the post-secondary needs of students.

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

ARC Comment

According to the System report, feedback from surveys given to two stakeholder groups was utilized in creating action steps. These included a community needs assessment and a survey given to students on climate. The survey response rate was high. The system intends to continue utilizing survey data from all stakeholders in the future. In addition, the establishment of a new site council has also increased involvement in the process. An action step to review the district's three mission statements will be reviewed in the spring of 2023, and all stakeholders will be included in the process of refinement. The system would like to involve more stakeholders and will include strategies such as increasing visibility at senior events, community coffees, building relationships and partnerships with local businesses, and additional stakeholder surveys. During this past cycle, the system was unable to ensure all stakeholders were involved and progress was shared consistently in order to receive Assuredly, but plans are in place that if implemented, will strengthen this area from Generally to Assuredly.

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

ARC Comment

The OVT report stated that while the system had challenges during the cycle with the significant changes in administration and the fact that an entirely new OVT was formed in Year 4, there is evidence they rose to the occasion to commit to unification in creating a cohesive plan. The OVT report stated, "The system was highly responsive. They implemented all suggestions made by the OVT team during the Year 4 visit."

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

ARC Comment

The OVT report and the System report both provided evidence that the system is reporting to the USD 496 Board and the Board is involved and supportive of the improvement plan. The system has done an amazing job of coming together and including all staff so there is alignment within the system. Action plans have been developed in all areas. Data has been utilized, and a feedback look exists. While the system had challenges during the cycle with the significant changes in administration and the fact that an entirely new OVT was formed in Year 4, there is evidence they rose to the occasion to commit to unification in creating a cohesive plan.

ARC Recommendation

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

Justification

- The system has processes and plans in place to guide implementation efforts
- The system has taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners
- As reported, the system has been responsive to the OVT, indicating a desire for growth and improvement

Strengths

- Created eight Foundational Structure Collaborative Teams that include all staff members to analyze data and create action plans
- The system has conducted a thorough needs analysis to guide them to even more meaningful improvement
- Significantly above the state average in the percentage of students who scored at Levels 3 and 4 on the state assessment in all content areas

Challenges

- Address the issue of chronic absenteeism which is well above the state average
- Work toward continuing initiatives implemented, monitoring data and refining as needed to ensure student success
- Continue work on Postsecondary Effectiveness to ensure the Effective Rate is trending upwards

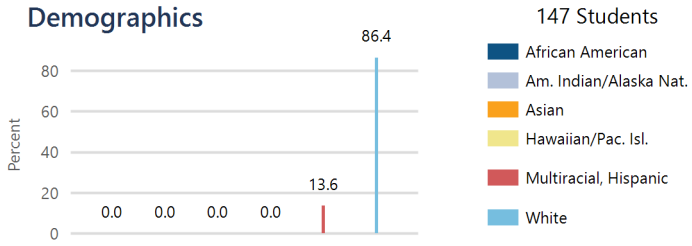
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Pawnee Heights USD 496

100 West Grand, Rozel, KS 67574
(620) 527-4212
www.phtigers.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Brian Spencer**

Demographics

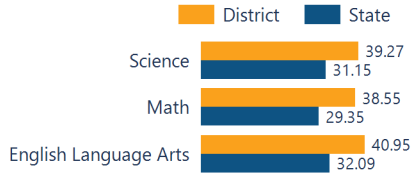


District Kansans Can Star Recognition

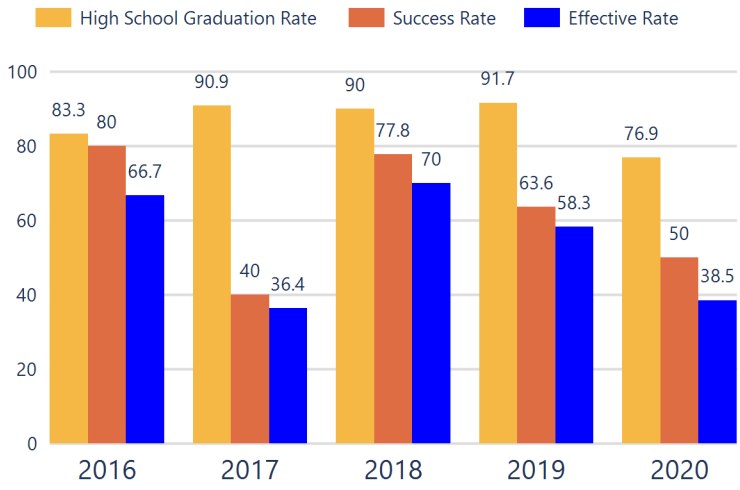
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

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 **86.5%**

Five-Year Success Avg **60.0%**

Five-Year Effective Avg **51.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **54.1 - 57.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

84.6% State: 89.3

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

90.6% State: 92.1

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

34.8% State: 25.4

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.

1.7% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$16,455
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Pawnee Heights USD 496

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.36	30.26	12.90	21.68	28.91	28.57
Level 2	N/A	N/A	N/A	46.05	26.31	54.83	39.75	30.12	32.14
Level 3	N/A	N/A	N/A	25.00	32.89	25.80	30.12	31.32	21.42
Level 4	N/A	N/A	N/A	6.57	10.52	6.45	8.43	9.63	17.85

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.78	34.04	20.00	21.95	26.82	21.42
Level 2	N/A	N/A	N/A	48.93	25.53	60.00	43.90	41.46	42.85
Level 3	N/A	N/A	N/A	21.27	31.91	20.00	29.26	26.82	21.42
Level 4	N/A	N/A	N/A	0.00	8.51	0.00	4.87	4.87	14.28

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.36	57.89	N/A	41.17	47.05	N/A
Level 2	N/A	N/A	N/A	47.36	36.84	N/A	52.94	29.41	N/A
Level 3	N/A	N/A	N/A	5.26	5.26	N/A	5.88	17.64	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	5.88	N/A

AFRICAN-AMERICAN STUDENTS

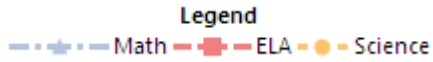
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

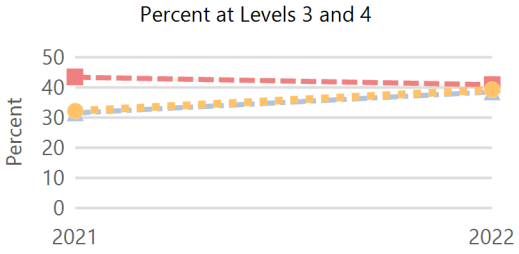
HISPANIC STUDENTS

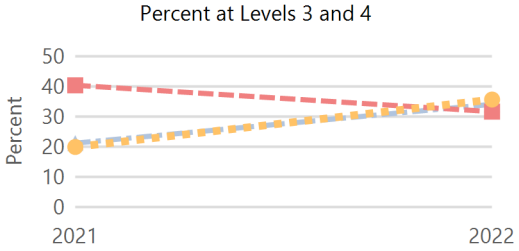
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

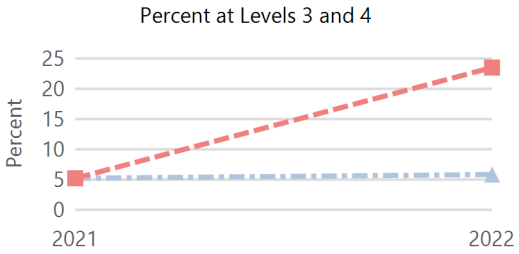
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

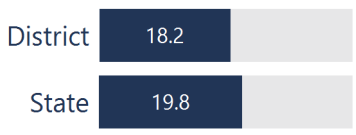
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/16/2023

System: Z0009 Independence Bible School (0000)

City: Independence

Superintendent:

OVT Chair: Jamie Finkeldei

Executive Summary/AFI

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

ARC Comment

No violations were cited.

2. Foundational areas are **generally** addressed.

ARC Comment

Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. This is part of the school culture and efforts are being made to maintain, embed, and improve quality.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

All students will show at least one's years growth in Math and Reading based on IXL data.

ARC Comment: In 2021, the team discussed that the pre and post-test they utilized in the first 3 years of their cycle ended up being cumbersome and just additional work. They decided to continue to use DIBELS scores in lower grades but decided to utilize IXL 3-12. The new goal is to measure at least one year's growth for one year's time.
The OVT was shown grade by grade level results on Reading and Math IXL. Every grade was showing growth in both Math and Reading. There are still individual students with limited growth, but now they can better identify specific students in need.

It was noted that COVID had caused an overall dip in the scores. Many students come and go (especially during COVID) so they often come in multiple grade levels below.

The team is utilizing this for data-driven planning. They are trying to determine what grades are things breaking down. It helps them to analyze their curriculum and instruction (for example, 4th-grade math or 9th-grade ELA). The OVT was encouraged that they had begun to use IXL to pinpoint gaps and individualize instruction. They have demonstrated major growth in data-driven instruction over the cycle.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Increase our Post-secondary success rate to at least the predicted range by increasing the number of post-secondary opportunities for 7-12 students.

Goal 2 Support Data: Five-year post-secondary rate was 41.9% (under the predicted range of 47%), but when every graduating class is under 10 students, percentages can vary greatly. For example, in 2019 they had 5 seniors and 2 went to the military. As a result, their 2019 results were poor.

The future shows signs of improvement.
In 2020, 8 of 10 started college (80%). In 2021, 5 of 5 students started college (100%). In 2022, 9 out of 10 started college (90%). In 2023, 7 seniors will go to college.

The OVT was extremely impressed by all the steps they have taken to achieve this goal. While the results have not been borne out yet, the OVT believes that starting next year the results will continue to grow. In the last five years, they have added a student council that runs a coffee shop on campus each Friday. This introduces them to a retail environment. Grades 7-12 take a career interest survey. All high school students in financial planning class, research a career, fill out applications and participate in mock interviews. All juniors fill out college applications, write college entrance essays, research post-secondary opportunities, and apply. The school also helps students complete the FAFSA. Alumni business owners are hiring students in construction, daycare, clerical and public speaking. The school brought in more speakers in elementary and hosted a career day in secondary. Multiple colleges come in to talk to kids.

High school students can leave campus to take college classes at the community college.

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 district did in good faith develop goals and strategies that were intended to meet the needs of the school. Independence School effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The district has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

Throughout the accreditation process, the district transitioned to recognize they have the need to reconfigure teacher groups to encompass Foundational Structures, and State Board Outcomes, as well as the identified goal areas.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive direction. The system understands and can explain its data results. The system demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	The school hired a counselor. A character development curriculum is implemented every Tuesday. A growth mindset is a major focus. The school has purchased a Brainology program. They have Chapel three times a week. Part of the growth mindset curriculum includes a student survey. The principal is very involved with students and small class sizes help identify students who need the SEL screener for the next cycle.
Kindergarten Readiness	The percentage of parents completing the ASQ in 2018 was 100%, in 2019 - 100%, in 2020 - 100%, in 2021 - 100%, and in 2022 - 100%.
Individual Plans of Study	In 7th-12th grades, the school added a Career Day where a multitude of professionals from around the community and their alumni pool come to present on topics. They attempt to match the presenters to the results of the newly added interest inventories they added. In addition, high school students search for jobs throughout the United States and then create an application, cover letter and resume for that job. Then outside employers come in and conduct mock interviews with the students. Students also fill out college applications, write college entrance essays, research post-secondary opportunities, and actually apply. The school also helps students complete the FAFSA. In addition, their financial literacy class focuses on the cost of post-secondary education compared to the estimated incomes of their desired job. Over the last four years, the school has also increased the opportunity for students to attend Independence Community College. The school is small enough to allow students to leave during the day to take a variety of classes.
High School Graduation Rate	The school has a strong curriculum. Thirty-two credits are required to graduate high school. There are small class sizes. Test scores are solid. ACT Scores are above state averages.
Postsecondary Success	Five-year post-secondary rate is 41.9% (under predicted range of 47%), but when every graduating class is under 10 students, percentages can vary greatly, particularly when they have multiple students going to the military. For example, in 2019 they had 5 seniors. Two went to college, one to work and two to the military.

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

ARC Comment

Governing board and parents are updated regularly, and their feedback is encouraged. Independence Bible School has also developed leadership teams to provide input. Throughout the cycle, the system has established and maintained a system-wide practice of engaging all stakeholders on a regular basis which is embedded in the overall culture. They also provided evidence that all relevant stakeholder groups are represented and are active participants providing input to the system.

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

ARC Comment

The school leadership was responsive to the visiting chair. reports were submitted in a timely matter.

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

ARC Comment

There is evidence of the system reporting to their local board and reports were completed in a timely manner. A system plan with action steps and goals that drives academic improvement priorities is evident. The system plan is aligned with the local board's strategic plan. There is an aligned action plan to the system goals, OVT visits were conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

Overall, the system demonstrates both Results and Process. Assessment scores of students performing in levels 3 and 4 in Science and ELA are above the state average while Math is below state averages in levels 3 and 4. The school has maintained its graduation and post-secondary rates. They have implemented the State Board Outcomes and actively pursued the implementation of the Foundational Structures.

Strengths

The commitment to the process was impressive. They were extremely engaged in wanting to improve to the benefit of their students.

Stakeholder involvement from alumni, local businesses, and the community is outstanding. Similarly, they are highly embedded into the community through pie sales and volunteer activities.

The school received the Copper Award for Academic Success. Average ACT scores of 23 were above the state average.

Challenges

Need to work on ways to document feedback more formally. Try to find a social-emotional survey for the next cycle.
Continue to work on state assessment scores, particularly with high-mobility students.
Continue using IXL as part of their academic goal for the next cycle. Need to expand the use of data to all staff members in the next cycle. Also, share best practices between classes and teachers.
Smart Goals should be utilized that have an impact on student learning and outcomes.
Develop climate surveys to engage the school’s climate and culture in a systematic approach.
The system’s size limits the number of resources and staff available to do improvement work. Also, student enrollment affects the data substantially.

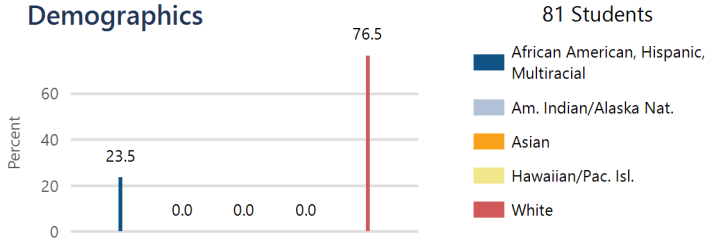
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Independence Bible School - Z0009

2246 South Tenth St, Independence, KS 67301
(620) 331-3781
https://www.independencebibleschool.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **K-12**
Superintendent:

Demographics

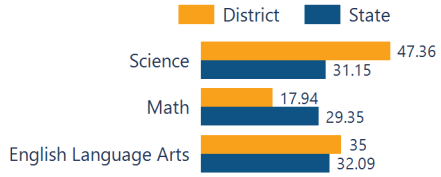


District Kansans Can Star Recognition

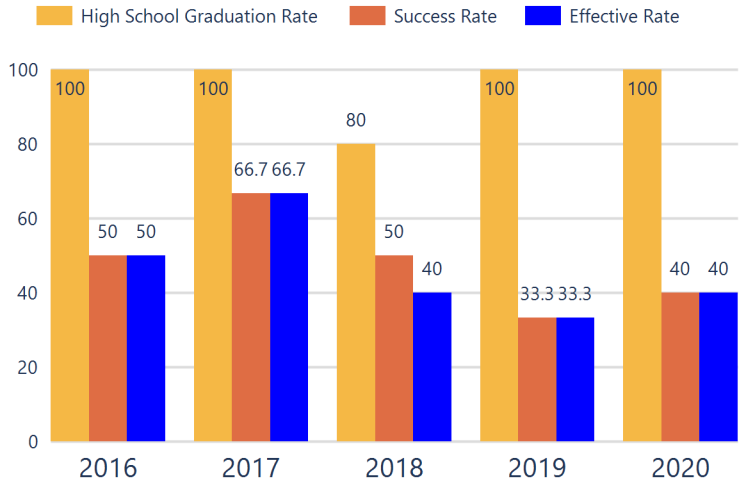
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

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
96.8%

Five-Year Success Avg
43.3%

Five-Year Effective Avg
41.9%

95% Confidence Interval for the Predicted Effectiveness Rate
47.5 - 51.4%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.
100.0% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.
94.0% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.
13.3% State: 25.4

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.
N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Independence Bible School - Z0009

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.29	20.58	35.00	41.02	30.00	26.31
Level 2	N/A	N/A	N/A	50.00	44.11	25.00	41.02	35.00	26.31
Level 3	N/A	N/A	N/A	14.70	29.41	35.00	12.82	20.00	42.10
Level 4	N/A	N/A	N/A	0.00	5.88	5.00	5.12	15.00	5.26

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.66	33.33	N/A	50.00	31.57	N/A
Level 2	N/A	N/A	N/A	66.66	26.66	N/A	33.33	31.57	N/A
Level 3	N/A	N/A	N/A	6.66	40.00	N/A	5.55	15.78	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	11.11	21.05	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

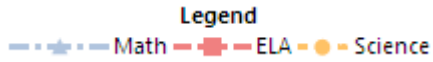
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

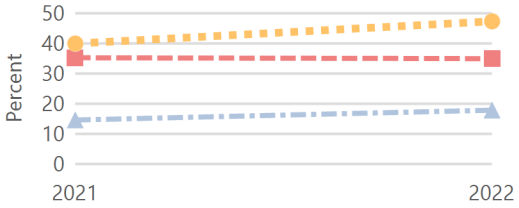
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

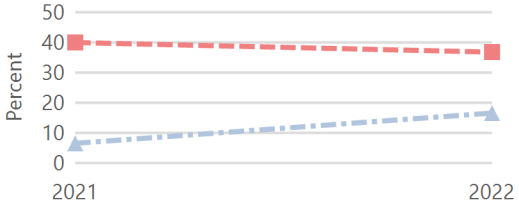
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

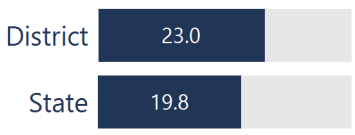
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/11/2023

System: Z0026 Lutheran Schools (Topeka) (5798)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Josh Snyder

Executive Summary/AFI

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

ARC Comment

No compliance issues noted

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

ARC Comment

Tiered Framework of Support
With small class sizes, teachers can individualize lessons to meet the needs of students. They utilize Title services through the local public school to provide Tier II services. They utilize DIBELS and STAR testing to identify students who need extra help. Trinity would do well to better formalize their tiered framework of support.

Family Business, and Community Partnerships
As a small private school family, business, and community partnerships are at the heart of what Trinity Lutheran does. They have strong communication with their families through a weekly newsletter, website, FaceBook, sign-up genius, and a texting system called Flocknotes. Successful family partnership is demonstrated by an extremely active Parent Organization which hosts game nights, a school carnival, chili feed, literacy night, Around the World night and the famous School circus which has been going for over 30 years. Finally they have a monthly Day School Committee which acts like a school council.

Trinity also has a strong relationship with local businesses both through donations to the school and as opportunities for giving. Many businesses support the school in a variety of ways. As for the community, Trinity school has a strong relationship with the supporting Church. They provide updates in the bulletin and communicate regularly with the congregation.

Diversity Equity and Access
Trinity is seeing a growing ethnic and socio-economic diversity in their school. The school has an annual "Around the World" night where students learn about the culture and food from different countries around the world. Church missionaries also share their experiences from other countries with the students. The religion and social studies curriculum also have units on diversity and equity. Access is made more equitable by scholarships for low incomes students.

Communication and Basic Skills
Trinity has a rigorous curriculum that includes a strong writing curriculum and many presentations. In addition all students present in front of the entire school when they lead the weekly chapel service. They have other activities like a regional art show and concerts which provide opportunities for students to work on basic communication skills.

Civil and Social Engagement
Through their weekly chapel students raise money each quarter for a local, state, country and international cause. They also support various charity drives throughout the year. During presidential cycles, the school hosts mock elections. 7th and 8th grade students watch CNN student news each day to discuss current events. Finally, their 8th graders take a trip to Washington DC to meet with senators and representatives and explore the nation's capital.

Physical and Mental Health
All students have PE classes. Third grade students participate in KS Kids fitness day. They have an approved wellness plan through their hot lunch program. For mental health, all parents are surveyed using the Strengths and Difficulties Questionnaire. This identifies students who might be struggling. The school provides a list of mental health professionals to assist parents of identified students in getting the help that they need. The survey also helps identify students to teachers so they can monitor specific students

Arts and Cultural Appreciation
All students participate in music and art. Students are able to share their art work at the Sister Helen Art show in Atchison and the "Gathering of Talents" regional event in Seward, Nebraska. In music they have a Christmas concert and Around the World night. The students also go to a variety of field trips to local cultural centers, museums and art galleries.

Post Secondary and Career Preparation
Trinity implemented Xello in year 3 of the cycle. All students complete the lessons and the 8th graders complete a portfolio to use in high school. 8th graders also visit various local high schools to find the one that fits them best. The school also has various professionals visit the school for students to learn more about

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

ARC Comment

In the first couple years of the cycle, Trinity focused on purchasing a new ELA curriculum, aligning that curriculum to the Kansas state standards, and then vertically aligning the instruction K-8 to ensure proper coverage. The teachers then moved to utilizing DIBELS and STAR data to monitor growth, address deficiencies and improve state assessment results. They also increased the number of students receiving Title I services and special education services through the local public school. They also implemented Phonemic Awareness training, had three presentations on "Teaching executive function skills," and attended the national Lutheran Educator conference in Milwaukee.

While their state assessments scores did dip during COVID, they bounced back nicely. The number of students scoring at a level 3 or 4 dropped to 46.6% during COVID but rose to 55.5% in 2022. Although this is short of their goal of 58%, it does demonstrate improvement. In addition, DIBELS and STAR data showed similar growth trends. Overall the increased focus on data driven decision making has improved the ELA instruction at Trinity. Teachers are now regularly discussing ELA results and identifying areas for growth both in their classroom and for an individual students.

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

ARC Comment

Trinity Lutheran will increase student access to social-emotional and mental health interventions. Utilizing data from parent and teacher surveys, Trinity Lutheran will work with parents to increase referrals to partner agencies. The results of this partnership will be measured by the number of students receiving the intervention,

During this cycle, Trinity began to give the Strength and Difficulties Questionnaire in the fall and spring to parents. By the end of the cycle, they were having a 95% response rate. The scores indicated a significant number of students were experiencing social and emotional difficulties. Teachers examined the data to help guide student learning and support the specific issues. The staff worked with the parents to match them up with community mental health resources. The teachers were also trained in Love and Logic and included a mental health minute in their weekly newsletter. The staff also received "Bridge to Resilience Training" to support their efforts.

They increased their number of students receiving intervention from 2 to 7 over the course of the cycle. The responses on the Strengths and difficulties Questionnaire indicate a positive trend in addressing the social-emotional needs of the students.

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 OVT pointed out that one of the greatest benefits that came from Cycle I was an increase in teacher buy-in. Teachers are now more involved in data collection and analysis. In addition, they began a practice of teachers going to more professional development activities and coming back and presenting to the rest of the staff. This has increased dialogue between staff members and assisted them in implementing their KESA goals. This bodes well for the sustainability of the process.

In addition, the school has committed resources to their KESA goals by purchasing a new ELA curriculum and a new Phonetic Awareness Program (Heggerty). They have also greatly increased their budget for professional development and are sending more teachers to more trainings.

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

ARC Comment

Overall, very good. See below.

Board Outcomes

Social-Emotional Growth	As this was their second goal area, Trinity has committed to explicitly teaching social-emotional skills like self-awareness, problem solving and decision making. They began tracking student data with the Strengths and Difficulties Questionnaire. After using this for five years, the teachers are becoming more responsive to the input of students. They are able to communicate more with parents and have moved from 2 to 7 students who they have referred for mental health counseling. Several of these students they feel they would not have necessarily identified as having underlying issues without the questionnaire.They have trained their teachers in Resilience, executive functioning, and suicide prevention. They attended both regional and national conferences on the topic. In addition they have received an intern counselor placed part time in their building who has been an invaluable resource.

Kindergarten Readiness	In the first two years, they did not give the ASQ but since they began using it, 85% of parents have completed the screening. They have been able to utilize the data to drive their instruction. They feel the ASQ has been extremely helpful in identifying students who need additional support early in the school year. They are working on strategies to get 100% of parents to complete the ASQ in future years.
Individual Plans of Study	In the first two years, Trinity utilized a self-created IPS. In year 3, they began using Xello. Since then all middle school students have completed the required lessons and created portfolios that could follow them to the high school of their choosing. In addition, students have many opportunities to learn about various careers. This year the students heard from an Army Colonel, a police officer, a fireman, a Children's book author, and the pastor. 8th graders also take a trip to Washington DC to hear from Senators and Representatives.
High School Graduation Rate	They are only a K-8 building so they do not have exact graduation data from KSDE. However, anecdotally 99%-100% of their students graduate from high school and almost all of them go on to post-secondary education.
Postsecondary Success	They are only a K-8 building so they do not have exact graduation data from KSDE. However, anecdotally 99%-100% of their students graduate from high school and almost all of them go on to post-secondary education.

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

ARC Comment

The Faculty was highly involved in the KESA process particularly in providing input and adjusting their strategies throughout the cycle. The Day School Committee (School Board) and Team Falcon (a combination Site Council/PTO) were kept up-to-date on KESA. They were given regular updates on the process and were allowed to provide feedback along the way. Parents were surveyed for their second goal and constant communication on a variety of topics has been beneficial for Trinity

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

ARC Comment

While they got off to a slow start in years 1 and 2 in some areas, they have been focused on their two goals for the entire cycle. They have listened to the OVT each year and adjusted their plan accordingly. They communicated regularly with the OVT and were highly committed to the process.

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

ARC Comment

The Day School Committee (School board) was involved in the process and committed resources to achieving their goals. The KESA process is integrated into the school's overall school improvement plan. They utilized data and adjusted their strategies along the way.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD Z0026-5798 Trinity Lutheran in Atchison. Since they are a stand alone K-8 building, they do not have graduation or post-secondary effectiveness rate data, however, their state assessment scores are well above the state average, as is their attendance rate. Their two goals were to improve ELA scores by 5% and to improve the Social-Emotional health of their students. In goal one, they fell just short of their goal but still went up 4% and in goal two they were successful in putting many screeners and procedures in place which has strengthened the safety net for their students. They did not begin to focus on the State Board outcomes until year 3, but they have made significant strides in Kindergarten Readiness and Individual Plans of Study. They are committed to the process and poised for an even more successful cycle II.

Strengths

Trinity demonstrates great fidelity to the process and has good buy-in from faculty and staff.

Their state assessment scores are outstanding. In ELA, they are close to one and a half times the state average in terms of percentage scoring a 3 or 4. In Math they are 8 percentage points better.

They have great community and parental support focused on the well-being of students.

Challenges

Next cycle they will need to focus on student-centered, SMART goals

The OVT report was lacking, however, the necessary information could be found in the system reports

Small class size can results in massive swings in data which needs to be account for in cycle II.

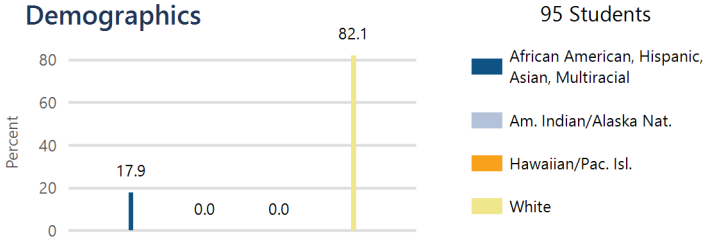
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Trinity Lutheran Elem [Atchison] - Lutheran Schools (Topeka) - Z0026

611 N 8th St, Atchison, KS 66002-1703
(913) 367-4763
www.tlsatchison.org
Principal: **Steve Hobus**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **PK-8**
Superintendent: **James Bradshaw**

Demographics

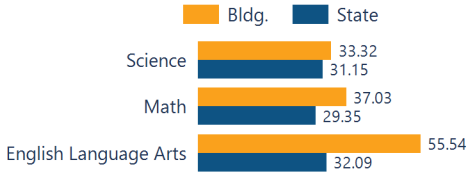


District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation				
Postsecondary Success				

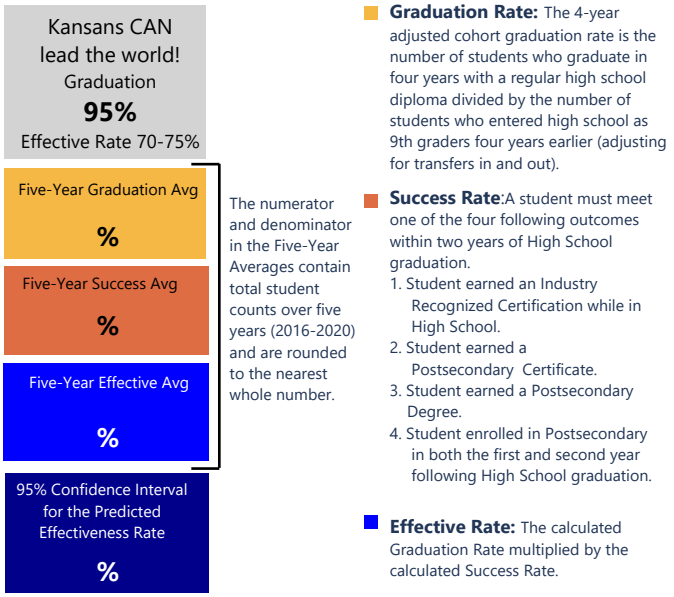
Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available



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.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. 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.

N/A State: 89.3

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

94.1% State: 92.1

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

17.7% State: 25.4

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.

N/A State: 1.4

School ESSA Operating Expenditures Per Pupil

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.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Trinity Lutheran Elem [Atchison]

K.S.A. 72-5178 Accountability Report 2021-2022

School Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.00	15.55	0.00	22.22	16.66	33.33
Level 2	N/A	N/A	N/A	35.55	37.77	35.29	40.74	27.77	33.33
Level 3	N/A	N/A	N/A	35.55	28.88	47.05	33.33	38.88	16.66
Level 4	N/A	N/A	N/A	8.88	17.77	17.64	3.70	16.66	16.66

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.00	15.55	0.00	22.22	16.66	33.33
Level 2	N/A	N/A	N/A	35.55	37.77	35.29	40.74	27.77	33.33
Level 3	N/A	N/A	N/A	35.55	28.88	47.05	33.33	38.88	16.66
Level 4	N/A	N/A	N/A	8.88	17.77	17.64	3.70	16.66	16.66

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

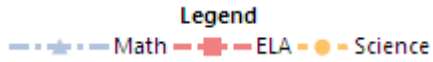
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

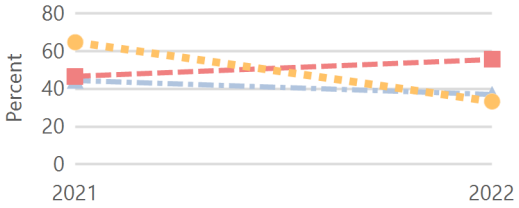
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

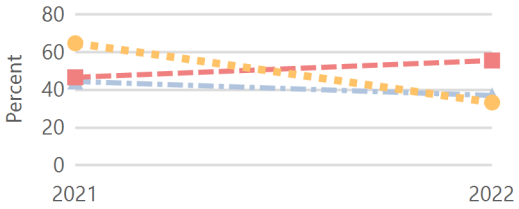
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building



Accreditation Summary

Date: 05/11/2023

System: Z0026 Lutheran Schools (Topeka) (7042)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Jamie Finkeldei

Executive Summary/AFI

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

   ### ARC Comment

   The system has fulfilled official applicable requirements and deadlines and/or timelines and is working with State BOE to achieve compliance.

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

   ### ARC Comment

   All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

   ### ARC Comment

   Goal 1: Results
   Although this is not a SMART goal, the system has made progress during this cycle. Mathematics state assessment scores showed some increases for the first three years, decreased slightly during the pandemic, and then had an unexplained decrease last year. IXL mathematics data shows strong results and the system believes that these state assessment scores will increase next year.
   The system offered various professional development opportunities focused on instruction and data-driven decisions. The system needs to write SMART goals for their next cycle. They are currently collecting data, but they need to refine the use of that data to better identify trends and gaps in the curriculum and instruction. A focus on mathematics in the next cycle is recommended.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

   ### ARC Comment

   Goal 2: Results
   Although this is not a SMART goal, the system has made progress during this cycle. English Language Arts state assessment scores have increased and are significantly higher than the state average. A focus on STAR reading made it possible for teachers to make data-driven decisions which had an impact on state scores.
   The system offered various professional development opportunities focused on instruction and data-driven decisions. The system needs to write SMART goals for their next cycle. They are currently collecting data, but they need to refine the use of that data to better identify trends and gaps in the curriculum and instruction.

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 works with its local school board, with the improvement process led by the principal. At the beginning of the cycle, there was little buy-in from the teachers, but in year five, teachers are beginning to understand the process. The school board has provided sufficient financial and human resources to support the 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

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system can explain its data results. The system is beginning to collect evidence, and data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	Teachers have begun to explicitly teach social skills as well as characteristics from the "Fruits of the Holy Spirit" although there is not a set curriculum. The system has begun to track students' well-being and discussions about specific students have been held, but there is no screening tool in place. The system does not have a counselor; the principal meets with struggling students. The system is making changes but needs a formalized process.
Kindergarten Readiness	The system has a strong preschool program and there has been increased communication between the preschool and kindergarten teachers. The system has had a 100% completion rate on the ASQ. The kindergarten teacher uses data from the ASQ to drive instruction.
Individual Plans of Study	Middle school students complete a career interest inventory and complete a project on a chosen career, although the system does not have a formalized IPS.
High School Graduation Rate	This is a K-8 school.
Postsecondary Success	This is a K-8 school.

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

ARC Comment

The system gathers some stakeholder feedback. The school board was aware of the accreditation process and provided feedback. Parents/families completed a survey in the first year of the cycle. Teachers had minimal input into the process. Changes have been made although they were not connected to the accreditation process.

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

ARC Comment

The district was timely in completing and progressing through the KESA cycle. Feedback from the OVT

was received and reflected in the next year's work.

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

ARC Comment

The system has taken advantage of the advice given to them throughout the KESA cycle. The system has benefited from good leadership.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for St. Paul Lutheran Elementary School. English Language Arts state assessment scores have increased and are significantly higher than the state average. The school board has hired an Admissions Director and Volunteer Coordinator to develop relationships with area businesses and has sought additional ways to involve the congregation in the school. Creating “Faith Families” has engaged both teachers and students.

Strengths

The system has made improvements from year 1 to year 5. Teachers make data-driven decisions which are impacting state scores in reading. The system’s strong connection to the military and the community Veteran’s Day program is a strength of the school/community partnership. The program includes a meal, student presentations, and a band performance for all veterans. This is a small school, and has a strong reputation in the community.

Challenges

The system needs to be intentional to involve all stakeholders in the accreditation process, especially teachers. Goals need to be written as SMART goals and should be student-centered. They need to have an SEL curriculum and screener, and formalize a plan for implementing IPS. Mathematics scores showed a decrease in the past year and they need to monitor students.

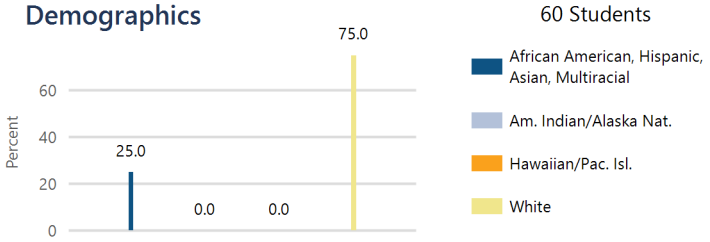
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

St Paul Lutheran Elem [Leavenworth] - Lutheran Schools (Topeka) - Z0026

320 N 7th, Leavenworth, KS 66048-1993
(913) 682-5553
www.splcs.org
Principal: **Cynthia Hammons**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **PK-8**
Superintendent: **James Bradshaw**

Demographics

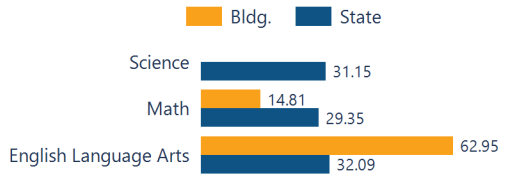


District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation				
Postsecondary Success				

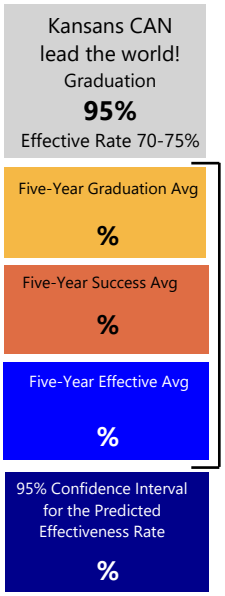
Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

N/A State: 89.3

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

92.5% State: 92.1

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

23.9% State: 25.4

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.

N/A State: 1.4

School ESSA Operating Expenditures Per Pupil

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.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St Paul Lutheran Elem [Leavenworth]

K.S.A. 72-5178 Accountability Report 2021-2022

School Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.08	21.73	N/A	25.92	3.70	N/A
Level 2	N/A	N/A	N/A	43.47	26.08	N/A	59.25	33.33	N/A
Level 3	N/A	N/A	N/A	26.08	30.43	N/A	3.70	55.55	N/A
Level 4	N/A	N/A	N/A	4.34	21.73	N/A	11.11	7.40	N/A

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

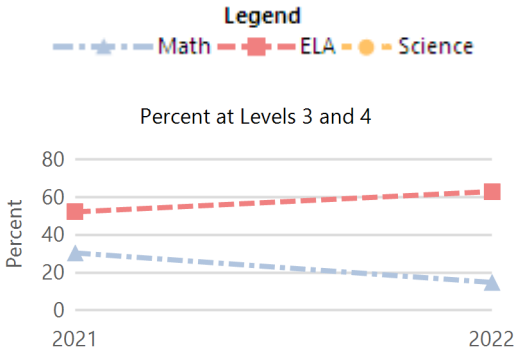
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building

State 19.8

Accreditation Summary

Date: 05/03/2023

System: Z0070 Branches Academy (9942)

City: Wichita

Superintendent:

OVT Chair: Charlene Laramore

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

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

ARC Comment

Overall: All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Support: From year 1 of KESA the system provided Tiered System of Support intervention times 45 minutes daily for ELA and Math fluid intervention groups across grade levels based on ongoing assessments. The ongoing assessments include weekly assessments, quarterly benchmarks, and teacher observations. The system also provided cross-grade level and classroom enrichment and intervention support for students that need to be challenged or assisted. Students are assessed, instructed, and enriched at their ability level, not just their chronological age level. Differentiation groups are taught daily in classrooms.

Family, Business, and Community Partnerships: In Year 1 of KESA the Stakeholder Engagement consisted of biannual paper questionnaires for parents, and informal input from staff and students regarding their progress and performance. Since Year 1 the system has implemented and administered new biannual electronic climate surveys for staff, parents, and students that are more in-depth, and generate comparative data that they can assess and utilize for school improvement. The data from the surveys is shared with all stakeholders annually. The system has also implemented a District Site Council (DSC) meeting annually with the goal of moving the meeting to biannually. They will succeed in having their second DSC meeting for this school year in May. Meeting minutes are shared with all stakeholders. They have also succeeded in increasing the percentage of families participating in DSC meetings. Additionally, they have added weekly building leadership (BLT) meetings for input on goals and upgrades. They have also added a Student Council that meets biweekly with a focus on student-driven projects.

Diversity, Equity, and Access: In Year 1 of KESA, teaching about the diversity of populations and cultures, celebrating holidays, and learning about famous cultural leaders, are shared by staff and families who present to the school. Since year 1 the system has integrated Spanish language instruction 2-3 times a week. The system reports to provide instructional equity in the education of all students. Students are assessed, instructed, and enriched at their ability level, not just their chronological age level. Differentiation groups are taught daily in classrooms. Special needs students are mainstreamed and pulled out when necessary to assist them with achieving IEP
goals. The system has added presentations from Disabled Veterans, Patriot Riders, Kansas Honor

Flight, and a study of Black History Month. Stuco leaders provide positive news on the daily announcements that incorporate diversity and equity.

Communication and Basic Skills: Reviewing the system's curriculum, programs, strategic plan, and assessment data supports the system has structures in place for Communication and Basic skills. The system focused on aligning core curriculum areas to state standards, including scope, sequence, and pace. Staff now routinely collaborate to ensure necessary skills and knowledge of educational standards are being met. Professional development is provided to ensure staff members are explicitly trained on their curriculum and resources to allow for better implementation and routine data interpretation. The system also provides students with State Standards Based Learning with real-world applications, Quarterly Project Based Learning Projects and Presentation/Public Speaking Experiences, Financial Literacy and Planning for Middle School students, Mock Job Interviews, and Interviews of Community Members.

Civic and Social Engagement: Since Year 1 the system has grown to have an active Stuco government organization that meets biweekly and additionally have led local nursing home events, community recycling projects, community clean-up days, spirit week celebrations, Valentine sales, fifth-grade promotion, and eighth-grade graduation. They have also added a few more community business partners.

Physical and Mental Health: At the beginning of the improvement cycle Physical and Mental Health consisted of physical fitness classes biweekly for 30 minutes, recess daily for a total of 45 minutes, fitness implementation for staff and Monday meal prep, health and nutrition awareness weeks, integration into curriculum, student social needs and friendship groups. KDHE and KCCTO trainings-safe transportation, CPR, first aid, medication training, food safety, head trauma, illness and abuse, and hazardous materials training.
Since Year 1 the system has implemented trainings for Blood Borne Pathogens, Jason Flatt, ESI, No tolerance/Bullying awareness, ERIN, COVID-19, transportation, CACFP, and SRSS trainings. They also focused on Social Emotional Training building-wide. All staff have been trained in Conscious Discipline and Capturing Kids Hearts. Capturing Kids Hearts has been implemented building wide beginning this year. Additionally, PD for staff this year included Self Care and Awareness to prevent stress and burnout.

Arts and Cultural Appreciation: In Year 1 the system's Arts and Cultural Appreciation consisted of music education twice a week for 30 minutes, Fine Art classes once a week for 30 minutes, private piano lessons option, Mon-art lessons option, demonstrations of cultural practices, Spanish instruction, Cultural Literacy, and a Spring Music Program. Since Year 1 the system has added a tumbling and dance lessons option, masterpieces for mom art gallery, daddy daughter and dudes' disco, diversity weeks, family sharing posters, staff holiday skits for students, and fieldtrips to include the arts. They have also added French language class to summer school last year.

Postsecondary and Career Preparation: Postsecondary and Career Preparation consisted of state standards-based education with high expectations, career week building-wide, exploration of career paths, research presentations on various careers, quarterly project-based learning experiences, and career study presentations by various professionals and community workers for our student population. The students complete and Exploration Log, with a chosen Research Project of a Career.

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

ARC Comment

Goal Area 1: Relevance
Through the system's needs assessment, it was found that there was a need for more feedback from stakeholders to guide their school improvement efforts. They chose to create and implement biannual

surveys to parents, students, and staff electronically with a goal of positive feedback of at least 90%. The purpose of the surveys is to provide them with feedback on and for school improvement. The system has reported they achieved this goal by choosing and implementing three different surveys, which were consistently administered biannually to all groups. Their goal of positive responses of at least 90% in each area was achieved.
Student Survey Data SEL-
1. Teacher encourages me to think for myself- 95.83%
2. My teachers treat me with respect- 100%
3. Teacher helps me when I don't understand- 100%
4. My teacher wants to know about me- 95.83%
5. Rules are enforced fairly and consistently- 97.92%
6. I feel safe at school- 97.91%
7. My teacher believes I can learn- 100%
Parent Survey Data SEL-
1. My student is being prepared for next year- 100%
2. Students are expected to meet high standards- 97.32%
3. Teachers help my child meet high standards- 95.53%
4. The school environment helps the learning process- 97.32%
5. There is frequent two-way communication- 94.64%
6. I feel welcome when visiting the school- 97.32%
7. Staff listen when I express my concerns- 92.85%
8. Discipline problems are handled fairly- 83.03%
Staff Survey Data-
1. Admin treats me like a professional- 100%
2. Admin helps me grow professionally- 94%
3. Admin visits my classroom often enough- 88.24%
4. I feel comfortable going to admin with concerns- 70.58%
5. Admin cultivates positive relationships in buildings- 100%

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

ARC Comment

Goal Area 2- Relationships
Goal 2: The system will choose and implement a communications application that will be used effectively on a daily basis with a positive response of 90% or higher.
Through their Needs Assessment, the system determined they could improve relationships and have a more effective, technology-based, means of communication. Prior to Year 1, their parent communication was by paper handouts or email. The system chose to implement Brightwheel to be their school communication application. The app is used daily by staff and parents for home and school messaging, communication, alerts, virtual fliers, photos and videos of students, incident reports, and other vital information parents may need. The system reports having achieved the goal by choosing and implementing a communication application with a positive response of 90% or higher, and very close in the fourth area with a response of 89%. The current data is listed below.
Parents to communicate daily on the app- 89%
Teachers to use the app daily- 100%
Teachers believe that the app is effective- 100% Teachers send media daily- 92%

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 provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long-term sustainability. The system has documented the system's allocation of resources, adjustment policies, and utilizing personnel in a way that fits their school community and educational context. Adjustment of resource allocations to create change in the KESA process. (fiscal, human, facility, technology, etc.). The system has learned to integrate the process into PD days. Sharing the data results of their chosen goals with the staff was reported to be encouraging to all staff. Their staff was willing to choose goals, work toward the goals, and strive toward excellence and school improvement. The system reports having always had the ability to sustain its core values, mission, and visions. However, the process has shown and encouraged them to document data visually to show growth and to strive for school improvement in a variety of areas.

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

ARC Comment

The system and OVT have reported system-wide efforts towards growth in the State Board Outcomes that are applicable to the system.

Board Outcomes

Social-Emotional Growth

Over the course of the improvement cycle beginning the system created and implemented an action plan to have 90% or more of staff trained in social-emotional learning (SEL) and to have 90% of students score as low risk on the SRSSE7, and the SRSSE15. Since Year 1 when they had 50% of staff trained in SEL, they have steadily increased to 65, 80, and now 100% of staff are trained in SEL. This initiative has been beneficial overall.
Student Survey Data SEL-
1. Teacher encourages me to think for myself- 95.83%
2. My teachers treat me with respect- 100%
3. Teacher helps me when I don't understand- 100%
4. My teacher wants to know about me- 95.83%
5. Rules are enforced fairly and consistently- 97.92%
6. I feel safe at school- 97.91%
7. My teacher believes I can learn- 100%

Social Emotional Student Risk Screening Scale (SRSS) was utilized with students. This screener is a staff-determined scale for students. The goal was to have 90% of our students score as low risk on the SRSSE7, and the SRSSE15. The data overall has been steady and comparable on the SRSSE 7 with percent of 86, 85, and 84% of students at low risk. Although they did not achieve the goal of 90% of students at low risk on this screener, they were close to the goal and the data remained relatively steady. The data on the SRSSE15 showed a positive gain from 86 to 97% low risk initially, and they reached the goal last year. However, the current year's data on the SRSS15 drastically changed with only 54% of students documented as low risk. There were several factors reported to have impacted the data. One student lost a parent, one student lost both parents, seven students that have parents currently going through a divorce, and three students (from the same family) that have a parent that was incarcerated during the year. These factors have caused students to exhibit signs of depression, anxiety, and other risk factors. They have put appropriate supports in place.

Kindergarten Readiness	The system's ASQ goal for the percentage of students/families participating in the ASQ 2 and 3 has been 100%. The system's percentages over the last five years have been 76, 69, 63, 82, and 100%. This year the questionnaires were made available by the state online prior to the school year which allowed for increased participation from parents. The system has an early childhood program onsite. They provide preschool for one-year-old children, a pre-k program for 2-year-old children, and a kindergarten program for three- and four-year-old children. Approximately 73%, on average, of their kindergarten students are from their Early Childhood School. The system's programs administer a local Kindergarten Readiness Assessment for students and track their data for Kindergarten Readiness. The goal is for 90% of students to have 90% mastery in the areas of Letter Identification, Sound Knowledge, Sight Word Fluency, Number Identification, Touch Counting to 20, and Joining Sets. This year they achieved 100% in each area except for 88% in Sight Word Fluency and Touch Counting, which was close to 90% mastery.
Individual Plans of Study	The growth and development of IPS is limited since they have a nontraditional middle school classroom with very few students and no high school students. They have implemented the use of Career Cruising lessons for all Middle School students, students are expected to complete the assigned lessons, and students participate in an in-depth study of careers.
High School Graduation Rate	N/A The system is a private system that does not have any high school students enrolled.
Postsecondary Success	N/A The system is a private system that does not have any high school students enrolled. Academically prepared for postsecondary: The accountability report data is limited due to the size of the system. The only assessment scores that can be compared to the state are ELA and Math. The 2021-2022 accountability report indicated that the system is achieving above the state average (29.35) in levels 3 and 4 in Math at 64.00% and above the state average (32.09) in levels 3 and 4 in ELA at 68.00%. The 2020-2021 accountability report indicated that the system is achieving at the state average (35.16) in levels 3 and 4 in ELA at 35.16% and above the State average in math (27.89) at 58.82%.

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

ARC Comment

The system reports that stakeholder feedback was shared regarding progress in both goal areas. All site-councils are updated yearly and their feedback was encouraged. The system has also developed a district/building leadership team to provide input. There is a system-wide practice of engaging all stakeholders that occurs now on a regular basis and is embedded in the overall culture.

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

ARC Comment

The OVT reports that the system was responsive to the OVT throughout the accreditation cycle and always pursued their suggestions.

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

ARC Comment

The system submitted yearly reports that system yearly update was shared with the local governing body and the OVT summary report was shared with the local governing body. The system did fail to provide the system yearly update report at least one month prior to the OVT visit.

ARC Recommendation

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

Justification

The system conducted a needs assessment in all required areas, provided evidence of thoughtful planning and efforts in all State Board Outcome areas that applied, and provided growth evidence.

Strengths

The system's data indicates strength in the area of academic success on ELA and math state assessments, attendance rates, and chronic absenteeism rates. They have also been very intentional in their efforts to develop collaborations to meet student needs.

Challenges

The system's accountability data is limited due to its size and primarily serving younger students. They have also indicated that due to their size of staff, the documentation requirements of the improvement process have been challenging. A recommendation for the next improvement cycle is to make sure that the system goals are focused on student growth.

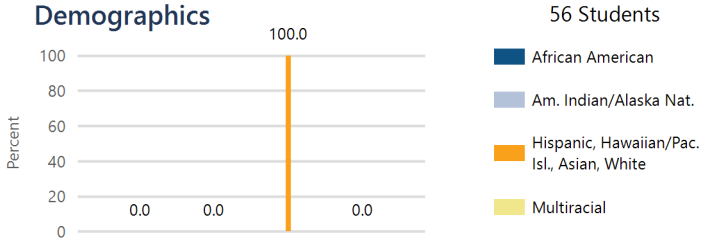
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Branches Academy - Z0070

12725 W. 21st, Wichita, KS 67235-9648
(316) 425-7050
branchesacademy.com

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation:
Grades: **PK-8**
Superintendent:

Demographics

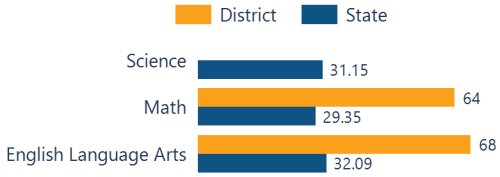


District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary		✶		
Civic Engagement				
High School Graduation				
Postsecondary Success				

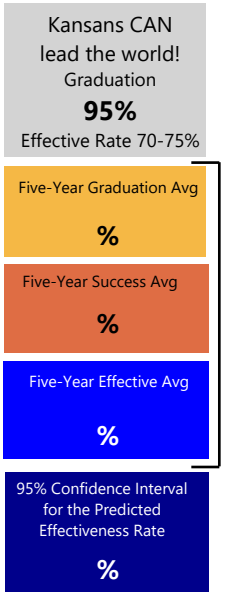
Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

N/A State: 89.3

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

94.9% State: 92.1

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

16.7% State: 25.4

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.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Branches Academy - Z0070

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	5.88	5.88	N/A	16.00	4.00	N/A
Level 2	N/A	N/A	N/A	35.29	38.23	N/A	20.00	28.00	N/A
Level 3	N/A	N/A	N/A	32.35	50.00	N/A	28.00	36.00	N/A
Level 4	N/A	N/A	N/A	26.47	5.88	N/A	36.00	32.00	N/A

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

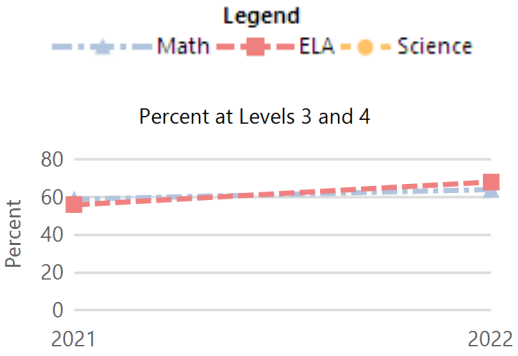
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

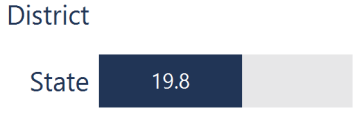
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/11/2023

System: D0401 Chase-Raymond (0000)

City: Chase

Superintendent: Kylee McDonald

OVT Chair: Joe Paden

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Generally – Some Foundational Structures are evident in the system, and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Support
Assuredly – All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. There is 20 mins each for math, reading, and SEL at the secondary level. For elementary there is 45 mins 3 times a week for math and reading and SEL one time a week.

Family, Business, and Community Partnerships
Assuredly – Chase-Raymond has a number of ways that they partner with families including site councils, Thrillshare for messaging, and teacher-driven monthly newsletter. Partnerships with the community include a career day and a community service day. Community partnerships have been a focus for site councils.

Diversity, Equity, and Access
Lacking – The district is working to support their diversity needs primarily through awareness and SEL initiatives such as Zero Reasons Why. There is not much information included beyond this.

Communication and Basic Skills
Assuredly – There are curricula in place that would support structures for communication and basic skills. Currently, achievement in these areas is not meeting expectations. The district does use student-led conferences to help students focus on career paths and connect parents and students with achievement.

Civic and Social Engagement
Assuredly – the schools work to support the community through events such as the Kats and Dogs Day, the Natoma Fundraiser and students who went to help with clean up, and a coat drive for students and the community.

Physical and Mental Health
Assuredly – Curricula that support the structures in Physical and Mental Health are evident. Boys Town

curricula as well as Zero Reasons Why are used, along with local mental health agencies, to support students. Students have PE daily in grades K-9. There are trained staff to assist students who are in situations that can lead to mental health issues.

Arts and Cultural Appreciation
Assuredly – Curricula that support the structures in Arts and Cultural Appreciation are evident. There has been a priority to offer art and music to students. This has been a challenge due to turnover, but the district has kept both options for students. Art is K-12 and music is K-8.

Postsecondary and Career Preparation
Generally, the district 5-year effectiveness rate is low (26.5%) and well below the 95% confidence interval (34-38.5%). However, the district is working to improve the number of students who are earning certificates and has partnered with outside agencies for greater success. The IPS process has been improved to better connect students to their futures. This should be an area for the district to focus as they move forward.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

District Goal: To provide opportunities for students to develop into responsible, productive citizens, through quality relationships that build a cohesive model for teaching and learning, which lead to student success. By the end of the 2022-2023 school year, 100% of lessons will have a student-focused objective as evidenced on eWalkthrough and lesson plan documents. Currently, 65% of lesson plans are turned in with student-focused objectives. It is unclear how lesson plans with a student focused objective leads to quality relationships

Areas For Improvement

Comment	Goal statements -- the goal is to develop students through quality relationships. You have listed your strategy and 65% completion rate for that strategy, but there is no data regarding how students have developed quality relationships.
Rationale	The goal that the system set has great strategies, but there is no data about the overall progress to the goal. The goal needs to be measurable in terms of students developing into responsible, productive citizens.
Tasks	Clarify the measurement of the goal and/or clarify the goal.
Timeline	01-15-2024
System Response	

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Relevance Goal
District Goal: Build relevance to increase student engagement, using standards alignment and Tiered Intervention System for Math and Reading deficits.

Areas For Improvement

Comment	Measurement of this goal
Rationale	The goal is listed but there is no measurement of student engagement for this goal.
Tasks	Share what data is being used to measure this goal or rewrite this goal to move forward with a measurement.
Timeline	01-15-2024
System Response	

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

ARC Comment

Assuredly – The system works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the financial and human resources to support the effective implementation of its continuous improvement plan. The system is receiving outside support, they have realigned human resources to have someone oversee the curricular organization and creation process, and the board of education has allocated funds for new resources and alignment processes.

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

Generally – All five areas are addressed. There is some data and efforts to have this data continue to improve.

Board Outcomes

Social-Emotional Growth	The district has begun using FastBridge to gauge their social and emotional needs. Additionally they use Boys Town framework to address needs with students.
Kindergarten Readiness	The District had 100% participation with preschool participation in ASQ-SE 2 and ASQ-SE 3 screening. The district added a 3-year-old program to help aid kindergarten readiness. This has created a larger incoming group of 3-year-old students which is an encouragement to the district.
Individual Plans of Study	The IPS process includes student-led conferences, a career class, a personal finance class and lessons from Xello.

High School Graduation Rate	This year the graduating class will have 15 and 3 students will most likely not graduate. The district believes that this has to do with the environment at home and that they have been creative in attempting to reach these students and their families. They are encouraged to focus in this area. Having a small graduation class should be an opportunity to work on the needs of each student.
Postsecondary Success	The district is showing success in this area. They are working towards certification and they are offering students the opportunity to take college classes. In future years they will transport students to a local community college to take classes and earn additional certifications.

Areas For Improvement

Comment	HS Graduation Rate, Postsecondary Effectiveness Rate - Academically Prepared for Postsecondary
Rationale	HS Graduation Rate, Postsecondary Effectiveness Rate - Academically Prepared for Postsecondary
Tasks	Complete a needs assessment, particularly in these three areas. Based on the results of the needs assessment, set district SMART goals and examine all current strategies in light of the new goals. Continue with current strategies that will leverage goals and/or implement new strategies and then monitor progress through strategies to predict growth in the goal areas.
Timeline	01-15-2024
System Response	

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

ARC Comment

Generally - Teacher voice is valued and included. In fact, the pace of the initiatives toward lesson planning was changed due to teacher feedback. There are large efforts to support students and to communicate with families. There are community partnerships. A perception survey was given and results are favorable.

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

ARC Comment

The district system is very responsive and receptive to any and all feedback or advice provided by the OVT Team and chair. The administration is also currently working with KSDE and KLN to incorporate improvements needed for student success.

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

ARC Comment

Generally – The system is working with their BOE as evidenced by the allocation of financial and human

resources in the area of curriculum. The district is working with the Kansas Learning Network to create a cohesive plan to make the changes that are needed. The district has appropriate priorities of student learning, high school graduation, and post secondary success.

ARC Recommendation

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

Justification

The district has made much progress; however, the measurement of its two goals is unclear on the process side. On the results side, all three quantitative metrics: academically prepared for postsecondary (% of 3's and 4's in all 3 tested areas), graduation (as compared to the state average), and postsecondary effectiveness (well below 401's predicted range) are very low.

Strengths

The district is working hard to meet the needs of students. They are focusing on instruction and have great strategies in place. Foundational structures are in place. It is great to see MTSS systems at all levels K-12. Additionally the focus to keep opportunities in place for students is important.

Challenges

Moving forward, ensuring there are at least two district goals with measurements is important. Be sure that these goals are written as smart goals. Additionally, postsecondary effectiveness, academic preparedness and graduation rate are all challenges for the district. The district needs to address these areas and the ARC will review the system again after Jan 15, 2024.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

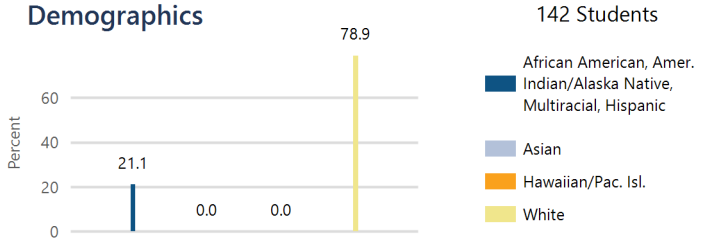
Chase-Raymond USD 401

313 East C Avenue, Chase, KS 67524-0366
(620) 938-2913
www.usd401.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Kylee McDonald**

Demographics

142 Students

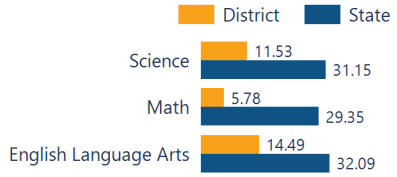


District Kansans Can Star Recognition

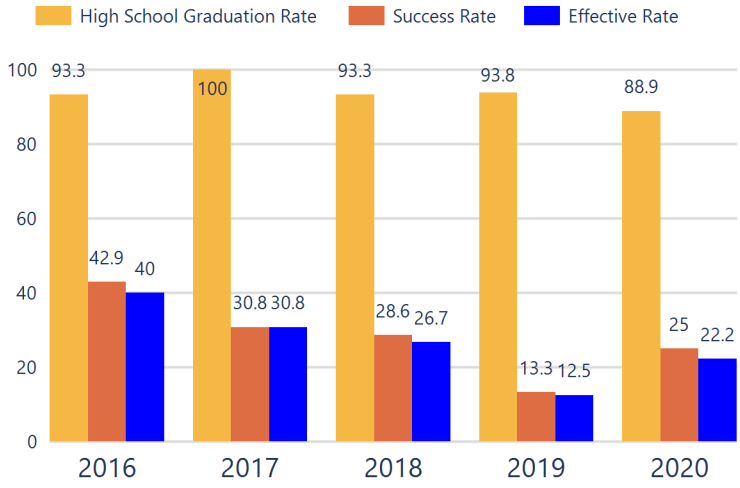
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

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 **94.1%**

Five-Year Success Avg **28.1%**

Five-Year Effective Avg **26.5%**

95% Confidence Interval for the Predicted Effectiveness Rate **34.0 - 38.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **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.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. 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.

71.4% State: 89.3

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

89.7% State: 92.1

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

41.2% State: 25.4

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.

5.2% State: 1.4

District ESSA Operating Expenditures Per Pupil

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.

$20,798
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Chase-Raymond USD 401

K.S.A. 72-5178 Accountability Report 2021-2022

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. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	70.23	64.28	56.75	53.62	46.37	76.92
Level 2	N/A	N/A	N/A	20.23	23.80	35.13	40.57	39.13	11.53
Level 3	N/A	N/A	N/A	7.14	10.71	8.10	4.34	14.49	11.53
Level 4	N/A	N/A	N/A	2.38	1.19	0.00	1.44	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	73.01	68.25	66.66	59.18	48.97	82.60
Level 2	N/A	N/A	N/A	20.63	23.80	25.92	36.73	38.77	8.69
Level 3	N/A	N/A	N/A	6.34	6.34	7.40	4.08	12.24	8.69
Level 4	N/A	N/A	N/A	0.00	1.58	0.00	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	80.00	72.00	66.66	72.00	68.00	N/A
Level 2	N/A	N/A	N/A	12.00	24.00	25.00	20.00	24.00	N/A
Level 3	N/A	N/A	N/A	4.00	4.00	8.33	4.00	8.00	N/A
Level 4	N/A	N/A	N/A	4.00	0.00	0.00	4.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

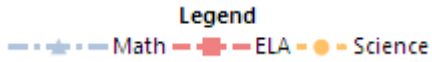
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

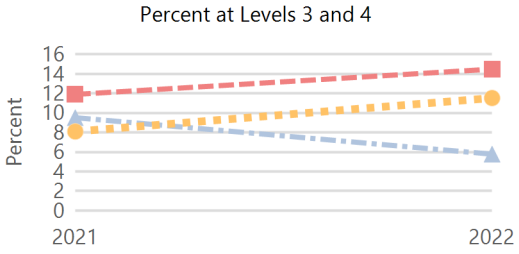
HISPANIC STUDENTS

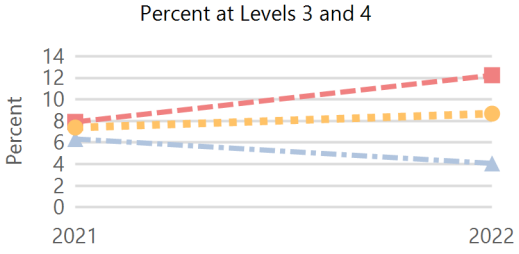
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	92.30	76.92	N/A	75.00	66.66	N/A
Level 2	N/A	N/A	N/A	7.69	23.07	N/A	25.00	25.00	N/A
Level 3	N/A	N/A	N/A	0.00	0.00	N/A	0.00	8.33	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

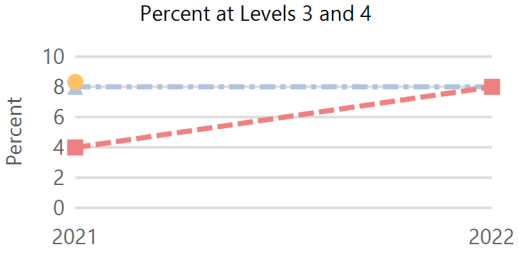
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



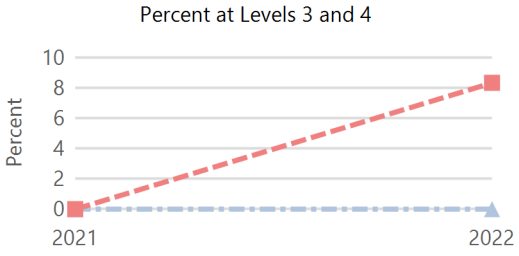






Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 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 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District

State 19.8

Agenda Number: **15**

Meeting Date: **3/14/2023**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Student Showcase: Jacob McCarty, Goddard USD 265

The Board will hear from Eisenhower High School - Goddard USD 265 recent graduate Jacob McCarty. During the spring semester he completed an internship with his district's Community Relations department and the Goddard Education Foundation. He is a strong advocate for his fellow students and public schools and recently had the opportunity to visit with Governor Kelly about issues that he is advocating for. Jacob plans to attend the University of Kansas in the fall, majoring in political science, with future plans to attend law school, and hopes to one day run for public office.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 14**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 6/13/2023
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act to Approve Appointment to the Special Education and Related Funding Task Force

Recommended Motion:

It is moved that the Kansas State Board of Education appoint Melanie Haas to serve on the Special Education Related Task Force established by Senate Bill 113.

Explanation of Situation Requiring Action:

House Sub for Senate Bill 113 establishes a Special Education and Related Funding Task Force. The State Board of Education will appoint and approve one member to serve on this task force.

Excerpts from the bill are shown below. In the last section, duties include meeting to study the existing formula for funding special education and make recommendations for changes. The task force will submit a report to the legislature showing their work and concerning recommendations for legislative changes by January 14.

House Sub for Senate Bill 113 – signed by the Governor

New Sec. 7. (pg 10-11)

(a) The task force shall be composed of 11 members, as follows:

(1) Two members appointed by the speaker of the house of representatives;

(2) two members appointed by the president of the senate;

(3) one member appointed by the minority leader of the house of representatives;

(4) one member appointed by the minority leader of the senate;

(5) one member appointed by the state board of education;

(6) two members appointed by the state department of education who are professionals in the field of special education and related services;

(7) one member appointed by the state department of education who is a professional in early childhood developmental services and provides services for a tiny-K program; and

(8) one member who shall be a parent of a student who receives special education services. In calendar year 2023, and every second succeeding calendar year thereafter, such member shall be appointed by the speaker of the house of

representatives. In calendar year 2024, and every second succeeding calendar year thereafter, such member shall be appointed by the president of the senate.

(b) Members shall be appointed to the task force on or before July 1, 2023.

(c) The staff of the office of revisor of statutes, the legislative research department and the division of legislative administrative services shall provide such assistance as may be requested by the task force. The state board of education shall provide consultants and assistance when requested by the task force. The state board of education and school districts shall provide any information or documentation requested by the task force.

(d) The special education and related services funding task force shall:

(1) Study and make recommendations for changes in the existing formula for funding of special education and related services;

(2) conduct hearings and receive and consider suggestions from teachers, parents, the department of education, the state board of education, other governmental officers and agencies and the general public concerning funding for special education and related services; and

(3) make and submit reports to the legislature on the work of the task force concerning recommendations of the task force. Such reports shall include recommendations for legislative changes and be submitted to the legislature on or before January 14 of each year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 6/13/2023
		Randy Watson	

Item Title:

Act to Approve District Survey on Firearm Safety Curriculum Use

Recommended Motion:

It is moved that the Kansas State Board of Education approve conducting a survey of Kansas school districts to collect information on the number of schools utilizing a firearm safety curriculum and the different curriculums being used.

Explanation of Situation Requiring Action:

Firearm safety curriculum in Kansas schools has been a topic of proposed legislation during recent legislative sessions. Gathering this information would be of benefit to the Kansas Department of Education and the State Board of Education.

Agenda Number: 16
Meeting Date: 6/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Students in Foster Care

From: Doug Boline

Many students in foster care can find themselves with limited or no opportunities for education due to lack of a permanent placement or expulsion/long term suspension. Joining KSDE's Doug Boline, Assistant Director of Special Education and Title Services, in a discussion on the educational options for foster students will be Bev Mortimer, Jobs for America's Graduates – Kansas; Vivien Olsen, Kansas Department of Children and Families; Diana Kohls, Orion Education & Training; and Lori Ray, Superintendent of Parsons District Schools USD 503.

JAG-K & Credit Recovery for System-Involved Youth

Respectfully submitted by: Beverly Mortimer, Sr. VP of Programming
Jobs for America's Graduates-Kansas
Former Kansas Teacher, Principal, Superintendent

Jobs for America's Graduates Kansas an evidence-based model that focuses on high school graduation and preparing students for a successful future. Established in 2013, JAG-K students have a 95% graduation rate, as well as successful outcomes related to further education and employability. Kansas has three program models, including multi-year (high school), alternative education, and middle school. The national model has more than 40 years of successful outcomes with programming, but gaps exist in serving students in foster care, juvenile justice system and other high mobility youth. To address this JAG-K implemented a Transitions Services pilot program in 2018 to close the gaps for system-involved youth who changed schools. Research shows that as the number of school changes increases the odds of earning a high school diploma decrease. Our goal is to improve and enhance our transition services and neutralize some of the factors that are related to these odds by adding credit recovery to the current program we provide.

JAG-K Transition Services proposes to facilitate a credit recovery program for system-involved students who have not reached their 4-yr. cohort graduation date. The program is intended to keep students on track for on-time graduation and will be limited to providing required coursework to meet the 21 credit requirements, along with the other important JAG-K competencies. Students do not have to leave their public schools for a full-time virtual school but can remain in school with extra services and support of school staff. Another advantage is that if a school placement change occurs the student can continue to make progress on their coursework, since it is not tied to one specific school, but facilitated by JAG-K.

The final proposal will be based on the concepts, research and data listed below. USA Kansas provided an opportunity to meet with Kansas school administrators at their annual conference in Wichita, June 1. Feedback and input from those meetings will help further define the specific processes for a more complete plan.

PROPOSED STUDENT POPULATION TO BE SERVED

The JAG-K Transitions Services Pilot Program works specifically to provide academic support to youth in foster care in four regions: Kansas City area, Wichita area, Topeka area and Western Kansas. Recently, JAG-K has expanded to include services in one judicial district and the Kansas Juvenile Correctional Complex. The Kansas Legislature included JAG-K Transition Services in Kansas Law as a specific evidence-based program eligible for funding from the state's Juvenile Justice Evidence-Based Program Fund. JAG-K is also KSDE approved for the Evidence-Based State At-Risk Programs.

- Youth in foster care are in 103 of 105 Kansas counties (3)
- 6,147 Children in Out of Home Placement, with approximately 2,280 middle and high school age children (3)
    - 16-18 year olds - 18.7%
    - 13-15 year olds – 18.4%

HIGH SCHOOL DIPLOMA & GRADUATION

The JAG-K Career Specialist can ensure updated and accurate records are available to schools, while assisting the navigation of the variations of local graduation requirements and school systems. JAG-K will create and monitor a plan of study and manage immediate credit recovery course access. JAG-K also provides follow-up services for at least one year after high school graduation.

- Graduation rates of Kansas youth in foster care have decreased while the rate for all students increased. (5)
  - 2021-61.2% (All students 88.1%)
  - 2022-59.3% (All students 89.3%)
- Grade level analysis suggests that educational stability in 9th and 12th grades may be important to closing the HS graduation gap for students in foster care. (2)
- High school graduates have greater employment opportunities, higher-paying jobs, better health, and decreased participation in criminal activity compared to those who don't (4)
- PASSING 9TH GRADE CORE CLASSES IS A STRONG PREDICTOR OF HIGH SCHOOL GRADUATION (2)

MOBILITY AND SCHOOL PLACEMENT CHANGES

JAG-K can't control the placement changes but can provide services and reduce the impact of school changes by following the students to the new school and ensuring continuation of academic programming and providing support services during the transitions. JAG-K can ensure continuation of credit recovery or be ready to provide access to core classes on-demand.

- Low-income minority children's odds of graduating from high school on-time are reduced by 12-19% with each school change. (2)
- 60% of Students who change schools 2 or more times between grades 8-12 earn a high school, compared to peers who do not change schools (2)
  - Interruption in academic progress
  - Disparities in curriculum and instruction
  - Changes in school culture and systems
- Youth in Kansas foster care older than 13 years of age experiencing three or more moves in a 12-month period climbed from 54% in 2019 to 61% in 2023. (1)

SCHOOL CONNECTEDNESS

JAG-K believes the best place for system-involved youth is in school, as opposed to leaving school for a full virtual education program. In the event of a school change JAG-K provides that caring adult that stays with students as they make the transition. The Career Specialist can also connect resources and services to meet students' needs in a more timely manner.

- Interruption to peer relationships which play a role in self-identity and self-esteem (2)
- Changes cause loss of relationships and social capital (2)
- School connectedness – relationships and opportunities to be involved create feelings of belonging and reduces risk behavior, promotes good mental health, and academic success (4)
- Students who have specific career goals felt more connected to school (4) (JAG-K Competencies)

EMPLOYMENT

JAG-K competencies for system-involved youth include career development and authentic work-based learning experiences. Youth who experience multiple school changes have fewer opportunities to volunteer and work. JAG-K assists with helping students overcome barriers as they transition to independent living.

- Work experience before age 18 has significant impact on employment at age 24 (6)
- Chances of earning a living wage increase from 20% to 80% for youth who receive targeted services and supports to prepare them for employment, address employment barriers, and help them secure and maintain employment
- Internship and apprenticeship opportunities, (prior to age 18) allow youth to earn money, develop work skills, be mentored by professionals, and reach higher levels than just working a job.
- JAG graduates are 230 percent more likely to be employed full-time than their non-JAG peers, and for African-American participants the rate is nearly 290 percent. (7)
- JAG graduates are twice as likely to go on to postsecondary education as their non-JAG peers (7)

SOURCES

*1. **"Report: Kansas foster care placement instability driven by older youths with high levels of need,"** article by Tim Carpenter in the Kansas Reflector, March 31, 2023* https://kansasreflector.com/2023/03/31/report-kansas-foster-care-placement-instability-driven-by-older-youth-with-high-levels-of-need/

2. "The Relationship Between School Mobility and Students in Foster Care Earning a High School Credential," by Clemens, Lalonde, Sheesley; Children and Youth Services Review; April 2016; **https://eric.ed.gov/?id=ED593238**

3. Kansas Department for Children and Families *website* https://www.dcf.ks.gov/services/PPS/Pages/PPSreports.aspx

4. "Academic Achievement Among a Sample of Youth in Foster Care: The Role of School Connectedness," by Somers, Goutman, Day, Enright, Crosby, Taussig at the National Library of Medicine; December 2021; https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7942201/

5. Kansas State Department of Education*, Kansas Report Card 2021, https://ksreportcard.ksde.org/grad.aspx?org_no=State&rptType=3*

6. "Employment and Youth with Foster Care Experience: Understanding Barriers and Supporting Success," from Children Now; June 2022; https://www.childrennow.org/portfolio-posts/employment-and-youth-with-foster-care-experience/

7. Jobs for America's Graduates website:

https://jag.org/jobs-for-americas-graduates-supports-our-nations-most-vulnerable-students/#:~:text=JAG%20graduates%20are%20230%20percent,as%20their%20non%2DJAG%20peers.

Beverly Mortimer
bmortimer@jagkansas.org
785-243-0836

Draft: 3/14/23

System Involved Youth Competencies

SA). Life Skills:	Examples
SA1.Food Nutrition	menu building, portions, nutrition, good food choices, food assistance programs, cooking,etc
SA2. Finding Housing	apartment applications, supportive housing, co-signers, cleaning and storage
SA3. Utilities	finding utility companies, knowing how to pay, utility assistance options
SA4. Personal Documentation/Identity	birth certificate, ID, social security card, citizenship, safe filing system
SA5. Transportation	public and other modes fo transportation
SA6 Other	given the unique needs of System-Involved Youth, some may have areas of need not on this list
SB) Health & Well-being:	**Examples**
SB7 Personal Hygiene	good habits, supplies, add more if needed - hair, skin care, cleanliness, clothing shopping
SB8. Mental Wellbeing	provider options, medication, making appointments, filling prescriptions
SB9. Physical Wellbeing	recreation, primary care doctor, exercise, making appointments, filling prescriptions, dental, vision
SB10. Community Engagement	DCF IL connections, registering to vote, understanding the legal issues/court system, cultural connections, service learning
SB 11. Positive Personal Connections	family-like relationships, mentors, pastors, bio family, co-workers, healthy relationship description, parenting ; positive attitude, adapting to changes, overcoming barriers

SC). Career Development	Examples
SC12. Career Exploration	identify occupational interests, aptitudes and abilities, relate those to occupations, identify desired lifestyle, develop a career path, goal setting. **(CAREER PREPARATION EVENT)**
SC13. Job Attainment	resume, job search, applications, using a telephone, employment tests, interviews; workforce centers (KS Works), job search **(EMPLOYABILITY SKILLS EVENT)**
SC14. Job Survival	appropriate dress, conflict resolution, time management, following directions, human relations, quitting a job, communication, overcoming barriers
SC15. Retaining the Job	being on time, working with others, customer service, listening, communication, giving & following directions, accepting responsibility for self, time management, technology skills, working with a team, promotions/moving up a career ladder
SC16. Employment	job shadowing, internships, summer employment, apprenticeships, entrepreneurship etc. **(BUSINESS PLAN EVENT)**

SD). Education	Examples
SD17. Diploma or GED	credits towards HS diploma/GED, school options, transcript review, understanding graduation requirements & have a plan of study/graduation plan
SD 18. Post-Secondary & Certifications	planning, link to services, training, certificates, scholarship, grants and other financial assistance, school visits, CTE program options
SD 19. Financial Literacy	financial literacy concepts of earning inclome, spending, saving, investing, managing credit and managing risk will be infused in other competency areas, as well as stand alone units/activities **(FINANCIAL LITERACY EVENT)**

ORION

EDUCATION & TRAINING

INCREASING GRADUATION RATES FOR YOUTH IN DCF AND STATE CUSTODY

THE PROBLEM

The Youth in DCF and state custody face a number of obstacles to graduation. One major challenge is the high rate of school mobility for youth in care, both when they are initially removed from home, and when they change living placements while in care.

- According to the Kansas Department Of Children and Families Placement Stability Rate Report for FY-21, 25.5% of children who entered foster care experience 8 or more placements in a 12 month period.
- According to the Kansas Department of Children and Families Kansas Foster Care Report Card, approximately 39% of foster care students do not graduate with their four year cohort.

When youth in care move schools, they often experience delays in enrollment, inappropriate school placements, lack of educational support services, and difficulties in transferring course credits. Youth in care often lack a strong advocate to help navigate the obstacles associated with changing schools.

ORION
EDUCATION & TRAINING

TARGET POPULATION:

Kansas Youth in DCF or State custody who are 14 years of age or older and are at risk of not graduating with their cohort class

ORION
EDUCATION & TRAINING

THE FACTS

- **National Data in 2016**
  - 31%-75% of foster youth changed schools when first entering the foster system.
  - 34% of 17-18 year olds in foster care experienced 5+ school changes.
  - Only 63 % of foster youth completed high school or a GED by age 18.
  - Only 31.8-45.3% of foster youth who graduated from high school attended college.
  - 17-18 year old foster youth are 2X more likely of having an out-of-school suspension and 3X more likely of being expelled .
- **Kansas Data for 2020-2021 school year**
  - More than 6,000 children were in the custody of the state foster care system.
  - 32.1% missed 10% or more school days.
  - On average only 20% of students scored at levels of 3 and 4 on the state assessments.

National data provided above can be
Referenced Here

State data provided above can
Referenced Here

ORION
EDUCATION & TRAINING

PROPOSED SOLUTION

FIRST

Establish a systematic approach to identifying students that are in DCF or State custody, who are 14 years of age or older, and are at-risk of not graduating with their cohort class.

SECOND

Once identified, and placed in our program, we become their educational advocate by developing a Comprehensive Educational Plan (CEP) that follows them to graduation.

ORION
EDUCATION & TRAINING

Comprehensive Educational Plan

Every student that is placed in our program will be provided with:

- ❑ A graduation plan that follows the guidelines outlined in Kansas State Statute #38-2285.
- ❑ Enrollment in core subjects through our state aligned, online Course Management System (CMS), with Kansas licensed teacher support.
- ❑ Program liaison that coordinates with their placement district to ensure all necessary services are being provided and are being fully integrated into their new school setting.
- ❑ A Google Chromebook to complete their online courses.

The placement district will be required to provide:

- ❑ A daily class schedule within the school building that includes elective courses and a designated space and time for students to attend their online courses.
- ❑ Special Education and ESOL services.
- ❑ Access to Career Cruising so the student can continually update their ILP and pursue career and post-secondary goals.
- ❑ Access to extracurricular activities, and academic/social emotional counseling support.
- ❑ Notification of non-attendance.

ORION
EDUCATION & TRAINING

BENEFITS

- Efficient tracking system for students in DCF and State Custody.
- Better coordination of educational and support services, resulting in the elimination of enrollment delays when the student moves to a new school.
- Ease of transferring course credit since their core classes will follow them wherever they go.
- A consistent educational advocate.
- Consistent graduation requirements.
- Increased retention rates.
- Better opportunity for the student to stay on track with their cohort class because their curriculum will be available to them during a placement transition.
- Increased graduation rates.
- Increased post-secondary and employment rates.
- Increased student comprehension rates due to the elimination of learning gaps.
- Cost savings
    - Funding follows the student
    - School resources
    - Graduate on-time

ORION
EDUCATION & TRAINING

Barriers

- State Funding
- High School Graduation Rates
- Special Education Services
  - IEP is not available when student changes school placements.
  - IEP is out of date.

Solutions

- Funding model that allows the funding to follow the student.
- Identified students would not be included in school district graduation rates.
- Special Education Services would be provided by the attending school district but the student's IEP would become part of their Comprehensive Educational Plan (CEP) that follows the student.

ORION
EDUCATION & TRAINING

LOCAL FEEDBACK

COMMUNITY INTERESTS

The need to streamline educational transitions and placement for youth in State and DCF Custody.

- School Administration
- School Counselors
- Wichita Children's Home
- St. Francis Ministries
- St. Francis Community Services
- JAG
- JDF
- Juvenile Justice System
- TFI

ORION
EDUCATION & TRAINING

TOGETHER WE CAN DO THIS

Our Experience + Your Support = Success

Experience

Experience working with at-risk youth in a computer assisted setting since 1997.

State aligned, online curriculum that meets the needs of all learners.

Highly qualified, Kansas licensed, teachers experienced working with at-risk youth.

Kansas State Department of Education Virtual Program Approval.

Successes

Established and implemented a local model, utilized by our sponsoring school districts, that allow students to take online courses within their school building during the regular school day.

Coordinated educational services and provided online curriculum and support for a student residing in a Juvenile Residential Facility.

Collaborated with St. Francis Community Services to provide a consistent educational placement for a displaced student.

ORION
EDUCATION & TRAINING

Thank You For Your Time and Continued Support of Our Program!



Agenda Number: 17

Meeting Date: 6/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Every Child Can Read Act

From: Ben Proctor

This will be an overview of the Every Child Can Read Act, which goes into effect on July 1, 2023. KSDE staff will provide an update on the details of the law and how the department will support Local Education Agencies (LEA) with implementation of the requirements.

Additionally, staff will update the State Board on how we will continue to prioritize literacy and support LEAs with reading instruction, structured literacy training, high quality instructional materials, and other essential elements to ensure each child in Kansas can read.

Excerpt from Senate Substitute for HOUSE BILL No. 2567—
Every Child Can Read Act

New Sec. 6. (a) This section shall be known and may be cited as the every child can read act.

(b) The legislature hereby affirms that third grade marks a pivotal grade level in which students must attain proficiency in reading or risk continued learning losses throughout their academic career. To ensure that all students move toward grade-level proficiency in literacy, especially by the third grade level, the board of education of each school district shall provide opportunities for students to participate in targeted educational interventions to promote proficiency in literacy. Reading literacy shall be attained through the science of reading and evidence-based reading instruction and shall include such competencies as may be necessary to attain reading proficiency. The necessary competencies, best practices and screening tools used by school districts shall follow the framework of the dyslexia handbook developed by the state department of education. To ensure that such competencies are achieved, the board of education of each school district shall include as part of instruction in literacy:

(1) Phonics, phonological and phonemic awareness;

(2) vocabulary development;

(3) silent and oral reading fluency; and

(4) reading comprehension.

(c) To promote the goals of the every child can read act, the board of education of each school district shall:

(1) Measure student achievement by participation in the state assessment program and through other universal screening and assessment tools that are approved by a board of education of a school district or by the state department of education;

(2) provide targeted and tiered interventions that are designed to match a student's individual deficiencies through additional contact hours with such student, including, but not limited to, one-on-one instruction, small group instruction, tutoring and summer school programs for all students and especially for those students who are at and below the third grade level who are identified as having a literacy deficit; and

(3) ensure that the teacher of each third grade student communicates with the parent or guardian of each such student to provide information on the student's literacy proficiency or deficiencies and any recommended interventions for such student to achieve proficiency. Such communication shall occur at least once during the fall semester and once during the spring semester. When a teacher provides the communications required pursuant to this paragraph, each such communication shall provide the parent or guardian with:

(A) A summary of the every child can read act and the literacy goals of the act;

(B) any assessment data relating to literacy that pertains to the student;

(C) any recommended interventions for the student; and

(D) how the school district tracks the outcomes of any such interventions.

(d) (1) On or before June 30 of each school year, each school district shall report to the state department of education on the school district's implementation of the every child can read act, the interventions that the school district is using to attain the goals of such act and the resulting outcomes of such interventions. Such report shall include:

(A) The number of third grade students in such school district;

(B) the screening and assessment data from at least the preceding two school years that the school district is using as a baseline to evaluate student progress in literacy; and

(C) the percentage of students that are proficient, moving toward proficiency or deficient, with percentages provided for all students and student subgroups.

(2) The state department of education shall compile such reports and shall submit a summary report to the governor and the legislature on or before January 15 of each year.

(e) This section shall take effect and be in force from and after July 1, 2023.

KANSAS STATE DEPARTMENT OF EDUCATION

Structured Literacy

Instructional considerations for literacy components

A BREAKDOWN OF INSTRUCTION

Literacy Structure

The literacy structures and graphics represented in this document are intended to create a snapshot of the domains of language arts instruction that are included in a structured literacy framework. This document is a recommendation only and should be used in conjunction with professional conversations about literacy instruction. Although the literacy components are listed separately on the graphics, it is not expected that teachers silo the components in their instruction. Robust reading instruction and the components listed in this document should be integrated throughout the school day.

The Science of Reading → Structured Literacy

The terms of structured literacy and the science of reading are not synonymous. Structured literacy is founded on decades of research and instructional practice that are informed by the science of reading.

Lesson Plan ***Recommendations*** for Pre-K

Phonological Awareness (20 mins)
- Rhyming
- Syllables
- Alliteration

Phonemic Awareness (20 mins)
- Letter Sounds
- Initial, ending, medial sounds in CVC words

Phonics (20 minutes)
- Letter Identification
- Handwriting (pencil grasp and making letter strokes

Language Comprehension (30 minutes)
- Vocabulary
- Background Knowledge
- Language Comprehension

Lesson Plan ***Recommendations*** for Kindergarten

Word Recognition
- Phonological/Phonemic Awareness
- Alphabetic Knowledge
- The Alphabetic Principle
- Basic Phonics (including dictation/handwriting)

Language Comprehension
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Phonological Awareness 15 Minutes	Phonics 35 Minutes	Comprehension 20 Minutes	Writing 20 Minutes
Oral Language, Vocabulary, and Fluency			

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Lesson Plan ***Recommendations*** for
First and Second Grade

Word Recognition

- Phonemic Awareness
- Phonics
- Decoding
- Spelling (Orthography)
- Handwriting

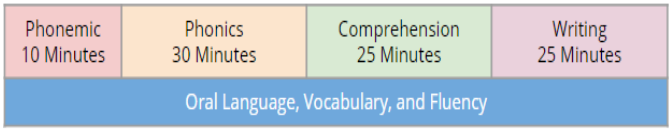
Language Comprehension

- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

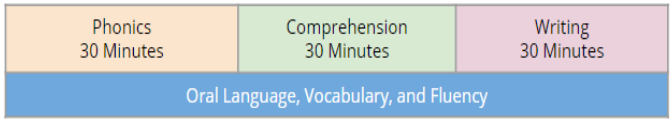
Writing

- Written Expression

First Grade *Recommendations* for Instructional Time



Second Grade *Recommendations* for Instructional Time



Lesson Plan ***Recommendations*** for
Third and Fourth Grade

Word Recognition

- Advanced Word Study
- Morphology
- Syllables

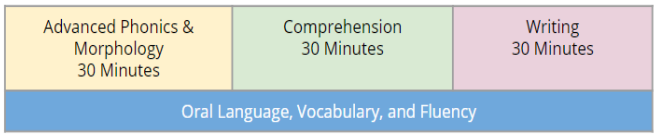
Language Comprehension

- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Writing

- Written Expression

3rd and 4th Grade *Recommendations* for Instructional Time



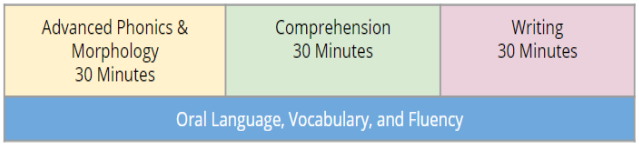
Lesson Plan ***Recommendations*** for Fifth Grade and Sixth

Word Recognition
- Advanced Word Study
- Morphology
- Syllables

Language Comprehension
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Writing
- Written Expression

5th and 6th Grade *Recommendations* for Instructional Time



The focus of instruction in a structured literacy framework varies in the amount of time spent on each element. Instruction by a skilled general education teacher will ebb and flow as students' progress or as they need supplemental instruction to achieve mastery. Keeping this in mind, the following components should be included in your structured literacy lessons on a daily basis.

In grades kindergarten through second grade the instruction focus should include the following components as tied to Kansas ELA state standards. ***The standards listed below are not intended to limit your instruction. These standards are listed to help educators understand the connection that already exists between structured literacy and the Kansas ELA Standards. All Kansas ELA Standards should be addressed at each grade level.***

Phonological Awareness
- Listening to and manipulating sound
  - *Demonstrate understanding of spoken words, syllables, and phonemes (RF.K.2 a,b,c,d,e). RF1.2 a, b, c, d)*
- Segmenting words
  - *Orally produce single-syllable words by blending phonemes, including consonant blends. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.* Orally segment single-syllable words into their complete sequence of individual phonemes. *(RF1.2 b, c, d)*
- Blending Words
  - *Read common high-frequency words by sight (RFK.3c, RF1.3g)*

Phonics
- Letter / sound correspondence
  - *Know and apply grade-level phonics and word analysis skills in decoding words (RFK.3 a,b,c,d) (RF1.3 a,b,c,d,e,f,g) (RF2.3 a,b,c,d,e,f)*
- Reading learned skills in decodable text
  - *Read with sufficient accuracy and fluency to support comprehension (RF1.4 a,b,c) (RF2.4 a,b,c)*

Morphology
- Prefix instruction
  - *Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (RK11.b). Use frequently-occurring affixes as a clue to the meaning of a word or phrase (RL.1.11b). Determine the meaning of the new word formed when a known prefix is added to a known word (RL2.11b). Determine the meaning of the new word formed when a known prefix is added to a known word (RI.2.11b)*
- Suffix instruction
  - *Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (R11.b). Read words with inflectional endings (RF.1.3f). Decode words with common prefixes and suffixes (RF.2.3d)*
- Inflectional endings
  - *Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (RI.K.11b). Identify frequently-occurring root words and their inflectional forms (RL.1.11c). Identify frequently-occurring root words and their inflectional forms (RI.1.11b).*

- Anglo-Saxon/Old English etymology
    - *Identify words with inconsistent but common spelling-sound correspondences (RF.2.3e). Use a known root word as a clue to the meaning of an unknown word with the same root (RL.2.11c)*

Semantics

- Tier II vocabulary
    - *With guidance and support from adults, explore word relationships and nuances in word meaning (RI.K.12). Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (RL.1.4)*
- Shades of meaning
    - *With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings (RL.1.12 a,b,c,d). Demonstrate understanding of word relationships and nuances in word meanings (RL.2.12 a,b). With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings (RI.1.12 a,b,c,d,). Demonstrate understanding of word relationships and nuances in word meanings (RI.2.12 a,b)*

Syntax

- Parts of speech
    - *Demonstrate command of the conventions of standard English grammar and usage when writing (W.K.1.10 b,c,d,e), (W.1.10 b,c,d,e,f,g)., (W.2.10 a,b,c,d,e,f). Demonstrate command of the conventions of standard English grammar and usage when speaking (SL.K.7 a,b,c,d,e), (SL.1.7 a,b,c,d,e,f), (SL2.7 a,b,c,d,e,f).*
- Sentence structure (including subject, verb, object, modifiers).
    - *Demonstrate command of the conventions of standard English grammar and usage when writing (W.K.11 a,b). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (W.1.11 a,b,c)), (W.2.11 a,b,c). Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly (SL,K.6,). Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar (SL.1.6). Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English (SL.2.6).*

Pragmatics

- Rules of conversation (as applicable by grade level) which includes tone and facial expressions.
    - *Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups (SL.K.1 a,b), (SL.1.1 a,b,c). (SL.2.1 a,b).*

Discourse

- Listen to and generate questions while reading or being read to
- Increasing background knowledge
- Learning to infer meaning

In grades <u>third through sixth</u>, the instruction focus should include the following components as tied to Kansas ELA state standards. ***<u>The standards listed below are not intended to limit your instruction. These standards are listed to help educators understand the connection that already exists between structured literacy and the Kansas ELA Standards. All Kansas ELA Standards should be addressed at each grade level.</u>***

Phonological Awareness

- Pronouncing words
    - *Acquire and use accurately grade appropriate conversational, general academic, and domain specific words (SL3.8, SL4.8, SL5.8, SL 6.8).*
- Listening for sounds in words

Advanced Phonics

- Vowel Teams, Syllabication, Advanced structures of the English Language (-dge, -tch, etc.)
    - *Know and apply grade-level phonics and word analysis skills in decoding words (RF3.3). Decode multisyllabic words (RF3.3c). Read grade-appropriate irregularly spelled words (RF.3.3d). Know and apply grade-level phonics and word analysis skills in decoding words (RF.4.3), (RF5.3).*

Morphology

- Latin affixes
  - *Identify and know the meaning of the most common prefixes and derivational suffixes (RF.3.3a). Decode words with common Latin suffixes (RF.3.3b).*
- Roots and Bases
  - *Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context (RF.4.3), (RF.5.3).*
- Greek-based combining forms
  - *Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word (RL.4.11b). Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (RL.5.11b), (RL.6.11b). Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word (RI.4.11b, RI.5.11b, RI.6.11b).*

Semantics

- Tier II Vocabulary
  - *Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (SL.3.8). Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic (SL.4.8). Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (SL.5.8). Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (SL.6.8). Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (RI.3.4) (RI.4.4) (RI.5.4)*
- Word connotation
  - *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL.3.4). Determine the meaning of words and phrases as they are used in a text (RL.4.4). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (RI.6.12 a,b,c).*
- Figurative language
  - *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (RL.5.4). Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (RL.6.4). Demonstrate understanding of word relationships and nuances in word meanings (RL.3.12 a,b,c). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (RL.4.12 a,b,c) (RL.5.12 a,b,c). RL.6.12 a,b,c). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning (RI.6.4). Demonstrate understanding of word relationships and nuances in word meanings (RI.3.12 a,b,c). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (RI.4.12 a,b,c) (RI.5.12 a,b,c).*

Syntax

- Parts of speech
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.3.10 a-g). (W.4.10 a-i).*
- Sentence structure (including simple, compound, complex, and compound-complex sentences)
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.5.10 a-e). (W6.10 a-g). Use a comma before a coordinating conjunction in a compound sentence (W.4.11c). Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements (W.6.11a).*
- Pronoun Reference
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking (SL.3.7 a-h). (SL.4.7 a – i). (SL.5.7 a-e). (SL6.7 a-f).*
- Verb Tenses
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.5.10 a-e). (W6.10 a-g).*
- Words that signal a relationship between words in text
  - *Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing (W.3.10 a-g). (W.4.10 a-i).*

Pragmatics

- Metaphor
  - *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (RL.5.4). Explain the meaning of simple similes and metaphors in context (RL.4.12a). Interpret figurative language, including similes and metaphors, in context (RL.5.12a). a. Interpret figures of speech in context (RL.6.12a). Interpret figurative language, including similes and metaphors, in context (RI.5.12a). Interpret figures of speech in context (RI.6.12a).*
- Hyperbole RL6.12a, RI 6.12a
  - *Interpret figures of speech in context (RL.6.12a) (RI.6.12a).*

Discourse

- Monitoring reading for comprehension
- Using graphic organizers to summarize text and understand text structure

---

For more information, contact:

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



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.org

The Kansas State Department 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 the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

March 2021

Dyslexia Handbook

KANSAS
STATE DEPARTMENT OF
EDUCATION

Kansas leads the world in the success of each student.

APR. 12, 2021

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:

Barbara Bradley
Professor Elementary Education
University of Kansas

Denise Brown
Kansas MTSS Consultant

Jaime Callaghan
Director of Student Services
Auburn-Washburn USD 437

Nicole Corn
Kindergarten Teacher
Lawrence USD 497

Crystal Davis
TASN Coordination

Amy Delarosa
Kansas MTSS Consultant

Deb Farr
School Psychologist
Auburn-Washburn USD 437

Lori Mann
Professor Elementary Education
Emporia State University

Christina Middleton
Parent Representative

Jeanine Phillips
Co-Founder, Executive Director
Fundamental Learning Center, Wichita

Heath Peine
Executive Director Student Support Services
Wichita USD 259

Jeri Powers
Reading Teacher
De Soto USD 232

Laurie Winter
Owner, Consultant
Language and Literacy Consulting Inc.

DYSLEXIA HANDBOOK

Contents

INTRODUCTION 1

DYSLEXIA DEFINED 3
- Characteristics of Dyslexia 4
- Characteristics by Grade Level 5

SCREENING 7
- What is Screening? 8
- Why Conduct a Screening? 8
- Types of Assessment 9
- Universal Screeners 9
- Informal Diagnostics 10
- Progress Monitoring 10
- Criteria for Dyslexia Screening Tools 11
- Common Screening Practices 11
- Interpreting Screening Results 12
- Considerations for English Language Learners 13
- Screening Flowchart 14
- Screening Rubric 15
- Kansas State Department of Education Screening Recommendations 16

EVIDENCE-BASED READING INSTRUCTION 17
- Theoretical Models of Reading 18

THE STRUCTURED LITERACY FRAMEWORK 19
- Structured Literacy Instruction 19
  - Principles 19
  - Elements 21

READING INTERVENTION RECOMMENDATIONS 23

APPENDICES 27
  - Information for Parents and Families 29
  - Screening Information for Students with Reading Difficulties (Including Dyslexia) 30
  - Screening Tool Rubric 33
- Subtest Skills Defined 35
- Critical Screening Elements 37
  - Sample Scope and Sequence of Phonogram Instruction 38

REFERENCES 39

This page blank for printing purposes.

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.

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.

3 Francis, et al., 1996
4 International Dyslexia Association, 2020
5 Berninger and Wolf, 2009
6 Kilpatrick, 2015

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.

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

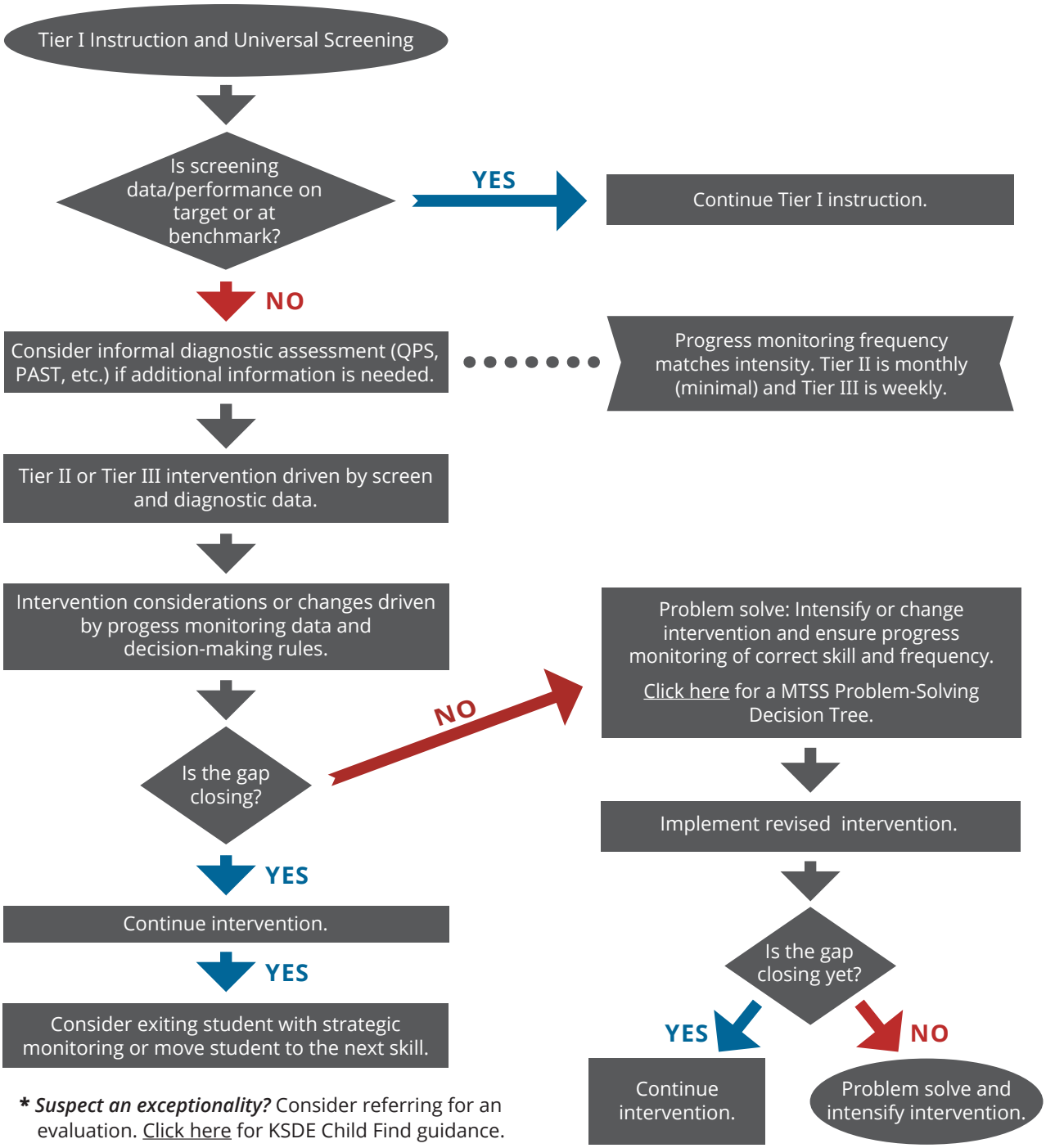
ENGLISH	SPANISH
Phonological awareness weaknesses.	Phonological awareness weaknesses may be less pronounced.
Rapid Automatic Naming	Rapid Automatic Naming
Regular/irregular word decoding difficulties	Decoding fewer irregular works in Spanish.
Fluency often a key indicator	Fluency often a key indicator
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



Suspect an exceptionality? Consider referring for an evaluation. Click here for KSDE Child Find guidance.

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 C[24] and by clicking here.[25]

Rubric

Description	Yes	No
All students in kindergarten were screened in Letter Naming Frequency.		
• Fall (F), Winter (W), Spring (S)	☐	☐
All students in grades K-1 were screened in Letter Word Sounds.		
• Kindergarten: F, W, S	☐	☐
• Grade 1: F	☐	☐
All students in grades K-1 were screened in Phoneme Segmentation Fluency.		
• Kindergarten: W, S	☐	☐
• Grade 1: F, W, S	☐	☐
All students in grades K-2* were screened in Nonsense Word.		
• Kindergarten: S	☐	☐
• Grade 1: F, W, S	☐	☐
• Grade 2: F*	☐	☐
All students in grades 1-5 were screened in Oral Reading Fluency.		
• 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 C[26] 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**:

Decoding X Language Comprehension = 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.

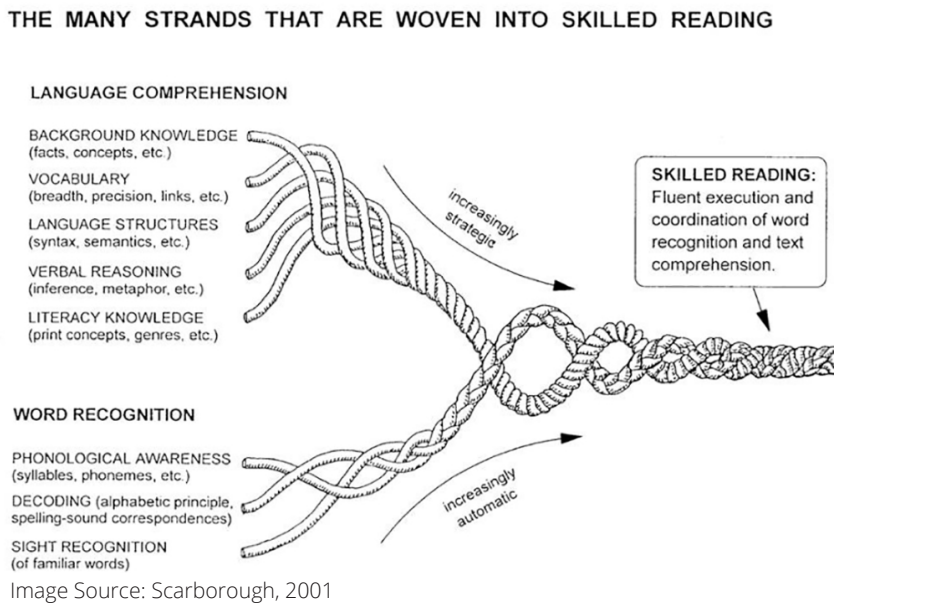


Image Source: Scarborough, 2001

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/ /ĭ/ /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 all, 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	• Phoneme Segmentation • Letter Sound Fluency
Grade 1	• Letter Sound Fluency (real-word reading) • Nonsense Word Fluency • Oral Reading Fluency (connected text)
Grades 2 - 12	• 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.

This page blank for printing purposes.

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/1XG4LAZi7TkPYmEUF4acGRMl_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?

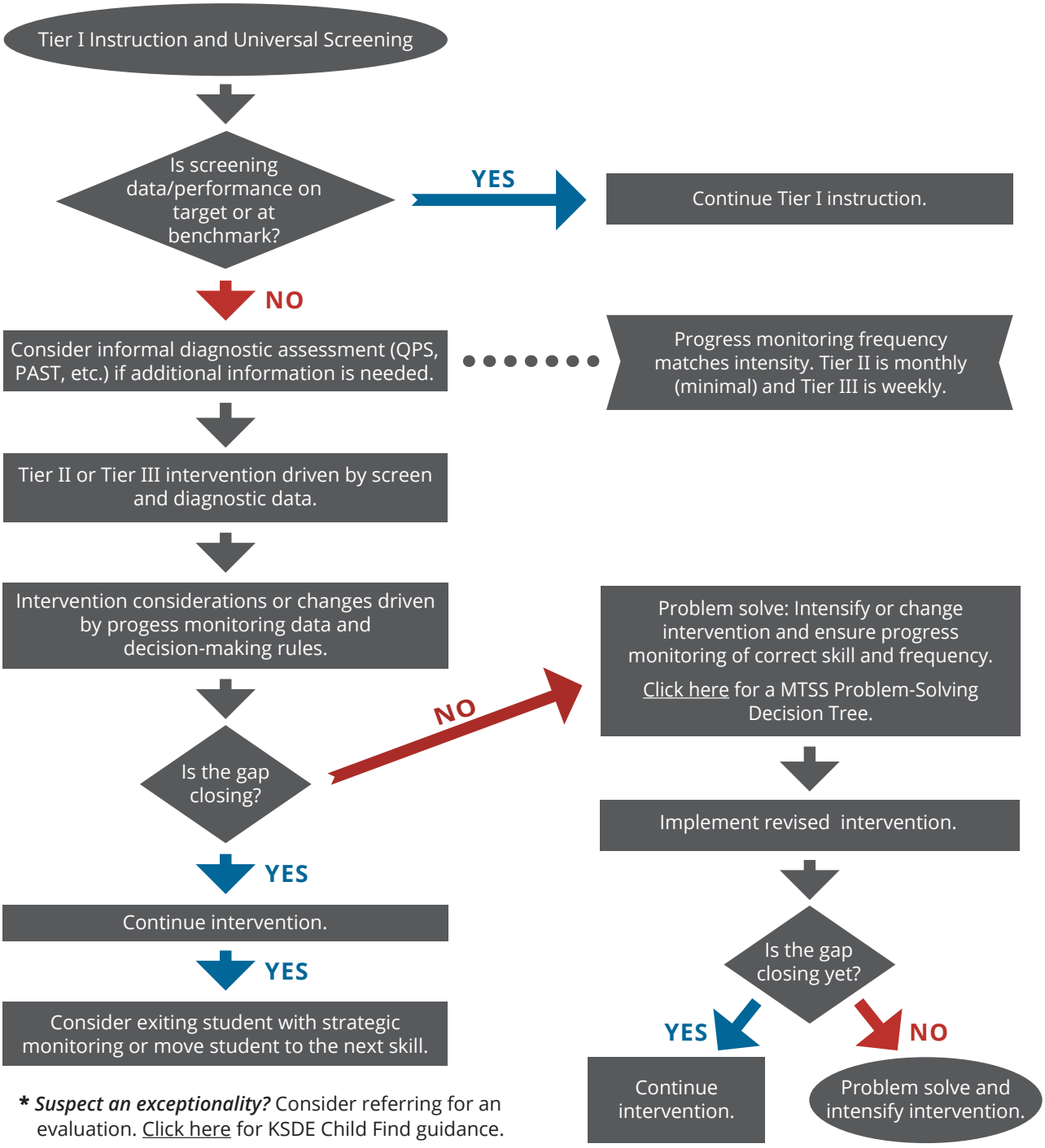
The Kansas Department of Education has released several documents that can be helpful. In addition, KSDE staff members are just an email away. Districts should contact

> 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



* ***Suspect an exceptionality?*** Consider referring for an evaluation. Click here for KSDE Child Find guidance.

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 Frequency.		
• Fall (F), Winter (W), Spring (S)	☐	☐
All students in grades K-1 were screened in Letter Word Sounds.		
• Kindergarten: F, W, S	☐	☐
• Grade 1: F	☐	☐
All students in grades K-1 were screened in Phoneme Segmentation Fluency.		
• Kindergarten: W, S	☐	☐
• Grade 1: F, W, S	☐	☐
All students in grades K-2* were screened in Nonsense Word.		
• Kindergarten: S	☐	☐
• Grade 1: F, W, S	☐	☐
• Grade 2: F*	☐	☐
All students in grades 1-5 were screened in Oral Reading Fluency.		
• 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

* NWF see page 35 for more information.

Subtest Skills Defined

SUBTEST SKILLS	DEFINITION
Letter Naming Fluency (LNF)	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: • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of letter naming skill. If the screener being used meets the above requirements, then it is considered approved for LNF.
Letter Word Sounds Fluency (LWSF)	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: • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of letter word sound skills. If the screener being used meets the above requirements, then it is considered approved for LWSF.
Phoneme Segmentation Fluency (PSF)	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: • Screen for the above skills. • Use valid and reliable measures. • Allow for intervention and progress monitoring of phoneme segmentation skills. If the screener being used meets the above requirements, then it is considered approved for PSF.

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

* Screening products listed are those approved entirely by school districts. **KSDE plays no part in advising or approving local assessments.** The products are listed here merely as courtesy examples of assessments used. This list is not complete or exhaustive.

Screening component:	Grade levels to be screened:	Other subtests that may measure this:	Products approved by school districts.*
Letter Naming Fluency (LNF)	Kindergarten: Fall (F), Winter (W), Spring (S)		• DIBELS 8th Ed. • FASTBridge • AIMS+ • easyCBM • Acadience • StarCBM
Letter Word Sound Fluency (LWSF)	Kindergarten and Fall 1st Grade • Kindergarten: F, W, S • 1st grade: F	• Letter Sound Fluency • Word Reading Fluency • Sight Word Fluency • First Sound Fluency	• DIBELS 8th Ed. (NWF, WRF) • Acadience (NWF) • FASTBridge (LS, WS, SW, NW) • AIMS+ (LWSF, NWF) • easyCBM (LS, WRF) • StarCBM
Phoneme Segmentation Fluency (PSF)	Kindergarten First Grade • Kindergarten: W, S • Grade 1: F, W, S	• Word segmenting • Phoneme segmentation	• DIBELS 8th Ed. • Acadience • FASTBridge • AIMS+ • easyCBM • StarCBM
Nonsense Word Fluency (NWF)	Grades K-2. • Kindergarten: S • Grade 1: F, W, S • Grade 2: F*		• DIBELS 8th Ed. • Acadience • FASTBridge • AIMS+ • StarCBM
Oral Reading Fluency (ORF)	Grades 1-5 • Grade 1: W, S • Grades 2-5: F, W, S	• cbmReading • Passage Reading Fluency	• DIBELS 8th Ed. (1st-8th) • Acadience (Winter 1st-9th) • FASTBridge (1st-12th) • AIMS+ (1st-12th) • easyCBM (1st-6th) • StarCBM
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.	• aReading • Maze • Dave • Reading Comprehension • Multiple Choice Reading comprehension	• 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.

For the most up-to-date information, please refer to the KSDE Dyslexia webpage.[38]

38 https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Dyslexia

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 /ĭ/, j, k, m, p, t
- g, o /ŏ/, r, l, n, u /ŭ/, 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 /ē/ 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, scrib, 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-

References

Allington, R. L., & Johnston, P. H. (2002). Reading to Learn: Lessons From Exemplary 4th Grade Classrooms. New York, NY: Guildord.

Berninger, V. W., & Wolf, B. J. (2009). Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science. Baltimore, MD: Brookes Publishing.

Birsh, J. R. (2018). Connecting research and practice. In J. R. Birsh, Multisensory Teaching of Basic Language Skills (4th ed., pp.21-34). Baltimore, MD: Paul H. Brookes Publishing.

Chiappe, P., & Siegel, L. S. (1999). Phonological Awareness and Reading Acquisition in English-and-Punjabi-Spearking Canadian Children. Journal of Educational Psychology, 91, 20-28.

Chiappe, P., Siegel, L., & Wade-Woolley, L. (2002). Linguistic Diversity and the Development of Reading Skills; A longitudinal Study. Scientific Studies of Reading, 6, 369-400.

Darling-Hammond, L. (1999). Teacher Auality and Student Achievement: A Review of State Policy Evidence. Seattle, WA: University of Washington

Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., & Fletcher, J. M. (1996). Developmental Lag Versus Deficit Models of Reading Disabilities: A Longitudinal, Individual Growth Curves Analysis. Journal of Educational Psychology, 88, 3-17.

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). Assisting Students Struggling with Reading: Response to Intervention and Multi-tier Intervention for Reading in the Primary Grades. A practice Guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/ publications/practiceguides/

Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. Remedial and Special Education, 7, 6-10. doi: 10.1177/074193258600700104

Hall, S. (2004). Expert answers: Susan Hall on reading and parental involvement. Schwab Learning. retrieved from: http://peterswife.org/LD/ParentsandReading.pdf

Hall, S. & Moats, L.C. (1999). Straight Talk About Reading: How Parents Can Make a Difference in the Early Years. Chicago: Contemporary Books.

Hoover, W., & Gough, P. (1990). The simple view of reading. Reading and Writing An Interdisciplinary Journal, 2, 127-160.

International Dyslexia Association, (2020). Dyslexia Basics Fact Sheet. Retrieved from https://dyslexiaida.org/dyslexia-basics-2/

Joshi, R. M., & Aaron, P. G. (2006). Handbook of Orthography and Literacy. Mahwah, NJ: L. Erlbaum Associates

Kilpatrick, D. (2015). Essentials of Assessing, Preventing and Overcoming Reading Difficulties. Hoboken, NJ: John Wiley & Sons Inc.

Lane, H. (2014). Evidence-Based Reading Instruction for Grades K-5 (Document No. IC-12). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Lesaux, N., & Siegle, L. (2003). The Development of Reading in Children Who Speak English as a Second Language. Developmental Psychology, 39, 1005-1019.

Limbos, M., & Geva, E. (2001). Accuracy of Teacher Assessments of Second Language Students at Risk for Reading Disability. Journal of Learning Disabilities, 34, 136-151.

Moats, L. C. (1994). The Missing Foundation in Teacher Education: Knowledge of the Structure of Spoken and Written Language. Annals of Dyslexia, 44, 81-101.

Moats, L. C. (2004). Efficacy of a Structured, Systematic Language Curriculum for Adolescent Poor Readers. Reading and Writing Quarterly. 20, 145-159.

Moats, L. C., & Dakin, K. E. (2008). Basic Facts of Dyslexia and Other Reading Problems. International Dyslexia Association.

Moats, L. C., & Tolman, C. (2019). LETRS: Language Essentials for Teachers of Reading and Spelling. (3rd ed.) Voyager Sopris Learning

National Reading Panel. (2000). Report of the national reading panel - Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction. Washington, DC: National Institute of Child Health and Human Development.

Petscher, Y., Flen, H., Stanley, C., Gearin, B., Fletcher, J. M., & Johnson, E. (2019). Screening for Dyslexia. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from https://improvingliteracy.org/

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C., Morrow, L, Tracey, D., Woo, D. (2001). The Nature of Effective First-Grade Literacy Instruction. Scientific Studies of Reading, 5(1), 35-58. doi: 10.1207%2FS1532799XSSR0501_2

Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014). Why Do Children Differ in Their Development of Reading and Related Skills? Scientific Studies of Reading, 18(1), 38-54.

Shaywitz, S., & Shaywitz, J. (2020). Overcoming Dyslexia (2nd ed.). New York, NY: Alfred A. Knopf

Spencer, K. (2000). Is English a Dyslexic Language? Dyslexia News Worldwide, 6(1), 152-162.

Taylor, B. M., Pearson, P. D., Clark, K., Walpole, S. (2000). Effective Schools and Accomplished Teachers: Lessons About Primary-Grade Reading Instruction in Low-Income Schools. The Elementary School Journal, 101(2). 121-165. doi: 10.1086/499662

The New Jersey Department of Education. (2017). The New Jersey Dyslexia handbook: A Guide to Early Literacy Development & Reading Struggles. Retrieved from https://www.nj.gov/education/specialed/dyslexia/NJDyslexiaHandbook.pdf

Torgesen, J. K. (2002). The Prevention of Reading Difficulties. Journal of School Psychology, 40, 7-26. doi: 10.1016/S0022-4405(01)00092-9

Torgesen, J. K. (2005). Florida's Reading First Assessment Principal's Guide: A Guide to Help Principal's Set Up and Carry Out the Assessment Requirements of Reading First. Florida Center for Reading Research, Appendix p. 21-27. Retrieved from https://files.eric.ed.gov/fulltext/ED495466.pdf

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

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

CHAIRMAN
DISTRICT 9

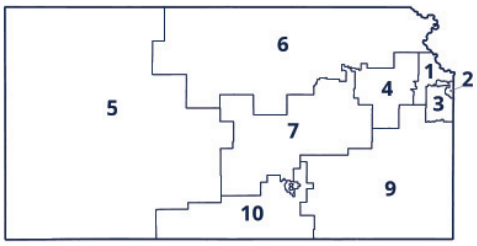


Jim Porter
jporter@ksde.org

VICE CHAIR
DISTRICT 1



Janet Waugh
jwaugh@ksde.org



DISTRICT 2



Melanie Haas
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

LEGISLATIVE LIAISON
DISTRICT 7



Ben Jones
bjones@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org

Kansans CAN
Kansas leads the world in the success of each student.

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.

JAN. 2021

For more information, contact:

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

Kansans CAN

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.org

Agenda Number: 18 a.

Meeting Date: 06/13/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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	5	4	5	2	2	3	1	3	0	3	
Unclassified	3	5	4	5	2	2	3	1	3	0	3	
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	0	
Total Separations	4	3	3	4	1	2	1	2	2	2	4	
Classified	0	0	0	0	0	0	0	0	0	0	0	
Unclassified	3	3	3	4	1	2	1	2	2	2	4	
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	
Recruiting (data on 1st day of month)	5	4	5	5	2	4	2	3	1	2	2	
Unclassified	4	4	5	5	2	4	2	3	1	2	2	
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	

Total employees 268 as of pay period ending 05/13/2023. 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).

Agenda Number: **18 b.**

Meeting Date: **06/13/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Suguna Mishra to the position of Public Service Executive on the Special Education & Title Services team, effective May 14, 2023, at an annual salary of $50,232. This position is funded by the Esser Admin, EANS Admin, Title I Admin and Federal Early Childhood Disc. Fund.

Donna Meader to the position of Administrative Specialist on the Accreditation and Design team, effective May 22, 2023, at an annual salary of $41,600. This position is funded by the State General Fund.

Lindy Fike to the position of Program Consultant on the Child Nutrition and Wellness team, effective May 30, 2023, at an annual salary of $50,960. This position is funded by the Federal Child Nutrition Admin Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Catherine Chmidling	Shane Carter	Randy Watson		

Item Title:

ERC recommendations for higher education accreditation 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 Kansas Wesleyan University, and "Program Approval" for Baker University, Central Christian College, and Fort Hays State University.

Explanation of Situation Requiring Action:

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider or specific license/endorsement preparation program for alignment to the provider accreditation standards or license/endorsement preparation standards (as appropriate) which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator preparation provider or educator preparation program (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 Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license/endorsement preparation program's alignment to the appropriate preparation standards.

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 educator preparation 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 educator preparation program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the educator preparation 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. Staff will be on hand to answer any questions.

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

May 08, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Kansas Wesleyan University

Introductory Statement:

On April 12, 2023, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Kansas Wesleyan University.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, EPP Rejoinder, and Lead's Response.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2029.

Areas for Improvement
Standards R1-R2
None

Standard R3
AFI 3.1: The EPP provided insufficient evidence that demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. (R3.1)
Rationale. 3.1: Sufficient evidence of efforts to address this was not available. Information on how recruitment success was measured was not available.

AFI 3.2: The EPP provided insufficient evidence that ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. (R3.3)
Rationale 3.2: Sufficient evidence to support this component was not provided. Multiple measures and data limited.

Standard R4
AFI 4.1: The EPP provided insufficient evidence or plan to demonstrate that program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the

professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.(R4.1)

Rationale 4.1: Limited data collected from the employer and completer surveys. Transition Plan for Completer Effectiveness does not meet Sufficiency Criteria for Initial Licensure Preparation Transition Plans. Transition Plan for Completer Effectiveness provided limited information on how the EPP would use the assessment to provide another avenue for evaluating completer impact on P-12 student learning.

AFI 4.2: The EPP provided insufficient evidence to demonstrate program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective. (R4.3)

Rationale 4.2: Limited evidence was provided to confirm that completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard R5

AFI 5.1: The EPP provided limited evidence to document that assessments used to measure candidate effectiveness throughout the program, specifically at the three transition points. (R5.1)

Rationale 5.1: The EPP provided documentation of the three transition points (admission, to teacher education, admission to clinical practice, and program completion), although there was limited data for assessments at transition points #1 and #2.

AFI 5.2: There is limited evidence that the EPP-created assessment is relevant, verifiable, representative, cumulative, and actionable. (R5.2)

Rationale 5.2: The Clinical Practice Formative Assessment does not fully meet the criteria for the EPP-created assessments. Specifically, the assessment does not have instructions for candidates, it is not aligned with CAEP, InTASC, national and professional, and state standards. Furthermore, it is not clear that the Clinical Practice Formative Assessment is valid and reliable although there is a sufficient plan to measure the validity and reliability of the instrument.

Stipulations:

Standards R1-5

none

Standards	Initial	Advanced
R1/A1: Content and Pedagogical Knowledge	Met	NA
R2/A2: Clinical Partnerships and Practice	Met	NA
R3/A3: Candidate Quality, Recruitment, and Selectivity	Met	NA
R4/A4: Program Impact	Met	NA
R5/A5: Provider Quality Assurance and Continuous Improvement	Met	NA

Next full visit: Fall 2029

Previous Areas for Improvement (AFI)

February 14, 2017 KSBE Decision:

Areas for Improvement (AFIs)
Standards 1-6 (KSDE/NCATE)
None

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 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 an ERC recommendation 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.

[3]Accreditation 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.

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

April 27, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Baker University

Introductory Statement:

On April 12, 2023, the Evaluation Review Committee reviewed an application for program approval for Baker 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 Baker University program through June 30, 2029:

History, Government, Social Studies, I, 6-12 continuing
Areas for Improvement
Standards 1-10
None

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

April 28, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Central Christian College of Kansas

Introductory Statement:

On April 12, 2023, the Evaluation Review Committee reviewed an application for program approval for Central Christian College of Kansas.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Central Christian College program through June 30, 2029:

Elementary, I, K-6 continuing
Areas for Improvement
Standards 1-7
None

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

April 25, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On April 12, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for Fort Hays State University proposed new program through June 30, 2025:

Innovative Elementary I, K-6 (LEAP), NEW
Areas for Improvement:
Standards 1-7, Sci Reading
None

> Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'
>
> New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for Fort Hays State University continuing programs through December 31, 2029:

Early Childhood Unified, I, Birth to Third continuing

Areas for Improvement

Standards 1-9

None

History, Government, Social Studies, I, 6-12 continuing

Areas for Improvement

Standards 1-10

None

Reading Specialist, A, PreK-12 continuing

Areas for Improvement

Standards 1-9

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 an educator preparation provider (EPP).

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.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **18 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/13/2023**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve cut scores for regenerated licensure tests.

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores as follows:
Special Education Foundational Knowledge (Test #5355) with a recommended cut score of 145;
Special Education: Severe to Profound (Test #5547) with a recommended cut score of 156.

Explanation of Situation Requiring Action:

Kansas statute 72-2162 requires the State Board of Education to prescribe and examination designed to insure that the licensure of a person as a teacher is a reliable indicator the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in the state.

Licensure Regulation 91-1-203 requires all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

Educational Testing Service (ETS) revises and regenerates tests on a cyclical basis. ETS assigns regenerated tests a new test number and a new cut score is required. In addition, any new tests generated by ETS and implemented for Kansas licensure must be adopted with a cut score. Both of the listed tests are regenerated tests and both are required content exams.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS' national standard-setting studies comprised of two sets of panelists from multiple states. Kansas was represented by two panelists for both tests' national standard-setting studies. The Professional Standards Board recommended approval of the cut scores unanimously.

Upon approval, the regenerated tests and cut scores will go into effect as September 1, 2023.

Multistate Standard-Setting Technical Report for the *Praxis*® Special Education: Foundational Knowledge (5355)

Student and Teacher Assessments: Validity and Test Use

ETS

Princeton, New Jersey

January 2023

Copyright © 2023 by ETS. All rights reserved. ETS, the ETS logo, and PRAXIS are registered trademarks of ETS. 449059763

Executive Summary

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Special Education: Foundational Knowledge (5355) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012).

Participating States

Panelists from 14 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as special education teachers or college faculty who prepare those special education teachers and (b) familiarity with the knowledge and skills required of beginning special education teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Special Education: Foundational Knowledge test, the recommended passing score[1] is 62 out of a possible 110 raw-score points. The scale score associated with a raw score of 62 is 145 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

Introduction

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Special Education: Foundational Knowledge (5355) test, research staff from ETS designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012) in December 2022. Education agencies[2] recommended panelists with (a) experience as either special education teachers or (b) familiarity with the knowledge and skills required of beginning special education teachers. Fourteen states (Table 1) were represented by 29 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating States and the Number of Panelists

Arkansas (4 panelists)	Mississippi (2 panelists)
Colorado (2 panelists)	Nebraska (1 panelist)
Delaware (3 panelists)	Nevada (1 panelist)
Idaho (1 panelist)	Rhode Island (1 panelist)
Kansas (2 panelists)	Tennessee (3 panelists)
Kentucky (3 panelists)	West Virginia (1 panelist)
Maryland (1 panelist)	Wyoming (4 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Special Education: Foundational Knowledge passing score (see Geisinger & McCormick, 2010). A state may

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Special Education: Foundational Knowledge test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states to recognize that any test score on any standardized test—including a *Praxis* Special Education: Foundational Knowledge test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that they should receive a license/certificate, but their actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that they should not receive a license/certificate, but they actually do possess the required knowledge/skills. States needs to consider which decision error is more important to minimize.

Overview of the *Praxis*® Special Education: Foundational Knowledge Test

The *Praxis*® Special Education: Foundational Knowledge *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level

special education teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour assessment contains 120 selected-response items[3] covering four content areas: *Human Development and Individual Learning Differences* (approximately 32 items), *Effective Planning and Instruction and Productive Learning Environments* (approximately 38 items), *Assessment* (approximately 27 items), and *Professional Learning, Practice, and Collaboration* (approximately 23 items).[4] The reporting scale for the *Praxis* Special Education: Foundational Knowledge test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the standard-setting study agenda.

Reviewing the Test

The standard-setting panelists first took the test and then discussed the content measured. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level special education teachers or areas that address content particularly important for entry-level special education teachers.

[3] Ten of the 120 selected-response items are pretest items and do not contribute to a candidate's score.
[4] The number of items for each content area may vary slightly from form to form of the test.

Defining the Just-Qualified Candidate

Following the review of the test, panelists described the just-qualified candidate. The *just-qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panelists created a description of the just-qualified candidate, focusing on the knowledge/skills that differentiate a *just-qualified* from a *not quite-qualified* candidate. To create this description, the panelists from both panels were assigned to three smaller groups in order to create a draft description. Then they reconvened and, through whole-group discussion of the three drafts, reached consensus on to determine the final version. This final description of the just-qualified candidate was used by both panels for the remainder of the study.

The description of the just-qualified candidate summarized the panels' discussion in a list format. The description was not intended to describe all the knowledge and skills of the just-qualified candidate but only highlight those that differentiate a *just-qualified candidate* from a *not-quite-qualified* candidate. A clean, PDF-version of the final description was distributed to panelists to use for the remaining phases of the study (see Appendix C for the just-qualified candidate description).

Given that the two-panel multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use a consistent just-qualified candidate description to frame their judgments. Therefore, the panelists from both panels worked together until the just-qualified candidate description was finalized.

Panelists' Judgments

The standard-setting process for the *Praxis* Special Education: Foundational Knowledge test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). Using this method, each panelist judged each item on the likelihood (probability or chance) that the just-qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just-qualified candidate would answer the item correctly because the item is difficult for the just-qualified candidate. The higher the value, the more likely it is that the just-qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just-qualified candidate and the item and determined the probability that the just-qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just-qualified candidate would have a *low chance* of answering correctly.
- Items in the .40 to .60 range were those the just-qualified candidate would have a *moderate chance* of answering correctly.
- Items in the .70 to 1 range were those that the just-qualified candidate would have a *high chance* of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a *high chance* that the just-qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training in the Modified Angoff method and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Item-level data were highlighted to show when panelists converged in their judgments or diverged in their judgments (i.e., when at least two-thirds of the panelists' judgments were in the same difficulty range).

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just-qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items

when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Results

Expert Panels

Table 2 presents a summary of the panelists' demographic information. The panel included 29 educators representing 14 states. (See Appendix A for a listing of panelists.) Eleven panelists were special education teachers and two were educational specialists. Of the three administrators and department heads, one was a district-level educational leader and two were school department heads. Eleven panelists were college faculty and two held other positions. Ten of the eleven of the faculty members' job responsibilities included the training of special education teachers. The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
What is your current position?	**N**	**%**
Special education teacher	11	38
Educational specialist	2	7
Administrator or Department Head	3	10
College faculty	11	38
Other: Special education teacher (9-12th) and department head/LSC	1	3
Other: Retired director of special education for Gallatin County Schools	1	3
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**
Asian or Asian American	1	3
Black or African American	9	31
White	17	59
Other: Hispanic or Latino/Middle Eastern or North African/White	1	3
Prefer not to respond	1	3

Table 2 (continued from the previous page)
Panel Member Demographics (Across Panels)

What is your gender?	**N**	**%**
Female/Woman	23	79
Male/Man	5	17
Non-binary	0	0
Prefer to self-describe	0	0
Prefer not to respond	1	3
Are you currently certified as a special education teacher in your state?	**N**	**%**
Yes	18	62
No	0	0
I am not currently working at the P-12 level	11	38
Are you currently teaching special education in your state?	**N**	**%**
Yes	12	41
No	6	21
I am not currently working at the P-12 level	11	38
Are you currently supervising or mentoring other special education teachers?	**N**	**%**
Yes	15	52
No	3	10
I am not currently working at the P-12 level	11	38
At what P–12 grade level are you currently teaching special education?	**N**	**%**
Elementary (P - 5 or P - 6)	2	7
Elementary and middle school	1	3
Middle school (6 - 8 or 7 - 9)	4	14
Middle and high school	1	3
High school (9–12 or 10–12)	3	10
Other	3	10
Not currently teaching at the P–12 level	15	52
Including this year, how many years of experience do you have teaching special education?	**N**	**%**
3 years or less	1	3
4–7 years	10	34
8–11 years	2	7
12–15 years	1	3
16 years or more	4	14
I am not currently working at the P-12 level	11	38
Which best describes the location of your P–12 school?	**N**	**%**
Urban	5	17
Suburban	4	14
Rural	6	21
Not working in a school (e.g., district-level)	3	10

Table 2 (continued from the previous page)
Panel Member Demographics (Across Panels)

If you are college faculty, are you currently involved in the training/ preparation of special education teachers?	**N**	**%**
Yes	10	34
No	1	3
Not college faculty	18	62

Standard-Setting Judgments

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Tables D2 – D4). The mean represents the panel's passing score recommendation after Round 2. Table 3 also includes the standard deviation and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable. (Appendix E provides the technical notes, which further describe the SEJ.)

Table 3
Summary of Round 2 Standard-setting Judgments by Panel

Statistic	**Panel 1**	**Panel 2**
Mean	60.61	63.22
Minimum	45.90	53.35
Maximum	68.55	76.95
SD	5.82	6.18
SEJ	1.50	1.65

Data from Panelist 11 on panel 1 and Panelist 2 on panel 2 were detected to be outliers (High, 2000; see Appendix E). However, ETS does not recommend that their data be removed from the panel recommendation. Based on a report from the panel facilitators, the panelists were believed to be following the standard-setting process faithfully. Throughout the standard-setting, panelists are encouraged to consider the perspectives of their colleagues but that were not required to agree with their judgments.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed

by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease—indicating convergence among the panelists' judgments—was observed (see Table 4).

The Round 2 mean score is the panel's final recommended passing score. The panel's passing score recommendation for the *Praxis* Special Education: Foundational Knowledge test are 60.61 for Panel 1 and 63.22 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing score--61 for Panel 1 and 64 for Panel 2. The scale scores associated with 61 and 64 raw points are 144 and 148, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the *Praxis* Special Education: Foundational Knowledge test is 61.92 (out of a possible 110 raw-score points). The value was rounded to 62 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 62raw points is 145.

The conditional standard error of measurement (CSEM) around the recommended passing score is 5.23 raw points. A standard error represents the uncertainty associated with a test score (See Appendix E for further information about the CSEM.) Table 5 shows the raw scores and the scale scores associated with one and two CSEM below and above the recommended passing score.

Table 5

Scores 1 and 2 CSEM Around the Recommended Passing Score (RPS)

Scores	Raw Score Points out of 110	Praxis Scale Score Equivalent
RPS - 2 CSEM	52	132
RPS - 1 CSEM	57	139
RPS	**62**	**145**
RPS +1 CSEM	68	153
RPS +2 CSEM	73	159

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 5.23 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Final Evaluations

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation

provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were shown the panel's recommended passing score after Round 2 and asked, in the evaluation, (a) how comfortable they are with the recommended passing score and (b) if they think the score was *too high*, *too low*, or *about right*. A summary of the final evaluation results, per panel, is presented in Appendix D (Tables D5 – D14).

All panelists *strongly agreed* that they understood the purpose of the study. All panelists *strongly agreed* or *agreed* that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the description of the just-qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Eighteen of the 29 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

Twenty-four of the 29 panelists indicated they were *very comfortable* with the passing score they recommended; the remaining panelists indicated they were *somewhat comfortable* with the recommended passing score. Twenty-seven of the 29 panelists indicated the recommended passing score was *about right*; the remaining two panelists felt that the panel's recommended score was *too low*.

Summary

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Special Education: Foundational Knowledge test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Special Education: Foundational Knowledge test, the recommended passing score[5] is 62 out of a possible 110 raw-score points. The scale score associated with a raw score of 62 is 145 on a 100–200 scale.

[5] Results from the two panels participating in the study were averaged to produce the recommended passing score.

References

Brandon, P. R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. *Applied Measurement in Education*, *17*, 59–88.

Brennan, R. L. (2002, October). Estimated standard error of a mean when there are only two observations (Center for Advanced Studies in Measurement and Assessment Technical Note Number 1). *Iowa City: University of Iowa*.

Cizek, G. J., & Bunch, M.B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Thousand Oaks, CA: Sage.

ETS. (in press). *The Praxis Series®: The Praxis Study Companion: Special Education: Foundational Knowledge (5355)*. Princeton, NJ: Author.

Geisinger, K. F., & McCormick, C. M. (2010), Adopting cut scores: post-standard-setting panel considerations for decision makers. *Educational Measurement: Issues and Practice*, *29*, 38–44.

Hambleton, R. K., & Pitoniak, M. J. (2006). Setting performance standards. In R. L. Brennan (Ed.), *Educational Measurement* (4th ed., pp. 433–470). Westport, CT: American Council on Education/Praeger.

Lord. F.M. (1984). Standard errors of measurement at different ability levels. *Journal of Educational Measurement, 21*, 239-283.

Perie, M. (2008). A guide to understanding and developing performance-level descriptors. *Educational Measurement: Issues and Practice*, *27*, 15–29.

Tannenbaum, R. J., & Katz, I. R. (2013). Standard setting. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology: Vol. 3. Testing and assessment in school psychology and education* (pp. 455–477). Washington, DC: American Psychological Association.

Tannenbaum, R. J. (2011). Setting standards on *The Praxis Series*™ tests: A multistate approach. *R&D Connections*, *17*, 1-9.

Tannenbaum, R. J. (2012). A multistate approach to setting standards: An application to teacher licensure tests. *CLEAR Exam Review*, *23*(1), 18-24.

Appendix A: Panelists' Names & Affiliations

Participating Panelists With Affiliation and State

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Bret Arwood	Sweetwater County School District #1 (WY)
Valerie Bahige	Campbell County School District (WY)
Shannon Banashak	Biloxi Public School District (MS)
Caitlin Best	Colonial School District (DE)
Michelle Bills	Eastside Elementary (WY)
Jerrie Brooks	Fort Hays State University (KS)
Tammaniqua Carr	Canton Public School District (MS)
Hayden Cook	Bethany College (WV)
Carol Douglass	Harding University (AR)
Veronica Fiedler	Colorado Department of Education (CO)
Terrance Hannah	Hamilton County School System (TN)
Frederick Hoppe	Lincoln Public Schools (RI)
Jennifer Hune	UA Little Rock (AR)
Jessica Jersild	Morrill Public Schools (NE)
Jo Ann McCaughan	Retired Director of Special Education from Gallatin County Schools (KY)
Aundrea McFall	Freed-Hardeman University (TN)
Makenzie Meade	West Grand School District (CO)
Ma Naneth Mendoza	Reed Elementary School (AR)
Barbara Mitchell	Kansas State University (KS)
Kimberly Noah	Great Basin College (NV)
Shannon Patrick	Baltimore city Public Schools (MD)
Jacee Phillips	UW Lab School (WY)
Kimberly Puckett	Model Lab School at Eastern Kentucky University (KY)
Kristie Robinette	Sullivan County Schools (TN)

Panelist Name	Panelists' Affiliation and State Abbreviation
Megan Schnetzer	Wilmington University (DE)
Kayla Steltenkamp	Thomas More University (KY)
Jahsha Tabron	Delaware Professional Standards Board (DE)
Royal Toy	Lewis-Clark State College (ID)
Vashanti Williams	Hot Springs School District (AR)

Appendix B: Agenda

Praxis® Special Education: Foundational Knowledge (5355)

Standard-Setting Study

MONDAY, DECEMBER 5, 2022

10:00 AM EST/9:00 AM CST/ 8:00 AM MST/7:00 AM PST	Welcome, introductions, and goals for the day Standard-setting overview presentation • Q&A about the training • Polling: Checking for understanding Test familiarization for the test • Overview & instructions • Independent test familiarization • Self-scoring instructions • Independent self-scoring **Break** Discussion of the content measured **Lunch break** Just-Qualified Candidate (JQC) • Overview • Polling: Who is the JQC? • Drafting the JQC description in small groups **Break as needed in small groups** Preparation for Day 2
7:00 PM EST/ 6:00 PM CST/ 5:00 PM MST/ 4:00 PM PST	End of Day 1

Praxis® Special Education: Foundational Knowledge (5355)

Standard-Setting Study

TUESDAY, DECEMBER 6, 2022

10:00 AM EST/9:00 AM CST/ 8:00 AM MST/7:00 AM PST	Overview of the Day Just-Qualified Candidate (JQC) (continued) • Finalizing the JQC description – whole group consensus **Break** Resume in Separate panels Standard Setting Training for Selected-Response Items • Instructions and materials • Independent practice round judgments **LUNCH BREAK** Practice Round Data Discussion • Instructions, materials, and screen setup • Discussion of the practice round data • Polling: Evaluation of the judgment training Round 1 Standard Setting Judgments **Break individually as needed** Check out before completing work for the day • Save and send the judgment form (instructions provided) • Facilitator will confirm the data is received by each person
7:00 PM EST/ 6:00 PM CST/ 5:00 PM MST/ 4:00 PM PST	End of Day 2

Praxis® Special Education: Foundational Knowledge (5355)

Standard-Setting Study

WEDNESDAY, DECEMBER 7, 2022

10:00 AM EST/9:00 AM CST/ 8:00 AM MST/7:00 AM PST	Overview of the Day
	
	Honoraria Payment Process Presentation
	
	Round 1 feedback: Summary data
	• Polling: Evaluation of data presentation
	
	Round 1 feedback: Item-level data and Round 2 judgments (**break as needed**)
	• Check out when finished
	
	LUNCH BREAK
	
	Round 2 feedback: Recommended Passing Scores
	
	Complete final evaluation
	
	Wrap Up/ Final Steps
	• Review Nondisclosure of Secure Materials
	  ○ Destruction of Files
	  ○ What you can/cannot discuss
	• Final Questions and Thank You

4:00 PM EST/ 3:00 PM CST/ 2:00 PM MST/ 1:00 PM PST	End of Study

Appendix C: Just-Qualified Candidate Description

Description of the Just-Qualified Candidate[6]

A just-qualified candidate…

1. Understands typical and atypical human development and behavior and how these can impact student learning
2. Understands the basic characteristics and defining factors for each of the major disability categories under IDEA
3. Knows the basic characteristics of designing coherent instruction and how to adapt them to diverse learners (e.g., students with disabilities, English Language learners, etc.) and environments
4. Is familiar with how to gather and use data to design, implement, and adjust positive behavior interventions and support systems for individuals, groups, and classroom management
5. Is familiar with and attempts to implement research-based approaches to differentiating and delivering instruction to meet individual needs
6. Knows how to select and is familiar with administering and interpreting appropriate assessments to make informed data-driven decisions
7. Knows the basics of MTSS, including the role of RTI
8. Understands the role of the special education teacher in the pre-referral process.
9. Knows the major components of IDEA and other relevant legal mandates
10. Knows how to initiate appropriate communication and collaboration with families and school and community professionals
11. Is familiar with the roles of support professionals in relation to individual students (e.g., related service providers, paraprofessionals, general education teachers, administration)
12. Knows the required components of an IEP

[6] Description of the just-qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Appendix D: Panel-Specific Results

Table D1

Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
What is your current position?	**N**	**%**	**N**	**%**
Special education teacher	6	40	5	36
Educational specialist	2	13	0	0
Administrator or Department Head	1	7	2	14
College faculty	5	33	6	43
Other: Special education teacher (9-12th) and department head/LSC	1	7	0	0
Other: Retired director of special education for Gallatin County Schools	0	0	1	7
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**	**N**	**%**
Asian or Asian American	1	7	0	0
Black or African American	5	33	4	29
White	8	53	9	64
Other: Hispanic or Latino/Middle Eastern or North African/White	0	0	1	7
Prefer not to respond	1	7	0	0
What is your gender?	**N**	**%**	**N**	**%**
Female/Woman	11	73	12	86
Male/Man	3	20	2	14
Non-binary	0	0	0	0
Prefer to self-describe	0	0	0	0
Prefer not to respond	1	7	0	0
Are you currently certified as a special education teacher in your state?	**N**	**%**	**N**	**%**
Yes	10	67	8	57
No	0	0	0	0
I am not currently working at the P-12 level	5	33	6	43

Table D1 (continued from previous page)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
Are you currently teaching special education in your state?	**N**	**%**	**N**	**%**
Yes	7	47	5	36
No	3	20	3	21
I am not currently working at the P-12 level	5	33	6	43
Are you currently supervising or mentoring other special education teachers?	**N**	**%**	**N**	**%**
Yes	9	60	6	43
No	1	7	2	14
I am not currently working at the P-12 level	5	33	6	43
At what P–12 grade level are you currently teaching special education?	**N**	**%**	**N**	**%**
Elementary (P - 5 or P - 6)	2	13	0	0
Elementary and middle school	1	7	0	0
Middle school (6 - 8 or 7 - 9)	1	7	3	21
Middle and high school	1	7	0	0
High school (9–12 or 10–12)	2	13	1	7
Other	1	7	2	14
Not currently teaching at the P–12 level	7	47	8	57
Including this year, how many years of experience do you have teaching special education?	**N**	**%**	**N**	**%**
3 years or less	0	0	1	7
4–7 years	7	47	3	21
8–11 years	1	7	1	7
12–15 years	0	0	1	7
16 years or more	2	13	2	14
I am not currently working at the P-12 level	5	33	6	43

Table D1 (continued from previous page)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
Which best describes the location of your K–12 school?	**N**	**%**	**N**	**%**
Urban	3	20	2	14
Suburban	1	7	3	21
Rural	4	27	2	14
Not working in a school (e.g., district-level)	2	13	1	7
Not currently working at the P–12 level	5	33	6	43
If you are college faculty, are you currently involved in the training/ preparation of special education teachers?	**N**	**%**	**N**	**%**
Yes	5	33	5	36
No	0	0	1	7
Not college faculty	10	67	8	57

Table D2

Panel 1 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	60.60	58.10
2	62.50	61.40
3	74.20	68.55
4	63.95	63.45
5	53.00	54.80
6	59.60	58.90
7	57.05	57.05
8	56.40	59.05
9	59.00	61.30
10	56.20	59.40
11	45.70	45.90
12	68.40	66.70
13	67.05	65.80
14	60.80	60.30
15	71.70	68.50

Table D3

Panel 2 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	59.35	59.45
2	78.85	76.95
3	60.55	62.05
4	72.05	69.10
5	78.70	64.30
6	65.45	64.05
7	66.40	66.40
8	70.00	68.80
9	52.30	54.10
10	56.40	58.20
11	61.40	60.40
12	71.50	63.60
13	65.40	64.30
14	50.15	53.35

Table D4

Summary of Standard-setting Judgments by Panel and by Round

Statistic	Panel 1, Round 1	Panel 1, Round 2	Panel 2, Round 1	Panel 2, Round 2
Mean	61.08	60.61	64.89	63.22
Minimum	45.70	45.90	50.15	53.35
Maximum	74.20	68.55	78.85	76.95
SD	7.34	5.82	8.85	6.18
SEJ	1.90	1.50	2.37	1.65

Table D5: Panel 1 Final Evaluation Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	15	100	0	0	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	15	100	0	0	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	14	93	1	7	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	9	60	6	40	0	0	0	0
The opportunity for feedback and discussion for round 2 judgments was helpful.	15	100	0	0	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	14	93	1	7	0	0	0	0

Table D6: Panel 1 Final Evaluation: Standard-Setting Process

	Too much time *N*	Too much time %	About the right amount of time *N*	About the right amount of time %	Too little time *N*	Too little time %
Small group JQC drafts	1	7	14	93	0	0
Whole group JQC consensus	1	7	13	87	1	7
Training and practice for making standard-setting judgments	0	0	13	87	2	13
Round 1 judgments (independent)	0	0	13	87	2	13
Round 2 judgments (with discussion)	1	7	14	93	0	0

Table D7: Panel 1 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	13	87	2	13	0	0
The between-round discussions	9	60	6	40	0	0
The knowledge/skills required to answer each test item	11	73	4	27	0	0
The passing scores of other panel members	3	20	10	67	2	13
My own professional experience	10	67	5	33	0	0

Table D8: Panel 1 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able *%*	Somewhat comfort-able *N*	Somewhat comfort-able *%*	Somewhat uncom-fortable *N*	Somewhat uncom-fortable *%*	Very uncom-fortable *N*	Very uncom-fortable *%*
Overall, how comfortable are you with the panel's recommended passing score?	12	80	3	20	0	0	0	0

Table D9: Panel 1 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low *%*	About right *N*	About right *%*	Too high *N*	Too high *%*
Overall, the recommended passing score is:	1	7	14	93	0	0

Table D10: Panel 2 Final Evaluation Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	14	100	0	0	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	13	93	1	7	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	14	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	13	93	1	7	0	0	0	0
The opportunity for feedback and discussion for round 2 judgments was helpful.	14	100	0	0	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	12	86	2	14	0	0	0	0

Table D11: Panel 2 Final Evaluation: Standard-Setting Process

	Too much time *N*	Too much time %	About the right amount of time *N*	About the right amount of time %	Too little time *N*	Too little time %
Small group JQC drafts	1	7	12	86	1	7
Whole group JQC consensus	0	0	13	93	1	7
Training and practice for making standard-setting judgments	0	0	14	100	0	0
Round 1 judgments (independent)	1	7	13	93	0	0
Round 2 judgments (with discussion)	0	0	14	100	0	0

Table D12: Panel 2 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	14	100	0	0	0	0
The between-round discussions	11	79	3	21	0	0
The knowledge/skills required to answer each test item	10	71	4	29	0	0
The passing scores of other panel members	3	21	10	71	1	7
My own professional experience	8	57	5	36	1	7

Table D13: Panel 2 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	12	86	2	14	0	0	0	0

Table D14: Panel 2 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	1	7	13	93	0	0

Appendix E: Technical Notes

Standard Error of Judgment (SEJ)

The standard error of judgment (SEJ) is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same threshold score on the same form of the assessment. The SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of threshold scores (Tannenbaum & Katz, 2013).

The SEJ is calculated by dividing the standard deviation of the panelists' judgments (*SD*) by the square root of the number of panelists (*n*). The result serves as an estimate of the standard error of the mean (Brennan, 2002).

$$SEJ = \mathrm{SD} / \sqrt{n}$$

Outlier Analysis

An analysis of the data is conducted per panel. Judgments that are above or below 1.5 times the interquartile range for that panel are identified as outliers (High, 2000). ETS makes recommendations on the removal of *specific* outliers based on the observations of the panel facilitator. The panel facilitator reports whether or not the specified panelist was faithfully participating in the standard-setting process. The decision to accept the panel recommendation with or without the outlier data is solely at the discretion of the state.

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (*CSEM*) for a test is computed from the study value (*SV*) of the recommended passing score and the number of selected-response items (*n*) on the test (see Lord, 1984):

$$CSEM = \sqrt{(SV)(n - SV)/(n - 1)}$$

Multistate Standard-Setting Technical Report for the *Praxis*® Special Education: Severe to Profound Test (5547)

Student and Teacher Assessments: Validity and Test Use

ETS

Princeton, New Jersey

February 2023

Copyright © 2023 by ETS. All rights reserved. ETS, the ETS logo, and PRAXIS are registered trademarks of ETS. 449059763

Executive Summary

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Special Education: Severe to Profound (5547) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012).

Participating States

Panelists from nine states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as special education teachers or college faculty who prepare those special education teachers and (b) familiarity with the knowledge and skills required of beginning special education teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Special Education: Severe to Profound test, the recommended passing score[1] is 70 out of a possible 110 raw-score points. The scale score associated with a raw score of 70 is 156 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

Introduction

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Special Education: Severe to Profound (5547) test, research staff from ETS designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012) in January 2023. Education agencies[2] recommended panelists with (a) experience as either special education teachers or college faculty who prepare special education teachers and (b) familiarity with the knowledge and skills required of beginning special education teachers. Nine states (Table 1) were represented by 23 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and the Number of Panelists

Alaska (1 panelist)	Nevada (2 panelists)
Hawaii (1 panelist)	Rhode Island (3 panelists)
Indiana (3 panelists)	Tennessee (5 panelists)
Kansas (2 panelists)	West Virginia (1 panelist)
Kentucky (5 panelists)	

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Special Education: Severe to Profound passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Special Education: Severe to Profound test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states to recognize that any test score on any standardized test—including a *Praxis* Special Education: Severe to Profound test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that they should receive a license/certificate, but their actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that they should not receive a license/certificate, but they actually do possess the required knowledge/skills. States need to consider which decision error is more important to minimize.

Overview of the *Praxis*® Special Education: Severe to Profound Test

The *Praxis*® Special Education: Severe to Profound *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level special education teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour assessment contains 120 selected-response items[3] covering four content areas: *Human Development and Individualized Learning Needs* (approximately 35 items), *Planning and Instruction and the Learning Environment* (approximately 38 items), *Assessment* (approximately 23 items), and *Ethical and Legal Practice, Professionalism, and Collaboration* (approximately 24 items).[4] The reporting scale for the *Praxis* Special Education: Severe to Profound test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the standard-setting study agenda.

Reviewing the Test

The standard-setting panelists first took the test and then discussed the content measured. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level special education teachers or areas that address content particularly important for entry-level special education teachers.

Defining the Just-Qualified Candidate

Following the review of the test, panelists described the just-qualified candidate. The *just-qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

[3] Ten of the 120 selected-response items are pretest items and do not contribute to a candidate's score.
[4] The number of items for each content area may vary slightly from form to form of the test.

The panelists created a description of the just-qualified candidate, focusing on the knowledge/skills that differentiate a *just-qualified* from a *not quite-qualified* candidate. To create this description, the panelists from both panels were assigned to three breakout groups in order to create a draft description. Then they reconvened and, through whole-group discussion of the three drafts, reached consensus on to determine the final version. This final description of the just-qualified candidate was used by both panels for the remainder of the study.

The description of the just-qualified candidate summarized the panels' discussion in a list format. The description was not intended to describe all the knowledge and skills of the just-qualified candidate but only highlight those that differentiate a *just-qualified candidate* from a *not-quite-qualified* candidate. A clean, PDF-version of the final description was distributed to panelists to use for the remaining phases of the study (see Appendix C for the just-qualified candidate description).

Given that the two-panel multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use a consistent just-qualified candidate description to frame their judgments. Therefore, the panelists from both panels worked together until the just-qualified candidate description was finalized.

Panelists' Judgments

The standard-setting process for the *Praxis* Special Education: Severe to Profound test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). Using this method, each panelist judged each item on the likelihood (probability or chance) that the just-qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just-qualified candidate would answer the item correctly because the item is difficult for the just-qualified candidate. The higher the value, the more likely it is that the just-qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just-qualified candidate and the item and determined the probability that the just-qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just-qualified candidate would have a *low chance* of answering correctly.
- Items in the .40 to .60 range were those the just-qualified candidate would have a *moderate chance* of answering correctly.
- Items in the .70 to 1 range were those that the just-qualified candidate would have a *high chance* of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a *high chance* that the just-qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training in the Modified Angoff method and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Item-level data were highlighted to show when panelists converged in their judgments or diverged in their judgments (i.e., when at least two-thirds of the panelists' judgments were in the same difficulty range).

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just-qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Results

Expert Panels

Table 2 presents a summary of the panelists' demographic information. The panel included 23 educators representing nine states. (See Appendix A for a listing of panelists.) Two panelists were special education teachers, one was an educational specialist, one was an administrator or department head, 15 were college faculty, and four held other positions. All of the faculty members' job responsibilities included the training of special education teachers. The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
What is your current position?	**N**	**%**
Special education teacher	2	9
Educational specialist	1	4
Special Education Consulting Teacher	1	4
Disability Program Specialist, Quality Administrator	1	4
Regional Director of Special Education	1	4
Transition Teacher (ages 18-22)	1	4
Transition Teacher (ages 18-22) and college faculty	1	4
College faculty	15	65
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**
Black or African American	2	9
Middle Eastern or North African	1	4
White	17	74
Asian or Asian American and White	1	4
Hispanic or Latino and White	1	4
Filipino American	1	4

Table continues on the next page.

Table 2 (continued from the previous page)
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
What is your gender?	**N**	**%**
Female/Woman	21	91
Male/Man	1	4
Non-binary	0	0
Prefer to self-describe	0	0
Prefer not to respond	1	4
Are you currently certified as a special education teacher in your state?	**N**	**%**
Yes	7	30
No	1	4
I am not currently working at the P-12 level	15	65
Are you currently teaching special education in your state?	**N**	**%**
Yes	4	17
No	4	17
I am not currently working at the P-12 level	15	65
Are you currently supervising or mentoring other special education teachers?	**N**	**%**
Yes	6	26
No	2	9
I am not currently working at the P-12 level	15	65
At what P–12 grade level are you currently teaching special education?	**N**	**%**
Elementary (P - 5 or P - 6)	1	4
Middle School (6 - 8 or 7 - 9)	1	4
Other	3	13
Not currently teaching at the P–12 level	18	78
Including this year, how many years of experience do you have teaching special education?	**N**	**%**
3 years or less	1	4
4–7 years	2	9
8–11 years	2	9
12–15 years	1	4
16 years or more	2	9
I am not currently working at the P-12 level	15	65
Which best describes the location of your P–12 school?	**N**	**%**
Urban	3	13
Suburban	0	0
Rural	2	9
I am not working in a school (e.g., district-level)	1	4
I am not currently working at the P–12 level	17	74

Table continues on the next page.

Table 2 (continued from the previous page)
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
If you are college faculty, are you currently involved in the training/ preparation of special education teachers?	**N**	**%**
Yes	15	65
No	0	0
Not college faculty	8	35

Standard-Setting Judgments

Table 3 summarizes the standard-setting judgments of each panel. Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Tables D2 – D4). The mean represents the panel's passing score recommendation after Round 2. Table 3 also includes the standard deviation and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable. (Appendix E provides the technical notes, which further describe the SEJ.)

Table 3
Summary of Round 2 Standard-setting Judgments by Panel

Statistic	Panel 1	Panel 2
Mean	70.76	68.68
Minimum	61.60	60.60
Maximum	77.50	80.60
SD	4.87	6.15
SEJ	1.41	1.85

Data from Panelists 3 and 8 from Panel 2 were detected to be outliers (High, 2000; see Appendix E). However, ETS does not recommend that their data be removed from the panel recommendation. Based on a report from the panel facilitator, the panelists were believed to be following the standard-setting process faithfully. Throughout the standard-setting, panelists are encouraged to consider the perspectives of their colleagues but that were not required to agree with their judgments.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed

by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease—indicating convergence among the panelists' judgments—was observed (see Table D4).

The Round 2 mean score is the panels' final recommended passing scores. The panels' passing score recommendations for the *Praxis* Special Education: Severe to Profound test are 70.76 for Panel 1 and 68.68 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing score--71 for Panel 1 and 69 for Panel 2. The scale scores associated with 71 and 69 raw points are 157 and 154, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the *Praxis* Special Education: Severe to Profound test is 69.72 (out of a possible 110 raw-score points). The value was rounded to 70 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 70 raw points is 156.

The conditional standard error of measurement (CSEM) around the recommended passing score is 5.07 raw points. A standard error represents the uncertainty associated with a test score (See Appendix E for further information about the CSEM.) Table 4 shows the raw scores and the scale scores associated with one and two CSEM below and above the recommended passing score.

Table 4

Scores 1 and 2 CSEM Around the Recommended Passing Score (RPS)

Scores	Raw Score Points out of 110	Praxis Scale Score Equivalent
RPS - 2 CSEM	60	143
RPS - 1 CSEM	65	149
RPS	**70**	**156**
RPS +1 CSEM	76	163
RPS +2 CSEM	81	170

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 5.07 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Final Evaluations

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation

provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were shown the panel's recommended passing score after Round 2 and asked, in the evaluation, (a) how comfortable they are with the recommended passing score and (b) if they think the score was *too high*, *too low*, or *about right*. A summary of the final evaluation results, per panel, is presented in Appendix D (Tables D5 – D14).

Twenty-two of the 23 panelists strongly agreed or agreed that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. The one panelist who strongly disagreed with both statements may have done so in error. She had been in a previous standard setting and agreed to participate in this study at the conclusion of the previous one. Additionally, she wrote very positive comments in the open-ended section of the final evaluation. Twenty-two of 23 panelists strongly agreed or agreed that they were prepared to make their standard-setting judgments and that the standard-setting process was easy to follow.

All panelists reported that the description of the just-qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Eleven of the 23 panelists indicated that their own professional experience was *very influential* in guiding their judgments.

Twenty-two of 23 the panelists indicated they were *very comfortable* with the passing score they recommended; one panelist indicated they were *somewhat comfortable* with the recommended passing score. All of the panelists indicated the recommended passing score was *about right*.

Summary

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Special Education: Severe to Profound test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Special Education: Severe to Profound test, the recommended passing score[5] is 70 out of a possible 110 raw-score points. The scale score associated with a raw score of 70 is 156 on a 100–200 scale.

[5] Results from the two panels participating in the study were averaged to produce the recommended passing score.

References

Brandon, P. R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. *Applied Measurement in Education*, *17*, 59–88.

Brennan, R. L. (2002, October). Estimated standard error of a mean when there are only two observations (Center for Advanced Studies in Measurement and Assessment Technical Note Number 1). *Iowa City: University of Iowa*.

Cizek, G. J., & Bunch, M.B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Thousand Oaks, CA: Sage.

ETS. (in press). *The Praxis Series®: The Praxis Study Companion: Special Education: Severe to Profound (5547)*. Princeton, NJ: Author.

Geisinger, K. F., & McCormick, C. M. (2010), Adopting cut scores: post-standard-setting panel considerations for decision makers. *Educational Measurement: Issues and Practice*, *29*, 38–44.

Hambleton, R. K., & Pitoniak, M. J. (2006). Setting performance standards. In R. L. Brennan (Ed.), *Educational Measurement* (4th ed., pp. 433–470). Westport, CT: American Council on Education/Praeger.

High, R. (2000). Dealing with 'outliers': How to maintain your data's integrity. *University of Oregon Computing News*, *15*(3), 14-16. Retrieved from http://hdl.handle.net/1794/3129

Lord. F.M. (1984). Standard errors of measurement at different ability levels. *Journal of Educational Measurement, 21*, 239-283.

Perie, M. (2008). A guide to understanding and developing performance-level descriptors. *Educational Measurement: Issues and Practice*, *27*, 15–29.

Tannenbaum, R. J., & Katz, I. R. (2013). Standard setting. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology: Vol. 3. Testing and assessment in school psychology and education* (pp. 455–477). Washington, DC: American Psychological Association.

Tannenbaum, R. J. (2011). Setting standards on *The Praxis Series*™ tests: A multistate approach. *R&D Connections*, *17*, 1-9.

Tannenbaum, R. J. (2012). A multistate approach to setting standards: An application to teacher licensure tests. *CLEAR Exam Review*, *23*(1), 18-24.

Appendix A: Panelists' Names & Affiliations

Participating Panelists With Affiliation and State

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Brandi Bray	Southeast South-Central Educational Cooperative (KY)
Rebecca Breene	Exeter West Greenwich School District (RI)
Roxanne Bristol	University of Hawai'i at Mānoa (HI)
Jerrie Brooks	Fort Hays State University (KS)
Shawntasia Butler	Rowan County (KY)
Amy Callender	Tennessee Tech University (TN)
Anita Carney McNeal	University of Kentucky's Human Development Institute (KY)
MaryAnn Demchak	University of Nevada, Reno (NV)
Kate Foster	Alaska Department of Education and Early Development-Special Education (AK)
Janet Green	Ball State University (IN)
Robbie Hampton	Lipscomb University (TN)
Channon Horn	University of Kentucky (KY)
Briana Jones	Central Falls High School (RI)
Mary Jo Krile	Eastern Kentucky University (KY)
Susan Lee	Bethel University (IN)
Kimberly Noah	Great Basin College (NV)
Allison Oliver	Austin Peay State University (TN)
Paige Rapson	Lee University (TN)
Suad Sakalli Gumus	Saint Mary of the Woods College (IN)
Aaron Shirah	Tennessee Technological University (TN)
Brian Sims	Pittsburg State University (KS)
April Vocke	Providence Public Schools (RI)
Colleen Wood-Fields	West Virginia University (WV)

Appendix B: Agenda

Praxis® Special Education: Severe to Profound (5547)

Standard-Setting Study

DAY 1 AGENDA

10:00 AM ET/9:00 AM CT/ 8:00 AM MT/ 7:00 AM PT/6:00 AM AK/5:00 AM HI	Welcome, introductions, and goals for the day Standard-setting overview presentation • Q&A about the training • Polling: Checking for understanding Test familiarization for the test • Overview & instructions • Independent test familiarization • Self-scoring instructions • Independent self-scoring **Break** Discussion of the content measured **Lunch break** Just-Qualified Candidate (JQC) • Overview • Polling: Who is the JQC? • Drafting the JQC description in small groups **Break as needed in small groups** Preparation for Day 2
7:00 PM ET/ 6:00 PM CT/ 5:00 PM MT/ 4:00 PM PT/3:00 PM AK/2:00 PM HI	End of Day 1

Praxis® Special Education: Severe to Profound (5547)

Standard-Setting Study

DAY 2 AGENDA

10:00 AM ET/9:00 AM CT/ 8:00 AM MT/ 7:00 AM PT/6:00 AM AK/5:00 AM HI	Overview of the Day Just-Qualified Candidate (JQC) (continued) • Finalizing the JQC description – whole group consensus **Break** Resume in Separate panels Standard Setting Training for Selected-Response Items • Instructions and materials • Independent practice round judgments **LUNCH BREAK** Practice Round Data Discussion • Instructions, materials, and screen setup • Discussion of the practice round data • Polling: Evaluation of the judgment training Round 1 Standard Setting Judgments **Break individually as needed** Check out before completing work for the day
7:00 PM ET/ 6:00 PM CT/ 5:00 PM MT/ 4:00 PM PT/3:00 PM AK/2:00 PM HI	End of Day 2

Praxis® Special Education: Foundational Knowledge (5355)

Standard-Setting Study

DAY 3 AGENDA

10:00 AM ET/9:00 AM CT/ 8:00 AM MT/ 7:00 AM PT/6:00 AM AK/5:00 AM HI	Overview of the Day Honoraria Payment Process Presentation Round 1 feedback: Summary data • Polling: Evaluation of data presentation Round 1 feedback: Item-level data and Round 2 judgments (**break as needed**) • Check out when finished **LUNCH BREAK** Round 2 feedback: Recommended Passing Scores Complete final evaluation Wrap Up/ Final Steps • Review Nondisclosure of Secure Materials • Final Questions and Thank You
7:00 PM ET/ 6:00 PM CT/ 5:00 PM MT/ 4:00 PM PT/3:00 PM AK/2:00 PM HI	End of Study

Appendix C: Just-Qualified Candidate Description

Description of the Just-Qualified Candidate[6]

A just-qualified candidate…

1. Understands a range of typical and atypical human development and behavior
2. Is familiar with basic theories of human development and behavior
3. Understands the basic characteristics and defining factors for each of the major disability categories under IDEA
4. Is familiar with the basic academic content standards and applies them to students with severe to profound needs across settings as reflected in lesson planning
5. Knows the basic components of functional behavior assessments and the basic design of positive behavior support plans for individuals
6. Is familiar with how to implement basic positive behavior support plans for individuals (e.g., FBA, FCT, BIP)
7. Knows and begins to apply research-based approaches to accommodate, modify and differentiate instruction to meet individual needs.
8. Knows how to select, administer, and interpret formal (e.g., standardized, norm-referenced, criterion referenced) and informal (e.g., summative, formative, benchmark) assessments to make data-based instructional decisions
9. Knows the major components and the implications of IDEA and other legal mandates (e.g., ESSA, Section 504) that have shaped special education practices
10. Knows the required components of IEPs, how to draft an IEP document (including measurable goals and objectives), and processes for implementation
11. Is familiar with skills for effective communication, collaboration, and engagement with families and other professionals (e.g., paraprofessionals, school professionals, related service providers, and community service providers)
12. Knows the roles and responsibilities of paraprofessionals, related service providers, and the teacher's role in supporting additional practice opportunities
13. Is familiar with common medical conditions associated with the severe and profound population (e.g., seizures, tube feedings, blindness, mobility needs) and how to plan, respond to, and adjust the environment and instruction appropriately
14. Knows how to integrate age-appropriate functional curricula throughout school activities
15. Knows the purpose of and how to integrate basic self-determination skills instruction (e.g., making choices, self-advocacy, setting goals) to promote independence

List continues on the next page…

[6] Description of the just-qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

16. Knows a variety of classroom management strategies and techniques for students with severe and profound disabilities
17. Is familiar with Assistive Technology that can provide access to, and participation in, all areas of academic, social, vocational, and daily living activities and with the goal of promoting student independence
18. Understands the importance of transition and Person-Centered Planning, including measurable post-secondary goals, coordinated set of activities, course of study for positive post-secondary outcomes (living, learning, contributing, playing, enjoying, and working)

Appendix D: Panel-Specific Results

Table D1

Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
What is your current position?	**N**	**%**	**N**	**%**
Special education teacher	1	8	1	9
Educational specialist	0	0	1	9
Administrator or Department Head	1	8	0	0
Special Education Consulting Teacher	1	8	0	0
Disability Program Specialist, Quality Administrator	1	8	0	0
Regional Director of Special Education	0	0	1	9
Transition Teacher (ages 18-22)	1	8	0	0
Transition Teacher (ages 18-22) and college faculty	0	0	1	9
College faculty	8	67	7	64
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**	**N**	**%**
Black or African American	1	8	1	9
Middle Eastern or North African	0	0	1	9
White	10	83	7	64
Other: Asian or Asian America**n/**White	0	0	1	9
Other: Hispanic or Latino**/**White	0	0	1	9
Prefer to self-describe: Filipino American	1	8	0	0
What is your gender?	**N**	**%**	**N**	**%**
Female/Woman	11	92	10	91
Male/Man	1	8	0	0
Prefer not to respond	0	0	1	9

Table continues on the next page.

Table D1 (continued from previous page)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
Are you currently certified as a special education teacher in your state?	**N**	**%**	**N**	**%**
Yes	3	25	4	36
No	1	8	0	0
I am not currently working at the P-12 level	8	67	7	64
Are you currently teaching special education in your state?	N	%	N	%
Yes	2	17	2	18
No	2	17	2	18
I am not currently working at the P-12 level	8	67	7	64
Are you currently supervising or mentoring other special education teachers?	**N**	**%**	**N**	**%**
Yes	4	33	2	18
No	0	0	2	18
I am not currently working at the P-12 level	8	67	7	64
At what P–12 grade level are you currently teaching special education?	**N**	**%**	**N**	**%**
Elementary (P - 5 or P - 6)	1	8	0	0
Middle School (6 - 8 or 7 - 9)	0	0	1	9
Other	2	17	1	9
Not currently teaching at the P–12 level	9	75	9	82
Including this year, how many years of experience do you have teaching special education?	**N**	**%**	**N**	**%**
3 years or less	1	8	0	0
4–7 years	1	8	1	9
8–11 years	1	8	1	9
12–15 years	0	0	1	9
16 years or more	1	8	1	9
I am not currently working at the P-12 level	8	67	7	64

Table continues on the next page.

Table D1 (continued from previous page)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
Which best describes the location of your P–12 school?	**N**	**%**	**N**	**%**
Urban	2	17	1	9
Suburban	0	0	0	0
Rural	1	8	1	9
I am not working in a school (e.g., district-level)	0	0	1	9
I am not currently working at the P-12 level	9	75	8	73
If you are college faculty, are you currently involved in the training/ preparation of special education teachers?	**N**	**%**	**N**	**%**
Yes	8	67	7	64
No	0	0	0	0
Not college faculty	4	33	4	36

Table D2

Panel 1 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	64.45	69.90
2	78.25	77.50
3	64.85	65.05
4	74.15	73.55
5	68.85	70.35
6	58.80	61.60
7	74.25	74.10
8	72.15	72.35
9	76.45	75.65
10	77.35	73.50
11	62.50	64.10
12	69.50	71.50

Table D3

Panel 2 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	67.80	67.40
2	59.70	60.60
3	87.40	80.60
4	67.20	67.90
5	68.40	69.40
6	68.90	68.80
7	63.80	62.10
8	80.95	78.05
9	68.30	69.00
10	69.15	69.05
11	60.60	62.60

Table D4

Summary of Standard-setting Judgments by Panel and by Round

Statistic	Panel 1, Round 1	Panel 1, Round 2	Panel 2, Round 1	Panel 2, Round 2
Mean	70.13	70.76	69.29	68.68
Minimum	58.80	61.60	59.70	60.60
Maximum	78.25	77.50	87.40	80.60
SD	6.35	4.87	8.19	6.15
SEJ	1.83	1.41	2.47	1.85

Table D5

Panel 1 Final Evaluation Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	11	92	1	8	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	12	100	0	0	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	10	83	2	17	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	10	83	2	17	0	0	0	0
The opportunity for feedback and discussion for round 2 judgments was helpful.	11	92	1	8	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	8	67	4	33	0	0	0	0

Table D6

Panel 1 Final Evaluation: Standard-Setting Process

	Too much time *N*	Too much time %	About the right amount of time *N*	About the right amount of time %	Too little time *N*	Too little time %
Small group JQC drafts	4	33	8	67	0	0
Whole group JQC consensus	1	8	11	92	0	0
Training and practice for making standard-setting judgments	2	17	10	83	0	0
Round 1 judgments (independent)	1	8	11	92	0	0
Round 2 judgments (with discussion)	2	17	9	75	1	8

Table D7

Panel 1 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	9	75	3	25	0	0
The between-round discussions	8	67	4	33	0	0
The knowledge/skills required to answer each test item	7	58	5	42	0	0
The passing scores of other panel members	1	8	7	58	4	33
My own professional experience	7	58	4	33	1	8

Table D8

Panel 1 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	12	100	0	0	0	0	0	0

Table D9

Panel 1 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	0	0	12	100	0	0

Table D10

Panel 2 Final Evaluation Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	10	91	0	0	0	0	1	9
The instructions and explanations provided by the facilitators were clear.	8	73	2	18	0	0	1	9
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	9	82	1	9	0	0	1	9
The explanation of how the recommended passing score is computed was clear.	9	82	1	9	0	0	1	9
The opportunity for feedback and discussion for round 2 judgments was helpful.	8	73	2	18	0	0	1	9
The process of making the standard-setting judgments was easy to follow.	4	36	6	55	0	0	1	9

Notes. The one panelist who selected "*Strongly Disagree*" for all of these statements indicated that she "*Agreed*" to the first four statements in the interim evaluations before making Round 1 and Round 2 judgments. Additionally, this panelist has participated in a different standard setting recently and also wrote positive comments on the open-ended portion of the final evaluation.

Table D11

Panel 2 Final Evaluation: Standard-Setting Process

	Too much time *N*	Too much time %	About the right amount of time *N*	About the right amount of time %	Too little time *N*	Too little time %
Small group JQC drafts	1	9	10	91	0	0
Whole group JQC consensus	3	27	8	73	0	0
Training and practice for making standard-setting judgments	0	0	11	100	0	0
Round 1 judgments (independent)	0	0	11	100	0	0
Round 2 judgments (with discussion)	0	0	11	100	0	0

Table D12

Panel 2 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	11	100	0	0	0	0
The between-round discussions	8	73	3	27	0	0
The knowledge/skills required to answer each test item	9	82	2	18	0	0
The passing scores of other panel members	2	18	6	55	3	27
My own professional experience	4	36	7	64	0	0

Table D13

Panel 2 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	10	91	1	9	0	0	0	0

Table D14

Panel 2 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	0	0	11	100	0	0

Appendix E: Technical Notes

Standard Error of Judgment (SEJ)

The standard error of judgment (SEJ) is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same threshold score on the same form of the assessment. The SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of threshold scores (Tannenbaum & Katz, 2013).

The SEJ is calculated by dividing the standard deviation of the panelists' judgments (*SD*) by the square root of the number of panelists (*n*). The result serves as an estimate of the standard error of the mean (Brennan, 2002).

$$SEJ = \mathrm{SD} / \sqrt{n}$$

Outlier Analysis

An analysis of the data is conducted per panel. Judgments that are above or below 1.5 times the interquartile range for that panel are identified as outliers (High, 2000). ETS makes recommendations on the removal of *specific* outliers based on the observations of the panel facilitator. The panel facilitator reports whether or not the specified panelist was faithfully participating in the standard-setting process. The decision to accept the panel recommendation with or without the outlier data is solely at the discretion of the state.

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (*CSEM*) for a test is computed from the study value (*SV*) of the recommended passing score and the number of selected-response items (*n*) on the test (see Lord, 1984):

$$CSEM = \sqrt{(SV)(n - SV)/(n - 1)}$$

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on educator licensure fees for the 2023-2024 fiscal year.

Recommended Motion:

It is moved that the Kansas Sate Board of Education maintain the current licensure fees for the 2023-2024 fiscal year effective July 1, 2023.

Explanation of Situation Requiring Action:

The State Board of Education is required under K.S.A. 72-2156 to establish licensure fees for each fiscal year. Staff recommends maintaining current licensure fees for 2023-2024 fiscal year. A chart of the fees is attached.

The last change of fees occurred in 2014. The fee for an application is established based on a core fee of $55.00 for all applications. A fee of $3.00 is added to the core fee for each year a license is valid. The $3.00 fee per year the license is active, covers RapBack enrollment fees charged by the Kansas Bureau of Investigation. RapBack is a criminal record history system, that notifies the agency in real-time if an educator's criminal history changes.

Kansas Licensure Application Fees

Form	License Action	Fee
Form 1 **(Kansas program completers)** **Form 20**	• Initial License (teaching, school specialist, leadership)- KS program • Adding Endorsement by Program Completion-KS program • One-year Nonrenewable-KS program • Renewal of Initial License (teaching, school specialist, leadership)	**$60**
Form 3b **Form 3c** **Form 4, 4a** **Form 6a, 6b** **Form 6e** **Form 7** **Form 8** **Form 10** **Form 12** **Form 14** **Form 22**	• Upgrade one year nonrenewable or exchange • Transitional • Provisional • Restricted Technical Certificate • CTE Specialized Certificate • Visiting Scholar • Emergency Substitute (first and renewal) • STEM • Foreign Exchange • All Level Building Leadership • Adding Endorsement by testing	
Form 21	• Upgrade to Professional License	
Form 9 **Form 24**	• Restricted Teaching License/Alternative program licenses • Limited Apprentice Licenses	**$65**
Form 2 **Form 2 Non-US** **Form 3a** **Form 5** **(use Form 1 if KS program)** **Form 6, 6c, 6d** **Form 19**	• Out-of-State • Out-of-Country • Renewal of Professional License • Standard Substitute and Renewal of Substitute • Technical Education Certificate and Renewal • Upgrade of School Psychologist and Direct Entry Counselor	**$70**
Form 11	• Accomplished	**$85**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **18 f.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/13/2023**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve local professional development plans.

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

Kansas Independent Colleges
USD 207 Ft. Leavenworth
USD 241 Wallace County Schools
USD 259 Wichita
USD 261 Haysville
USD 316 Golden Plains
USD 358 Oxford
USD 394 Rose Hill
USD 398 Peabody-Burns
USD 443 Dodge City
USD 453 Leavenworth
Z0026 Lutheran Schools
Z0031 Catholic Diocese of Wichita

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year professional development plans of the above districts/systems using the standards and criteria determined by the State Board of Education and recommend it be approved.

From: Vicki Schmidt
To: Edward Kalas
Subject: RE: PDP signature
Date: Monday, May 22, 2023 10:46:17 AM
Attachments: KIC-PD Plan Final for PDC Signature 050223.docx

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

The PDC approved this plan unanimously on Thursday, May 18, 2023.

From: Edward Kalas <EKalas@ksde.org>
Sent: Monday, May 22, 2023 10:32 AM
To: Vicki Schmidt <schmidtv@mcpherson.edu>
Subject: RE: PDP signature

This is fine. If you send me the final plan in a email stating when the PDC approved it that is enough for me to put it on the State Board agenda. If you get me the final plan before lunch, I will be able to get it on the agenda for June 9th. Otherwise, it will go on the July agenda. Ed

Ed Kalas
Education Program Consultant
Professional Development and Mentoring
ekalas@ksde.org
785-296-2198

Work Hours 7-6 Monday thru Thursday

From: Vicki Schmidt <schmidtv@mcpherson.edu>
Sent: Monday, May 22, 2023 9:18 AM
To: Edward Kalas <EKalas@ksde.org>
Subject: FW: PDP signature

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Ed,
Does this work for the signature for our PDP?

From: Vicki Schmidt <bhsitv@yahoo.com>
Sent: Monday, May 22, 2023 7:30 AM
To: Vicki Schmidt <schmidtv@mcpherson.edu>
Subject: PDP signature

Kansas Independent Colleges Professional Development Council

A Document for K.S.D.E. Licensure Renewal

Professional Development Plan Handbook

Effective TBD - July 31, 2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The Kansas Independent Colleges Professional Development Council approved the followi plan, at its meeting held on 5/19/2023, according to KAR 91-1-216 (c) for submiss for approval of the Kansas State Board of Education.

PDC Chair: Vicki Schmidt
Signature

5/19/2023
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Table of Contents
Kansas Independent Colleges Professional Development Council

KANSAS INDEPENDENT COLLEGES PROFESSIONAL DEVELOPMENT COUNCIL **1**

PREFACE 4
COUNCIL PHILOSOPHY STATEMENT 4
COUNCIL PURPOSE STATEMENT 4
COUNCIL GOALS 4
COUNCIL OFFICERS 4
COUNCIL MEMBERSHIP AND SELECTION 5
COUNCIL RESPONSIBILITIES AND FUNCTIONS 5
COUNCIL MEETINGS 6
COUNCIL RECORDS 6
GUIDELINES FOR PROFESSIONAL DEVELOPMENT ACTIVITIES 6
REVIEW PROTOCOL OF PROFESSIONAL DEVELOPMENT ACTIVITIES 6

PROFESSIONAL DEVELOPMENT PLAN **7**

WRITING A PROFESSIONAL DEVELOPMENT PLAN AND DETERMINING ACTIVITIES 7
PROFESSIONAL DEVELOPMENT POINTS RELATED TO CONCEPTUAL FRAMEWORK 8
GUIDELINES FOR AWARDING POINTS 9
PROFESSIONAL DEVELOPMENT COUNCIL ACTIVITY POINT ALLOCATION 10

OTHER OPTIONS FOR RENEWAL OF A LICENSE **15**

VALIDATION OF CREDIT POINTS **17**

FORMS USED **24**

1. 18
2. 18
3. 18
5. 18

RECEIVING POINTS **18**

KANSAS LICENSURE RENEWAL REQUIREMENTS **19**

FORM A INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN **24**

FORM B - INDIVIDUAL ACTION PLAN WORKSHEET **25**

FORM C - POINTS REQUEST FORM **26**

Form C-1 - Knowledge Level Evaluation/Documentation *27*
Form C-2 - Application Level Evaluation/Documentation *28*
Form C-3 - PD Impact Level Evaluation/Documentation *29*

FORM D PREPARATION TIME LOG **30**

FORM E - SERVICE MEETING LOG **31**

APPENDICES **24**

APPENDIX A: FORMS 24
APPENDIX B: PROFESSIONAL DEVELOPMENT DEFINITION 36
APPENDIX C: INDIVIDUAL PROFESSIONAL DEVELOPMENT TRANSCRIPT 40

Kansas Independent Colleges Professional Development Council

Preface

The foundation of this document comes from the Kansas State Department of Education's (KSDE) Kansas Professional Development Program Guidance. Our focus is to adapt the guidelines to meet the needs of the independent institutions' higher education faculty and staff while meeting KSDE Regulations. This is a collaborative project between all Kansas independent institutions (Kansas Association of Private Colleges of Teacher Education-KAPCOTE).

Council Philosophy Statement

The Kansas Independent Colleges Professional Development Council (hereafter referred as the council or KIC PDC) is committed to professional development as a means of assuring continuous professional development of faculty and staff. Professional development at the university and college levels shall be multifaceted and tailored to meet both program and individual needs.

Council Purpose Statement

The purpose of the Kansas Independent Colleges Professional Development Council is to provide opportunities for higher education faculty to continue to pursue and document growth as an educator. The KIC PDC provides the necessary framework by which higher education faculty and staff can maintain licensure with the Kansas State Department of Education and monitors professional development activities to ensure quality and consistency in point awards among participating institutions.

Council Goals

1. To provide the opportunity for universities to meet the professional development needs of faculty and staff.
2. To provide a process for colleges/universities to schedule professional development activities for their faculty and staff to meet licensure renewal requirements.
3. To use identified needs assessments to improve teaching and learning.
4. To assess the impact of professional development activities on teaching and learning.

Council Officers

1. The officers of the KIC PDC will be the Chairperson, Chair -elect, and Secretary.
2. The duties of the Chairperson will include, but not be limited to:
    - Presiding at all regular meetings
    - Calling and presiding at all special meetings
    - Preparing and distributing agenda in advance of the meetings
    - Providing notification of all meetings
    - Insuring that PDC records are accurately completed and kept safely in a designated location
    - Carrying out other necessary duties to ensure the success of the KIC PDC
3. Duties of the Chair-elect will include, but not be limited to:
    - Fulfilling all the duties of the Chairperson in the Chairperson's absence
    - Carrying out other duties assigned by the Chairperson or KIC PDC
4. The duties of the Secretary will include, but not be limited to:
    - Taking and maintaining the minutes of all meetings
    - Publishing and distributing the minutes of all meetings
    - Carrying out other duties assigned by the Chairperson or KIC PDC

Council Membership and Selection

- Each region shall select one representative to serve on the KIC PDC. Representatives serving on the PDC must hold a current Kansas teaching license and must be teaching at least one college class. No more than two of the five members of the KIC PDC may hold leader licenses.
- KAPCOTE institutions are divided into three regions—northeast, mid-central, and south.
    - Northeast—Baker, Benedictine, Donnelly, Haskell, MidAmerica Nazarene, Ottawa, and University of Saint Mary
    - Mid-Central—Bethany, Central Christian, Kansas Wesleyan, McPherson, Sterling, and Tabor
    - South-Central—Barclay, Bethel, Friends, Newman, and Southwestern
- Each region's currently licensed members will nominate individuals to serve, and the region will vote to make a selection.
- KAPCOTE currently licensed members will nominate a fifth individual elected at large to serve a three-year term.
- Selected individual names shall be sent to the Chairperson by September 1 of each year.
- KIC PDC members will nominate and vote on a chairperson elected at large to serve a three year term.
- All appointments shall be for a 3-year term.
- The Council representatives will elect the Chair-elect and Secretary at the first meeting of the year for a one-year term.
- In the event of an unexpected vacancy, KAPCOTE currently licensed members will nominate an individual from the appropriate region to fill the vacancy for the remainder of the exiting member's term ensuring that the member selected maintains the 3/5 ratio of teachers to leaders.

Council Responsibilities and Functions

The KIC PDC will:

1. Participate in **annual training** related to roles and responsibilities of council members.
    - Members will be individually responsible for participating in the required annual training as prescribed by the council chairperson. The training will be a KSDE approved training (either in person or online). Members must complete annual training on or before the first meeting of the council each academic year. Associated documentation of the required training must be submitted to the PDC chair and will be maintained in the KIC PDC Google drive for a period of six years.
2. Review operational procedures including Impact (Form C-3) of professional development activities.
3. Use identified needs assessments to assist individuals in identifying professional development goals which are aligned with the needs of the system.
4. Review and recommend the approval or disapproval of individual Professional Development Plans (PDP) for renewal of licensure.
5. Approve professional development activities and designate the number of professional development points assigned to each activity.
6. Verify completion of professional development activities and validate points awarded.
7. Collaborate with member institutions to identify professional development needs of faculty and staff.
8. Develop a five-year in-service education plan based on criteria established by the state board submitted by August 1 of the school year in which the plan is to become effective.

Council Meetings

1. The KIC PDC will meet quarterly and additional times as needed.
2. All decisions will be decided by a simple majority of the total KIC PDC membership providing a quorum of at least 50% of the voting membership is present. Agenda items may be submitted by any KIC PDC member.
3. Agenda items must be submitted in writing to the KIC PDC Chairperson at least five working days prior to the meeting.
4. At the beginning of the meeting, agenda items may be added by the KIC PDC Chairperson subject to the approval of the KIC PDC membership.
5. Meeting dates will be established annually and announced in advance.
6. Meetings may be held through technological communication resources.

Council Records

1. The five-year in-service plan includes a signature page verifying professional development council members reviewed and approved it.
2. Meeting records and materials are kept on file for a period of six years. Files are stored in a shared Google drive to which all council members have access.
3. A signed copy of the Individual Professional Development Plan (PDP) for each individual is kept on file.
4. Members may download templates and necessary forms from and upload completed forms to the secure website (**KIC PDC Website**).
5. Individuals have access to their own files and PDC transcript during regular business hours.
6. The KIC PDC Chairperson shall maintain a record of points earned by an individual for six years.
7. Any KIC member may be given an official PDC transcript when leaving a KIC.
8. KIC members may move from one KIC to another KIC and maintain their PDP.

Guidelines for Professional Development Activities

The KIC PDC will approve activities that:

1. Are consistent with the respective university, college, department, or approved individual goals.
2. Contain clearly stated results related to the objectives that are attainable within the timeframe of the activity.
3. Specify the number and level (Knowledge, Application, Impact) of professional development hours/points generated by the activity and the groups to be involved.
4. Are activities in one or more of the following areas: content standards, professional education standards, or service to the profession?

Review Protocol of Professional Development Activities

Each KIC PDC representative will follow up with his/her regional participants regarding the effect of the activity on professional performance. The documentation presented for approval will be analyzed by the council as to the relevance of the activities, the degree to which the activities meet the performance objectives, and the relationship of the activities to the field of licensure. This may be done through visits with the participants, review of presentation and program materials, data, records, questionnaires, etc.

Amending the Council Professional Development Plan

The PD Plan shall be reviewed annually as part of the evaluation of its status in meeting goals and objectives. Feedback will be solicited annually from currently licensed

KAPCOTE members to determine gaps in meeting the council's goals and objectives. If the evaluation results in a need to amend the PD Plan, any changes made will be added to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it. Information regarding updates to the Professional Development Plan will be shared at the annual spring meeting of KAPCOTE.

.

Individual Professional Development Plans

Writing an Individual Professional Development Plan and Determining Activities

The Individual Professional Development Plan (PDP) is a five-year plan. Changes and updates may be made annually.

The steps an individual must take in completing and individual professional development plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.
   a) Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals.
   b) The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

3. Complete the Individual Professional Development Plan (Form A- Appendix A) and submit it to the regional representative of the KIC PDC by September 20 of each academic year.

4. After the regional representative has had the opportunity to review and sign the plan, the regional representative will submit the plan to the chairperson of the KIC Professional Development Council by October 15 for final approval. The PDC chairperson will notify individuals of approval status by email no later than November 1.

Lack of agreement between the Kansas Independent Colleges Professional Development Council and an individual on any phase of the PDP will be handled through a request to review the first submission of materials. The individual will make a written request to the Chairperson of the KIC PDC. At the

next KIC PDC meeting the individual may submit additional materials and rationale in defense of their case. A second vote of the KIC PDC will be made. KSDE Regulation 91-1-106(d) provides an appeal to the LRC if KIC PDC does not reach a resolution on the PDP.

> KSDE Regulation 91-1-106(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004*.) After all local PDC appeals of a non-approval for an individual development plan are exhausted, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

A professional development Individual Action Plan Worksheet [Form B] will be completed for each individual goal. Each goal selected shall be addressed with separate activities and/or interventions. The action plan shall support the following different types of goals; University/College, Department, and Individual.

University/College Goals: Each college/school emphasizes a conceptual framework that is the basis of undergraduate and graduate education preparation programs. Goals must relate directly to the knowledge, skills, and dispositions identified in the conceptual framework.

Department Goals: Department goals are areas of emphasis that are narrower in focus but still focus on the university/college conceptual framework. These goals will relate directly to the programs offered in that department.

Individual Goals: An individual goal is a personal objective to improve professionally. Individual goals should support university/college conceptual framework and department goals.

The action plan is to help each faculty or staff member determine the level of involvement and the number of points to request. The KIC PDC is aware that circumstances change as faculty and staff work toward professional improvement. For example, professional development activities may not be available when needed, new strategies may prove to be ineffective, or a faculty or staff member may wish to become involved at a higher level because of success with a strategy. The level of activity (Knowledge, Application, Impact) may be modified by the individual and the regional representative. Checkpoints should be put into place to allow the individual member and the regional representative to modify and adjust the Individual Action Plan Worksheet (Form B) as needed.

The Points Request form (Form C) and the corresponding forms as needed and appropriate (Form C1, C2, C3) will be filed with the PDC regional representative by May 1. The regional representative shall file the forms with the KIC PDC by May 15 each academic year. The regional representative will follow up with his/her region's participants regarding the effect of the activity on professional performance. The documentation presented for approval will be analyzed by the council as to the relevance of the activities, the degree to which the activities meet the performance objectives, and the relationship of the activities to the field of licensure. This may be done through visits with the participants, review of presentation and program materials, data, records, questionnaires, etc. The PDP points awarded are based on the KIC PDC handbook and adapted Kansas State Department of Education Professional Development Guidelines. The

points a person may receive range from the Knowledge Level (one point per clock hour) to Application (2 X Knowledge Level points) to Positive Impact (3 X Knowledge Level points) within each goal activity. Knowledge level points must be awarded before points can be awarded for Application and likewise Application points before Positive Impact points. Service to the Profession points are awarded at one point per clock hour and are not subject to application and impact.

Professional Development Points Related to Conceptual Framework

Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded for activities which meet the definition of either in-service education OR service to the profession.

In service education means professional development and staff development and shall include any panned learning opportunities provided by licensed personnel employed by the school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

Service to the profession means any activities that assist others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Points are awarded according to:

- How professional development has led to increased knowledge relative to the conceptual framework and the person assigned university/college activities;
- How it has been applied in practice to the person assigned university/college activities; and
- What the results of that practice have been on the person assigned university/college activities.

If an individual holds a bachelor's degree, he or she must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine whether coursework applies to content and /or professional education standards prior to awarding points.

If an individual holds an advanced degree, he or she must submit 120 professional development points earned under an approved individual development plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.

If an individual holds an advanced degree and that person is participating in an educational retirement system in Kansas or another state, he or she must submit 60 professional development points under an approved individual development plan to renew their professional license.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or

leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas: Content Endorsement Standards; Professional Education Standards; or Service to the Profession.

Guidelines for Awarding Points

1. Points will take into account the three levels:

    - Knowledge**:** "What do you *know* now that you didn't know before?" The individual is able to tell or write what has been learned; and the information is relevant to instruction or an education program.

    - Application: What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? This pertains to the newly acquired knowledge by the individual. The individual has applied what was learned over a semester through classroom instruction; or the individual has applied what was learned over a semester to specific programs such as curriculum, the assessment system, staff development or policy.

    - Positive Impact: What is the *result* of your newly acquired knowledge and skill in terms of *impact* on candidates, other adults, programs or policy development? How has student performance improved? What has positively changed about the program? Positive changes in candidate learning are documented through aligned assessment results accumulated over an extended period of time (a semester); or positive changes in programs or policies are shown through documented results.

    Please note that Application and Positive Impact cannot take place during the same semester.

Professional development plans for licensure renewal"	Content	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 pt. = 1 clock hr.	1 pt. = 1 clock hr.	1 pt. = 1 clock hr.
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level.
Impact How has student performance improved? What has positively changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level.

The number of points awarded will be based on the following:

2. Points will be awarded only for activities or appropriate activities included/substituted in the PDP. Points cannot be awarded retroactively for activities not included in the PDP.

3. Points will be based on goals related to three types of activities in the field of study:
    - Improvement of Instruction
      Attending workshops or conferences
      Participating in campus or state professional development
      Participating in regional, national, or international professional development
      Development of technology skills
      Taking a college course for credit
      Other activities approved by the KIC PDC
    - Scholarly Activity (All activities must be connected to the content standards on the license, professional education standards or service to the profession.)
      Presentation
        Local/State
        Regional/National/International
      Research
        Campus or State
        Regional, National, or International
      Publications
        Referred Journal
        Book Chapters
        Books
        Other activities approved by the KIC PDC
      Grants
        Local/State
        Regional/National/International
    - Service to the Profession (Reg 91-1-215(k)
      Campus
      Community
      State
      National/International

Leadership in Professional Organization
Other activities approved by the KIC PDC

4. Approved activities will be awarded points according to the table below.

Professional Development Council Activity Point Allocation

Improvement of Instruction Activities	**Point** (as approved by KIC PDC)	**Evidence for all Activities**
Workshop, professional conference, seminar, or campus staff development activity	Knowledge: Attendance Only 1 hour=1 point Application: Knowledge that was learned has been applied over a semester in classroom instruction; or to specific programs such as curriculum, the assessment system, or staff development=2 x Knowledge points Impact: Positive changes in candidate learning are documented through aligned assessment results, or positive changes in programs or policies are shown through documented results accumulated over a semester=3 x Knowledge points	Completed Form C-1
Developing a new course (including online)	1 hour=1 point	Completed Form C-1
Visits to PK-12 schools for the purpose of learning current practices	1 hour=1 point	Completed Form C-1
Scholarly Activities	**Points** (as approved by KIC PDC)	**Evidence for all Activities**
Presentation		
Preparation Time	1 hour=1 point	Log of preparation time signed by the department chair (Form D) and completed Form C-1
Presentation of program	1 meeting hour=1 point	One page abstract of presentation, including date, conference, and title of presentation and completed Form C-2 or C-3
Research		
Preparation Time	1 hour=1 point	Log of preparation time signed by the department chair (Form D) and completed Form C-1
Presentation of research	1 meeting hour=1 point	

		One page abstract of research including date and title of research and completed Form C-2 or C-3
Journal Article or Book Chapter		
Preparation Time	1 hour=1 point	Log of preparation time signed by the department chair (Form D) and completed Form C-1
Publication	No points. End result of preparation and writing time.	One page abstract of publication including title of article, date and title of journal and completed Form C-2 or C-3
Book		
Preparation Time	1 hour=1 point	Log of preparation time signed by the department chair (Form D) and completed Form C-1
Publication	No points. End result of preparation and writing time.	One page abstract of publication including title of book, date and name of publisher and completed Form C-2 or C-3
Grant (based on new knowledge)		
Preparation time for submission	1 hour=1 point	Log of preparation time signed by the department chair (Form D) and completed Form C-1
Funded Grant Application and Impact points will be considered on a case by case basis.	No points. End result of preparation and writing time.	One page abstract of grant including title of grant, date and source of funding and completed Form C-2 or C-3
Work on designated campus, state or national committee (Must be related to content standards on license, professional education standards o meet definition of service to the profession.)	1 meeting hour=1 point	Service Meeting Log (Form E) and completed Form C-1
Preparation time for service in item below Service on education-related community committee or board	1 hour=1 point 1 meeting hour=1 point	Service Meeting Log (Form E) and completed Form C-1

Preparation time for presentation Presentation of educational topic to a community group or the media	1 hour=1 point 1 meeting hour=1 point	Service Meeting Log (Form E) and completed Form C-1
Preparation time for leadership role in organization Leadership in Professional Organizations	1 hour=1 point 1 meeting hour=1 point	Service Meeting Log (Form E) and completed Form C-1
Other Activities	**Points** (as approved by KIC PDC)	**Evidence** (as approved by KIC PDC)
Taking a college course (Must be related to content standards on license, professional education standards o meet definition of service to the profession.)	1 semester college hour=20 points	Official college/university transcript
Activities approved in Advanced by the KIC PDC that are applicable to the university or the individual (Must be related to content standards on license, professional education standards o meet definition of service to the profession.)	1 hour=1 point	Documentation specified by the KIC PDC and applicable Form C-1, C-2, or C-3

Improvement of Instruction

New knowledge level for improvement of instruction counts as one point per clock hour	**Application level for improvement of instruction over a semester counts two times knowledge**	**Impact level for improvement of instruction over a semester counts three times knowledge**
Workshop or conference attendance	Applied new knowledge or materials	Documented carry-over; data to validate impact over a semester
Campus or state professional development	Applied new knowledge or materials	Documented carry-over; data to validate impact over a semester
Regional, national, or international professional development	Applied new knowledge or materials	Documented carry-over; data to validate impact over a semester
Development of technology skills	Applied new knowledge or materials	Documented carry-over; data to validate impact over a semester
Other activities approved by the KIC PDC	Applied new knowledge or materials	Documented carry-over; data to validate impact over a semester
Taking a college course-20 points per credit hour	May apply	May apply

Questions about renewal licensing

(Teacher Licensure updated as of 9/28/22)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

Validation of Credit Points

The individual is responsible for submitting documentation necessary to validate activities for awarding points. The evidence is presented to the KIC PDC for final validation after the regional representative has signed off regarding progress and achievement. Individual members may request a transcript validating earned credit points from the KIC PDC. It is the individual's responsibility to complete and mail all materials required for state licensure. Application procedures may be found on the KSDE web site: www.ksde.org.

Forms Used

There are various forms with which the participant must be familiar.

1. **Professional Development Plan** (Form A)
   - Lists individual goals targeted for faculty and staff development
   - Identify activities to be accomplished each year
   - Complete in collaboration with the regional representative
   - Kept on file with the KIC PDC Chairperson. A signed copy will be returned to the applicant and regional representative.

2. **Individual Action Plan Worksheet** (Form B)
   - One action plan completed for each goal
   - Helps determine the level of involvement and points to be awarded for each individual goal
   - Can be modified throughout the year
   - Complete in collaboration with the regional representative.
   - Is not returned to the KIC PDC; it is an institution/individual's working document.

3. **Points Request Form** (Form C)
   - Complete for each activity for which KIC PDC licensure points are requested
   - Documents indicate requested points for all levels
     - Knowledge Level Evaluation (Form C-1)
     - Application Level Evaluation (Form C-2)
     - Impact Level Evaluation (Form C-3)
   - Due May 1 of each year for KIC PDC approval

4. **Preparation Time Log** (Form D)
   - Used for points for scholarly activities
   - Used to record preparation time for presentation, research, publications, grants, etc.
   - Keep a separate log for each type of activity

5. **Service Meeting Log** (Form E)
   - Used for points for service to the profession
   - Used to record committee meetings, curriculum work, mentoring, presentations, etc.
   - Keep a separate log for each type of activity

Receiving Points

Each certified/licensed faculty member shall turn in documentation at the end of the academic year-May 1. The documentation must include evidence of activities and results. Such documentation must include the required forms and all evidence to support the level of development. The documentation is returned to faculty members after points have been awarded by the KIC PDC.

Faculty members may continue goals for more than one year as long as involvement in the goal increases and results in a faculty member achieving at a higher level each year. For example, a faculty member may choose a goal the first year that he or she wants to achieve at the knowledge level. When a goal is met, the faculty member may choose to continue the goal but at the application level the next year and at the impact level the third year.

Kansas Licensure Renewal Requirements

91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a)(1)(C) and 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)*

91-1-206. Professional development plans for license renewal.
(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)*

91-1-218. Awarding of professional development points.
(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

APPENDICES

APPENDIX A
FORMS

Form A Individual Professional Development Plan
Kansas Independent Colleges Professional Development Council

Name:_____ College/University: _____

Telephone Number _____ Email Address _____

Position:_____ Social Security # _____ Highest Degree:_____

Licensure Dates: Begin _____ Expire _____ Date of Plan:_____

Category of Goals:
Complete in collaboration with the regional representative. Check the box if individual goal is in support of a university/college and/or department goal.

☐ 1.

☐ 2.

☐ 3.

☐ 4.

_____ _____
Applicant's signature Date

_____ _____
Regional Representative's signature Date

_____ _____
KIC PDC Chairperson's signature Date

Form B - Individual Action Plan Worksheet
Kansas Independent Colleges Professional Development Council

Name:_____College/University: _____

OUTCOME/PRIORITY: Decide what it is you want to know, do, or apply.	**INDICATORS**: Decide what evidence you will provide to show knowledge, application, and/or impact.
What? (Goal)	*What evidence?*

Professional Development Steps	**Implementation Activities • Training Plan**	**Indicators • Documented Evidence**	**Time Line**	**Resources**
Knowledge 1 hour – 1 point		• Attendance Records with reflection ● PD Knowledge Level Evaluation Form C-1		
Application K X 2		• Documents or activities generated indicating application over a semester • Plans, reflections ● PD Application Level Evaluation Form C-2		
Impact K X 3		• Candidate data showing improvement over a semester • Professional data showing improvement over a semester ● PD Impact Level Evaluation Form C-3		

A separate action plan should be developed for each goal. Activities can be developed over time and can be adjusted as needed with approval.

Form C - Points Request Form
Kansas Independent Colleges Professional Development Council

Applicant's

Name_____College/University:_____

Telephone Number _____ Email Address _____

Social Security # _____ Highest Degree _____

Licensure Dates: Began_____Expires _____ Date of Plan _____

Name of Activity_____ Date of Activity_____

PDP Category of Goals Addressed by this Activity (Fill-in Goal Number): _____

Check the level of point request. Respond to the question(s) for the point level you are requesting. Include ALL documentation with this form.

☐ **Knowledge**: What do you know now that you didn't know before?

Complete PD Knowledge Level Evaluation Form C-1(Copies of C-1 approval forms must be kept on file at the institution.)

_____Total number of clock hour points requested

_____Total number of semester credit hour points requested (20 points = 1 cr. hour)

☐ **Application**: What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Complete the PD Application Level Evaluation Form C-2 (Copies of C-2 approval forms must be kept on file at the institution.)

_____Total number of points requested (base points X 2)

☐ **Positive Impact**: How has student performance improved? What has positively changed about the program?

Complete the PD Positive Impact Level Evaluation Form C-3 (Copies of C-3 approval forms must be kept on file at the institution.)

_____Total number of points requested (base points X 3)

Total number of points requested _____

_____ _____

Applicant's signature Date

_____ _____

Regional Representative's signature Date

_____ _____

KIC PDC Chairperson’s signature Date

Form C-1 - Knowledge Level Evaluation/Documentation
Kansas Independent Colleges Professional Development Council

Applicant's Name_____ Date of Activity_____

Name of Activity_____Location_____

Name of Provider (conference, university, PK-12 School _____

Total Clock Hours of Activity_____ Time of Activity_____to_____

Category (ies) of Goals Addressed by Activity (Fill-in Goal Number from Form A)_____

Please write a brief comment for each of the following questions:

1. How did this further your professional goals?

2. How will you use this to affect candidate outcomes?

3. What follow-up assistance is needed in this area?

4. Explain your understanding of the program. What is it? What will it do in your classroom?

_____ _____

Applicant's signature Date

Regional Representative's signature	Date

Form C-2 - Application Level Evaluation/Documentation
Kansas Independent Colleges Professional Development Council

Applicant's Name_____ Date of Activity_____

Name of presentation, article, book, research, or grant_____

_____

Name of Provider (conference, journal, publisher, funding source)_____

_____

Category(ies) of Goals Addressed by Activity (Fill-in Goal Number from Form A)_____

Original PD Activity Date:_____ Original PD Clock Hours: _____X2=__

Please complete the following data prior to observation.

1. Candidates will be able to: (Curricular Objectives)
   a.
   b.
   c.
2. Assessment of curricular objectives:
   a.
   b.
   c.
3. Special circumstances of which the institution/regional representative should be aware:

4. Reflection of Activity (i.e. success story, changes needed, concerns, etc.)

_____ _____

Applicant's signature Date

_____ _____

Regional Representative's signature Date

Form C-3 - PD Impact Level Evaluation/Documentation
Kansas Independent Colleges Professional Development Council

Applicant's Name_____ Date of Activity_____

Name of presentation, article, book, research project, or grant_____

_____

Name of Provider (conference, journal, publisher, funding source)_____

_____

Category (ies) of Goals Addressed by Activity (Fill-in Goal Number from Form A)_____

PD Activity:_____

Original PD Activity Date:_____ Original PD Clock Hours:_____ X 3=__

1. **Describe the process used to verify positive impact:**

2. **State proof that positive impact has occurred:**

Attach evidence of Positive Impact. Examples are: Pre/post test data, Evidence of improved candidate academic performance, Evidence of positive changes in candidate behaviors, Application activities by others and Reflective journals

_____ _____

Applicant's signature Date

_____ _____

Regional Representative's signature Date

Form D Preparation Time Log
Kansas Independent Colleges Professional Development Council

Applicant's Name_____ Date of Activity_____

Name of presentation, article, book, research project, or grant_____

_____

Name of Provider (conference, journal, publisher, funding source)_____

_____

Date	Number of hours	Accumulated Number of hours

Form E - Service Meeting Log

This form is to be used to record meeting dates and times for verification of Service to the Profession. Keep a separate log for each different service project you do.

Name: _____ University/College_____

Committee/Activity:_____

Date:_____From:_____To:_____Total Time:_____

Summary of activity:_____

_____

_____

Verification:_____

Date:_____From:_____To:_____Total Time:_____

Summary of activity:_____

_____

_____

Verification:_____

Date:_____From:_____To:_____Total Time:_____

Summary of activity:_____

_____

_____

Verification:_____

Date:_____From:_____To:_____Total Time:_____

Summary of activity:_____

_____

_____

Verification:_____

Date:_____From:_____To:_____Total Time:_____

Summary of activity:_____

_____

_____

Verification:_____

Appendix B: Professional Development Definition
Kansas Independent Colleges Professional Development Council

91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

Applicable KSDE Regulations

91-1-200	Definitions
91-1-205.	Licensure Renewal Requirements
91-1-206.	Professional Development Plans for License Renewal
91-1-207.	Renewal of Certificates Issued Before July 1, 2003
91-1-208.	General Requirements
91-1-213.	Vocational-Technical Certificates
91-1-214.	Criminal History Records Check
91-1-215.	In-Service Education Definitions
91-1-216.	Procedures for Promulgation of In-Service Education Plans; Approval by State Board; Area Professional Development Centers' In-Service Programs
91-1-217.	In-Service Education Professional Development Council
91-1-218.	Awarding Of Professional Development Points
91-1-219.	Expenditures For An In-Service Education Program

Appendix III: Individual Professional Development Transcript
The Kansas Independent Colleges Professional Development Council

Legal Name of the Institution	Telephone
Name of Applicant	Social Security Number

Title of Professional Development Activities	Date Completed	Hours Awarded	Content Endorsement	Professional Education	Service to the Profession	College University Credit
Total Professional Development Points						

VERIFICATION:

Applicant (signature) Date (Not required)

Chairperson, KIC PDC (signature) Date

From: Grant, SuAnn
To: Edward Kalas
Subject: USD 207 PD Plan
Date: Monday, April 24, 2023 8:30:39 PM
Attachments: USD 207 Professional Development Plan exp. 7.31.27.pdf

---

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hi Ed,

Attached please find our Fort Leavenworth USD 207 Professional Development Plan for School Years 2022-2027. It is signed and approved by our PDC Chair on 4/18/23 and Board of Education President on 4/24/23 at their respective meetings.

I look forward to learning of the State Board of Education's approval. Thank you for all your support.

Sincerely,
SuAnn

Dr. SuAnn Grant
Deputy Superintendent
Fort Leavenworth USD #207
913-651-7373

PROFESSIONAL DEVELOPMENT PLAN

Fort Leavenworth School District
USD 207

School Years 2022-2027

Plan Approved by State Board of Education: TBD
Plan Expiration: 7/31/27

Five-Year Professional Development Plan Approval

The USD 207 Professional Development Council approved the following plan at its meeting held on 4-18-2023 as per KAR 91-1-216 (c), for submission to the Kansas State Board of Education for approval.

PDC Chair: Michael Somerville — 4-18-23

Signature — Date

The USD 207 Board of Education approved the following plan at its meeting held on 04/24/2023, as per KAR 91-1-216 (c), for submission to the Kansas State Board of Education for approval.

Board President: Myron D. "Mike" Mirswold — 04/24/2023

Signature — Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

Table of Contents

Contents	Page
Section I - Professional Development Council (PDC)	5
Section II - The District Professional Development Plan	9
Section III - Individual Professional Development Plans (IPDP)	11
Section IV - Awarding Professional Development Points for Re-Licensure	13
Appendices	18

Appendix A: PDC Forms/Ballot
Appendix B: PDC Officers
Appendix C: Greenbush Annual Training
Appendix D: 5-year Professional Development Plan
Appendix E: PDC Forms/Attendance
Appendix F: PDC Google Folder
Appendix G: PDC Training
Appendix H: PDC Surveys and Results
Appendix I: KESA Google Classrooms
Appendix J: District GC's Google Folder

Section I

Professional Development Council (PDC)

Introduction

***USD 207 Vision**: Creating lifelong learners and future leaders with 21st Century Skills.*

***USD 207 Mission**: To achieve the highest level of learning for all through the tenacious pursuit of excellence.*

USD 207 Goals:

- *Maximize educational opportunities for all students, while continually enhancing academic performance, promoting responsible citizenship, and encouraging lifelong learning.*
- *Provide a safe, nurturing, and disciplined school environment that is conducive to learning and confidence-building.*
- *Provide leadership and support to reinforce high expectations and standards for students, parents, and staff.*
- *Focus all resources to accomplish clearly defined outcomes in the areas of curriculum, staff development, technology, and facilities.*
- *Focus professional energies and resources to plan for current and future strategic initiatives for 21st Century learners.*

USD 207 Essential Beliefs:

We Believe:

- *Students want to learn and will achieve.*
- *Teachers want to teach and will excel.*
- *In high standards and expectations.*
- *Fundamental methods of best practice instruction are the foundation for learning.*
- *Technology enhances learning opportunities for all.*
- *Everyone will be treated with dignity and respect.*
- *Parental involvement will promote student success.*
- *In communication and collaboration.*

It is the philosophy of USD 207 that quality professional development combined with personal experience will foster the continuous professional growth of our staff. It is the purpose of the Professional Development Council to facilitate the professional learning of licensed staff members so that they will possess the knowledge and skills necessary to meet

the ever-changing needs of our students. This will be accomplished in part by providing the staff with opportunities to obtain the personal and professional growth needed to improve instruction and increase student learning. To do this, we will address three foci:

Individual Focus: Involve all staff. The individual licensed professional determines his/her/their own trajectory for professional growth in collaboration with the building administrator. The building professional development council representative can also provide assistance as needed.

School Focus: Schools align their professional development plan and student-impact activities with the district's mission and academic goals established by the USD 207 Board of Education, including exit outcomes and school improvement academic targets as identified in the School Accreditation Plan (currently KESA).

District Focus: The district will identify, organize, and promote professional development that is founded in what research has established as sound staff development practices including job-embedded staff development and action research. Additionally, the district will provide support and staff development to school and district administrators related to their leadership roles.

The USD 207 District Administration presents the Professional Development plan and focus for the upcoming school year to the Board of Education. Professional Development goals and objectives fall under the pillars of individual, school, and district foci as aligned with the Board of Education's Vision, Mission, Goals, and Essential Beliefs. With the unique and highly mobile military-connected student population we educate, ongoing and high-quality professional development is a priority.

Membership

The District Professional Development Council, comprised of administrators and teachers, will implement and monitor the professional development activities of the Fort Leavenworth Schools.

The District Professional Development Council (PDC) will be comprised of a teacher representative from each of the four school buildings. Additionally, one building-level administrator and one district office representative will serve on the PDC. In sum, four teachers and two administrators will serve as representatives on the PDC. Each council member is a voting member. Please note that there is currently one building administrator in each elementary school and two building administrators at the junior high school of which only one will serve as a PDC representative.

Annually, volunteers may express their interest in filling the PDC positions of four teaching staff members, one building administrator and one district administrator. In the case of multiple volunteers for any PDC position, building teacher teams will meet to discuss any issues and/or concerns regarding the volunteer(s) qualifications and the PDC needs and hold a vote by ballot at the May faculty meeting. The entire teaching faculty is provided the

opportunity to individually vote by ballot (Appendix A) in May. Votes will be counted by the Deputy Superintendent. The candidate volunteer receiving the most votes by simple majority will become that school's representative for the upcoming school year.

Licensed leaders at the building level and licensed leaders from the district office will each meet in their own groups and select their PDC representatives through majority vote.

The Deputy Superintendent is responsible for ensuring each of the four school buildings has a teacher representative and one building administrator as a current member of the PDC.

Names of the current building PDC members are documented and maintained at the District Office by the Deputy Superintendent in a shared Google folder (Appendix B).

Responsibilities

All PDC members will participate in the annual Greenbush training related to roles and responsibilities of council members and PDC members. This training is scheduled at the start of each school year by the Deputy Superintendent and held either onsite or virtually with electronic meeting invitations. At the completion of the meeting, the Deputy Superintendent completes and submits the documentation and attendance form to the Greenbush Service Center (Appendix C). Additionally in August, the PDC will review current operational procedures and the current five-year plan and make any necessary changes. Any plan updates will be documented on the second page of this plan which is housed in the shared Google file (Appendix D).

Annual Training

PDC members will provide onsite annual building-level training to all certified staff in August. This initial training is followed by ongoing guidance throughout the school year as needed. Each building PDC representative is responsible for ensuring that each teaching staff member receives the annual training. An attendance form (Appendix E) and documentation are maintained locally in a shared electronic Google Folder of the PDC which is monitored by the Executive Administrative Assistant at the District Office. The Deputy Superintendent will alert the individual PDC representatives as needed if any staff member does not complete the training by September 15th of each school year.

Operational Procedures

The PDC operational procedures are as follows:

The PDC will be represented by four teaching staff members, one building administrator, and one district administrator. Representatives will be selected annually. In the event of openings, a request for interested volunteer candidates will be made from the needed school building(s) and/or the building-level and district administrative team. It is the Deputy Superintendent responsibility to ensure that each of the four school buildings has a

teacher representative on the PDC, and additionally that one building-level administrator and one district office licensed leader also serve as PDC members.

Council members will elect a chairperson, vice-chairperson, and secretary each year. All officers are elected annually by consensus of the members and begin their terms at the first meeting in the fall. Duties of the officers include:

Chairperson:	Calls and conducts all meeting
	Calls special meetings as needed
	Attends board meetings when PDC business is on the agenda
Vice Chairperson:	Acts in the absence of the Chairperson
	Carries out other duties as determined by the PDC
Secretary/Recorder:	Keeps records of minutes of meetings
	Maintains a record of minutes in the District Office
	Carries out other duties as determined by the PDC

The Professional Development Council will meet a minimum of four times each academic year, either onsite at the school district board office or virtually. Meeting dates and times will be determined at an organizational meeting in August of each school year. Meetings are scheduled at a time when all representatives can attend. PDC meetings are open to all staff.

PDC member decisions are made by majority vote (of the four teachers and two administrators). Each member is involved in the approval/disapproval of points for licensure renewal. In the event of a tie, discussion will continue until a majority consensus can be reached or the item will be tabled. All meeting documentation will be stored in a shared electronic Google folder (Appendix F). Notifications of meetings will be sent electronically through email and Outlook calendar invites and all PDC activity announcements will be posted through PDP Toolbox.

The PDC Chair will represent the PDC on all PDC-related business at each Board of Education meeting. All other PDC members are invited but not required to attend and represent the PDC at each Board meeting. Parents and the public are involved and made aware of PDC content through monthly postings of Board meeting agendas and minutes.

All PDC documentation is maintained locally in a shared electronic Google Folder/Classroom which is monitored by the Deputy Superintendent at the District Office (Appendix F). Documentation is reviewed and updated during quarterly PDC meetings by the members.

All PDC forms are available in the shared Google folder (Appendix A). Training data is available to any staff member (Appendix G). In August of each school year, all staff members are trained how to login and access the district Google file using their district credentials of user name and password. New staff members will receive their PDD Toolbox user name and password during their new teacher training hosted by the district office at the beginning of the school year.

After review and approval, the PDC Chairperson will sign the district's five-year professional development plan. Following the PDC approval, the Board of Education will

review and approve the plan after which the Board of Education President will sign the district's five-year professional development plan.

Section II

The District Professional Development Plan

This document serves as the five-year plan based upon criteria established by the State Board of Education. The document, including the forms, are maintained in the shared Google file (Appendix D) which all staff can access and review. Training on how to access this occurs in August of each school calendar year.

Assessment of In-Service Needs Based on Results and Prioritization of School Improvement Needs Assessments

Throughout the school year, each building regularly reviews student assessment data to identify student needs towards meeting the standards. To accomplish this, teacher teams are provided daily plan time of 40-45 minutes. Additionally, a block of 90 minutes of duty-free time is provided to each staff member twice a month to allow for teacher teams at each building to collaborate in Professional Learning Communities to identify any gaps in individual student learning based on each content standard with particular attention devoted to any at-risk, English language learners, or special needs students. Instruction is then planned to include core instruction and tiered interventions. Diagnostic and progress monitoring for all students also occurs at a minimum of three times per school year with data collected and analyzed by each teacher team in each school building. Currently, district students are meeting and exceeding the standards as evidenced by their state assessment results with all grade levels performing above the state average for the past several years.

To ensure high levels of instruction that will meet the diverse needs of learners, the process for assessing in-service needs for staff development includes the opportunity for all staff to be involved with their individual voice. Each staff member is emailed a survey (Appendix H) in May for their input on professional learning needs for the upcoming school year. The survey results are tabulated by the Deputy Superintendent and the top responses shared with all staff which are maintained by the Deputy Superintendent in the shared Google folder (Appendix H). From these responses, professional learning topics and presentations are reviewed and implemented in the upcoming school year.

Identification of Goals and Objectives to Achieve the In-Service Needs

Individuals, schools, and the district align their professional development plan and student-impact activities with the district's mission and academic goals established by the USD 207 Board of Education, including exit outcomes and school improvement academic

targets as identified, documented, and maintained in the School Accreditation Plan KESA (Appendix I). These goals are focused on the whole child with particular attention to academic and social emotional needs. Goals and objectives for professional learning are developed from work completed within District Guiding Coalition meetings (District GCs) (Appendix J) and each school's Building Leadership Team (BLT) and/or Building Guiding Coalition (GCs). Documentation is maintained at the district and building level, which staff may regularly access after annual training each August.

Identification of Activities and Actions to Achieve the Goals and Objectives

From the identified goals and objectives, the district and schools align student-impact activities. The process includes building administrators informally surveying and discussing needs with the Building Leadership Team (BLT) and/or Building Guiding Coalition (GCs) as well as the entire teaching staff during PLCs and building faculty meetings to determine appropriate building-level professional learning opportunities for all staff to identify relevant activities. District-level activities are reviewed by the district guiding coalition members which include teacher representatives from each building at each grade level. Additionally, PDC members provide input during PDC meetings. Documentation and data are maintained at the district level (Appendix F).

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Need

Individuals, schools, and the district align their professional development plan and student-impact activities with the district's mission and academic goals established by the USD 207 Board of Education, including exit outcomes and school improvement academic targets as identified in the School Accreditation Plan - KESA. Staff members in each school identify student impact by utilizing a data wall to show student growth.

The impact is measured at the building and district level through:

- Assessment of students' academic performance on specific academic targets annually.
- Analysis of data measuring related student behaviors annually.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys.

The impact is measured at the individual classroom teachers' level through:

- Assessment of students' academic performance on specific targets at regular intervals, throughout each school year and/or annually.
- Analysis of data measuring student performance and behavior performed throughout the school year and/or annually.
- From the impact of professional learning, ultimately Individual and group student outcomes are reported to parents, patrons, and community members through various communication channels. These include student outcome reports and

teacher and school newsletters to parents, overall results to the Board of Education via reporting at their scheduled monthly Board of Education meetings, and globally via the school district website for all community members and future residents to view.

Reporting Results of Evaluation of In-Service Needs

The results of in-service are reported in quarterly district newsletters provided electronically to all district families and maintained in the district website at Communication Archive – Fort Leavenworth Unified School District 207. Monthly building site council meetings held at each school building provide opportunities for any community member to provide input or ask questions regarding any staff development and professional learning. Monthly site council meeting minutes are maintained at each school building.

Amending the Professional Development Plan

If the PDC's annual evaluation of the PD Plan in August shows the need to change the plan in order to close determined gaps and to meet the plan's goals and objectives, the PDC may amend it (Plan Updates, page 3). Through simple majority agreement, the final document is approved.

Once the amendment is approved, the Deputy Superintendent will add it to the Plan Updates form, describing the change and date upon which it was approved by the PDC. The document is maintained in the PDC shared electronic folder (Appendix F). New (and returning if needed) staff receive annual training from the PDC representative regarding the components of the PD Plan and how to access it electronically.

For the five-year KSDE review required by state regulations, the Deputy Superintendent also submits the proposed plan to KSDE via an emailed PDF document for it to be submitted to the state board by August 1 of the school year in which the plan is to become effective.

Section III

Individual Professional Development Plans (IPDP)

Individual Professional Development Plans for License Renewal

Each staff member's professional development plan should be tailored to fit their professional and personal needs. Developing a plan requires the same focus and identification of needs. Individuals should collaborate with their designated supervisor; assess their individual needs using the Teacher Self-Evaluation and Identification of Goals tool (Appendix F);

identify their individual professional development goals; determine their individual professional development strategies; write their professional development plan; analyze their progress, and revise the plan as needed.

Staff are trained by their building PDC representative in August at the start of each school year on the entire writing and submission process of their individual professional development plan utilizing the standard IPDP form (Appendix G). After writing their individual plan, each district employee will submit it electronically into PDP Toolbox to request approval. The PDC building representatives will review the individual electronic submission and either approve it or return it electronically for additional input and resubmission. After the individual PDP is approved by a building PDC representative, the submission moves forward for electronic approval by the district PDC representative. Each individual employee receives feedback electronically throughout the process. All forms and instructions on how to use PDP Toolbox are located at the Greenbush PDP Toolbox electronic site PDP Toolbox - Greenbush and in the shared PDP Google folder (Appendix G).

Each individual PDP will include one or more of the required areas (levels) listed below. The PDC building representatives will review the individual electronic submission and either approve it or return it electronically for additional input. An example of an area to consider is the analysis of student data from each school that will guide the professional learning needs in each school building. Student data can be utilized across all domains of a child and through all state, district, building, and classroom data sources. Schools will provide individuals with the opportunity to learn professionally in the three categories listed below.

Figure 1. PDP Categories

Categories	**Content**	**Professional Education**	**Service to the Profession**
Levels	"The What" Curriculum Subject Matter	"The How" Instructional Strategies, How we Teach, How we Deliver	School Improvement, Committee Work, Building, District, State, National

IPDPs for Licensed Professionals Who Live or Work in the District but are Not Employed by the District

Any educator who resides in the district boundaries but does not currently work for the school district is eligible to file and receive approval for an individual PDP with the PDC. These individuals may contact the district office and speak with the Human Resources Director. The Human Resources Director will verify their address, approve, and enter their name into the digital roster, and provide the individual with digital login information and an instructional video on how to access the website and complete the necessary information. An example of digital directions is located at PDP Toolbox - Greenbush.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

All forms and instructions on how to use the PDP Toolbox are located at the Greenbush PDP Toolbox electronic site at PDP Toolbox Greenbush and in the shared PDP Google folder (Appendix F and G).

Appealing the Non-Approval of an IPDP by the PDC

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section IV

Awarding Professional Development Points for Re-Licensure

Each district employee will file and receive approval for their individual PDP goals and point requests with the PDC. The process is completed electronically in PDP Toolbox at PDP Toolbox - Greenbush.

The PDC building representatives will review the individual electronic submission and either approve it or return it electronically for additional input and resubmission. After the individual PDP is approved by a building PDC representative, the submission moves forward for electronic approval by the district PDC representative. Each individual employee receives feedback electronically throughout the process (Appendix G).

Figure 2 below represents how staff can accomplish their professional development goals by earning points toward re-licensure. In addition to district-provided professional

learning, staff can individually determine their professional development activities.

Figure 2. PDP Categories and Points

KAR 91-1-206 Professional Development Plans for license renewal	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know that you didn't know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2X Original Knowledge-level points	2X Original Knowledge-level points	Not Applicable
Impact How has student performance improved? What has positively changed about the program?	3X Original Knowledge-level points	3X Original Knowledge-level points	Not Applicable

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the documentation accompanying a knowledge level points request is vague or confusing or unclear, PDC members will ask for additional information and/or clarification from the individual making the request before points will be awarded. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".

Following is the structure of the awarding of professional development points.

Level I - Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service education = 1 PD point per clock-hour
Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of their individual staff person's learning.

Service to the Profession = 1 point per clock-hour
Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
- Providing staff development.
- Samples of published articles or newsletters and an explanation of the time spent in writing.
- An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
- Serving on an onsite team for another school or district and an explanation of the time spent

Level II - Application

Points are awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios, or other artifacts.

Level III - Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level or content area curriculum.

Student Learning = 3 X Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
    - Study habits.
    - Improved school attendance.
    - Improved homework completion rates.
    - Independent observation of positive students' classroom behaviors.

- Increased enrollment in advanced classes.
- Increased participation in school-related activities.
- Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, she/he/they must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, she/he/they must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

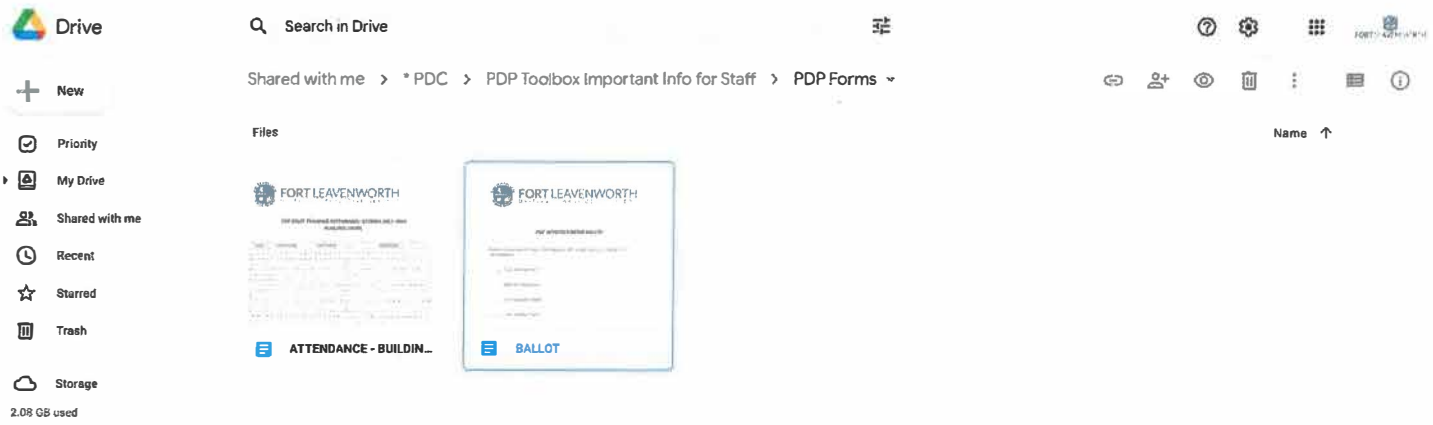
Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas of Content Endorsement Standards, Professional Education Standards, or Service to the Profession.

Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters

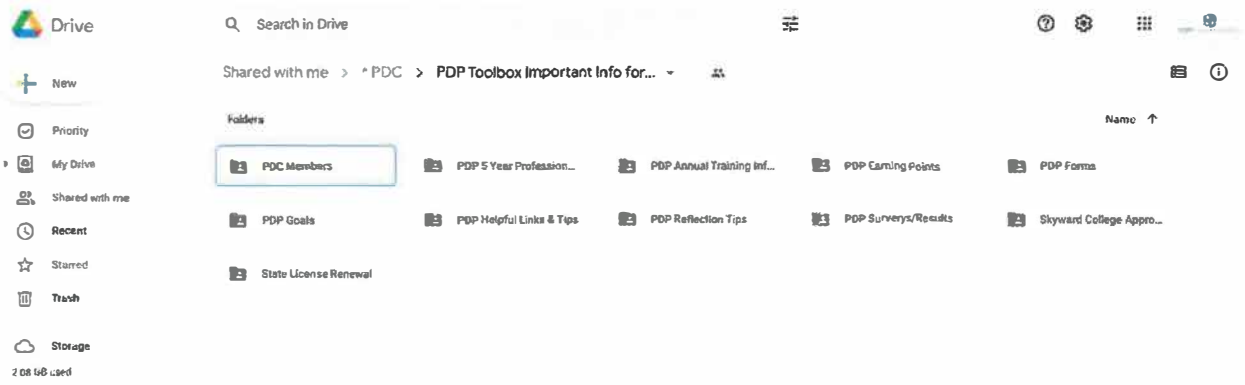
There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. No professional development points are considered for any other purposes related to employment or other local matters such as movement on the negotiated agreement salary schedule.

Appendices

Appendix A – PDC Forms/Ballot



Appendix B – PDC Members



Appendix C – Greenbush Annual Training

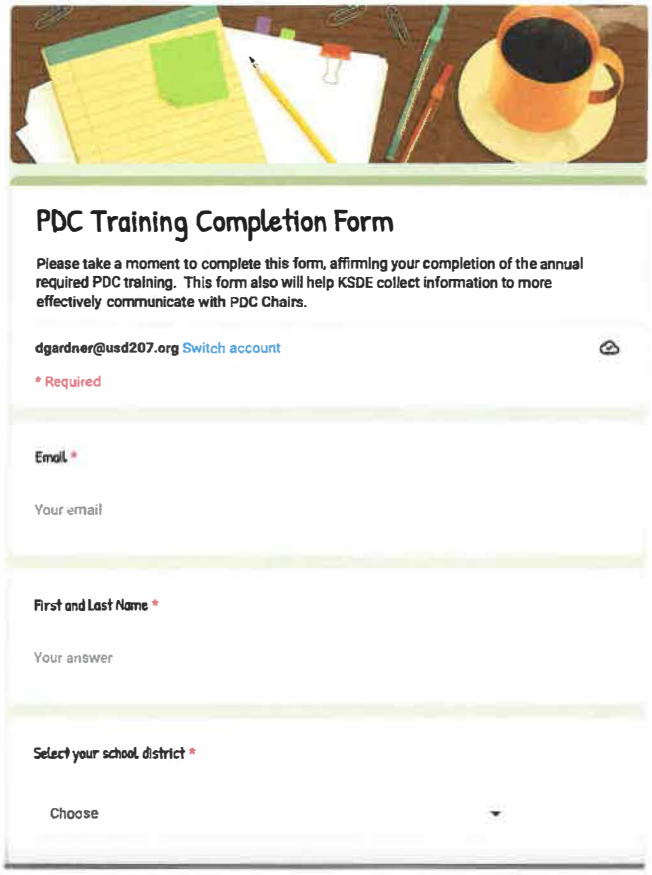
Greenbush PDC Training

PDC Training Video and Documentation

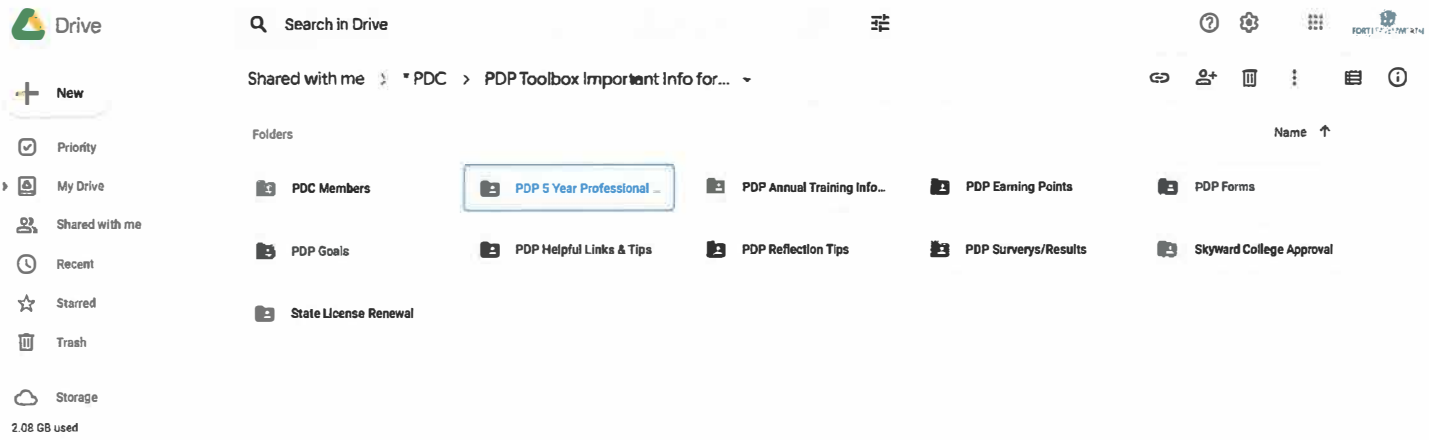
Resources for PDC and Staff

PDC/PDP Toolbox Resources
PDP Toolbox Resources for Teachers





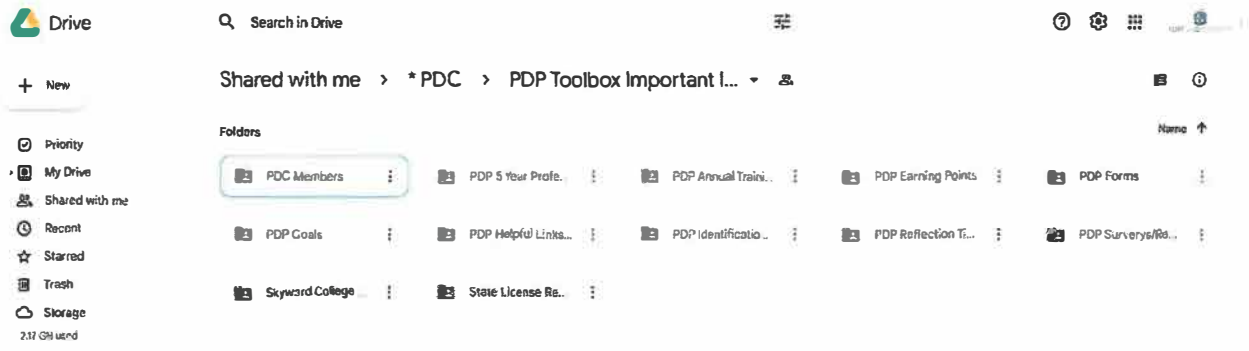
Appendix D – 5-year Professional Development Plan



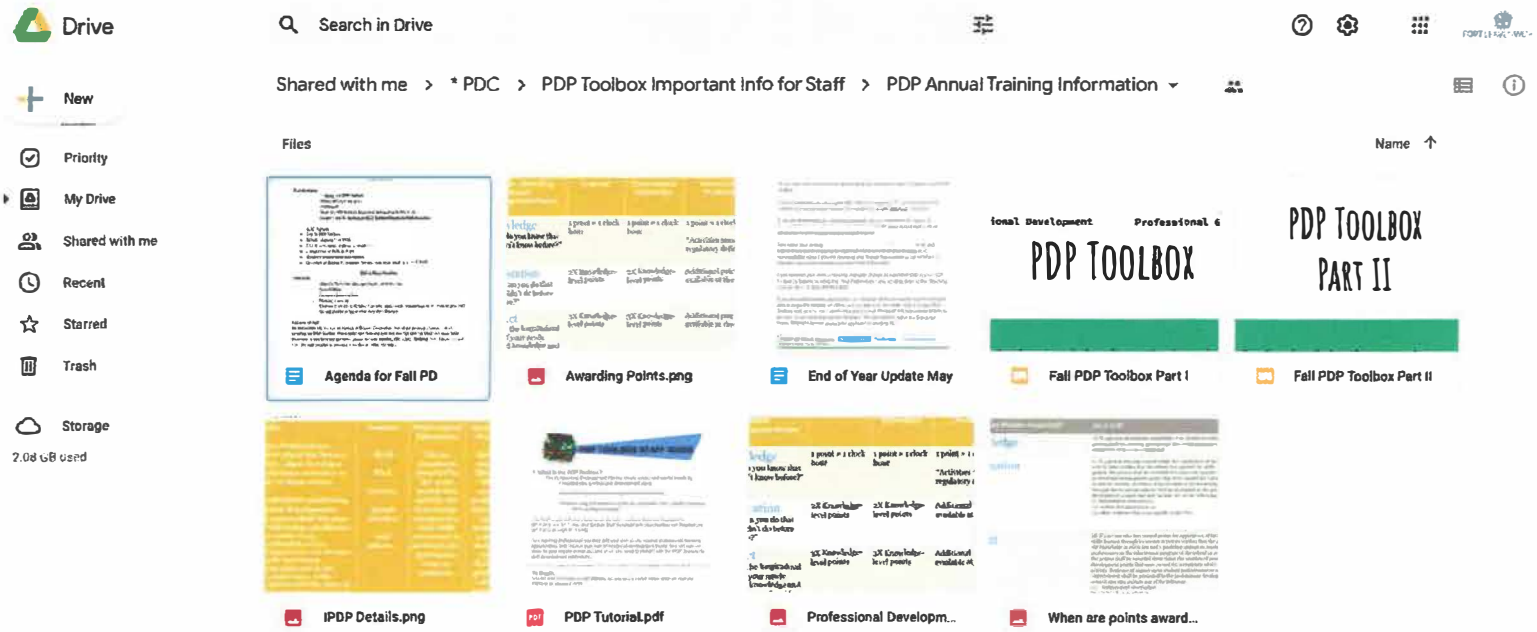
Appendix E – PDC Forms/Attendance



Appendix F – PDC Google Folder



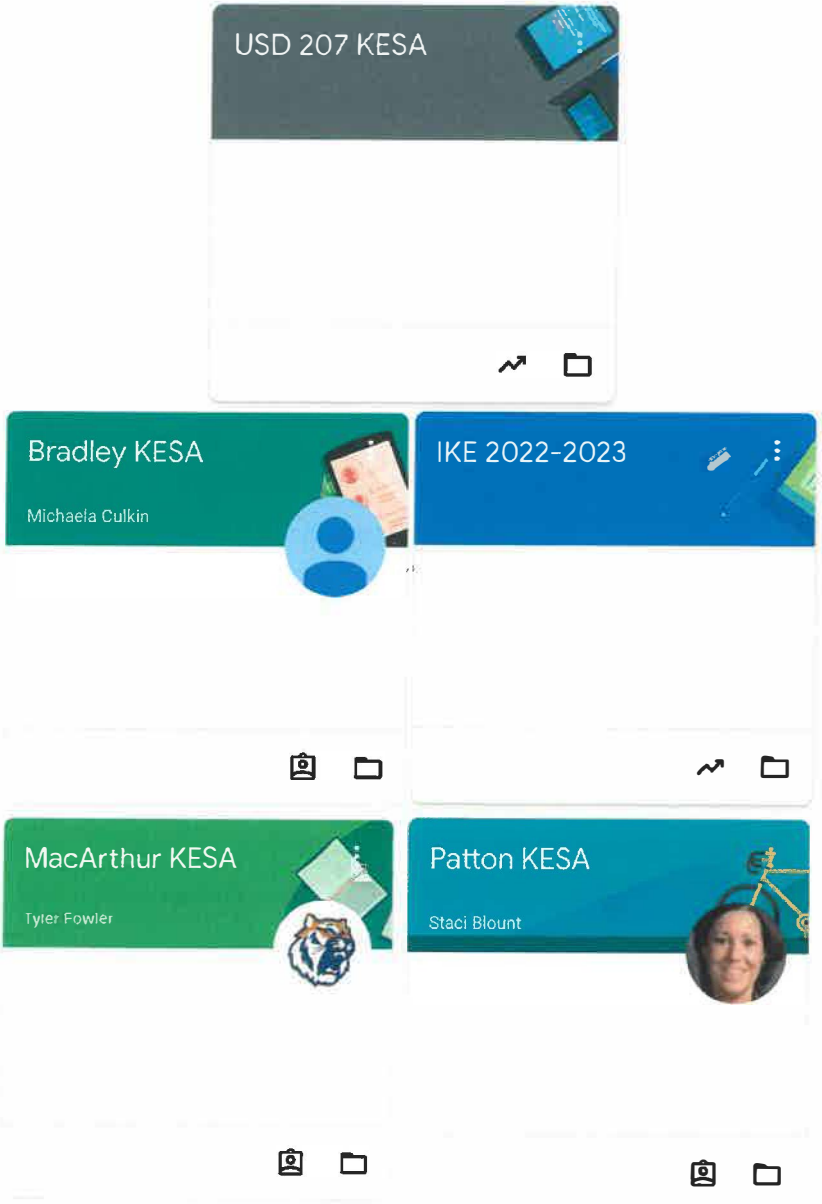
Appendix G: PDP Training



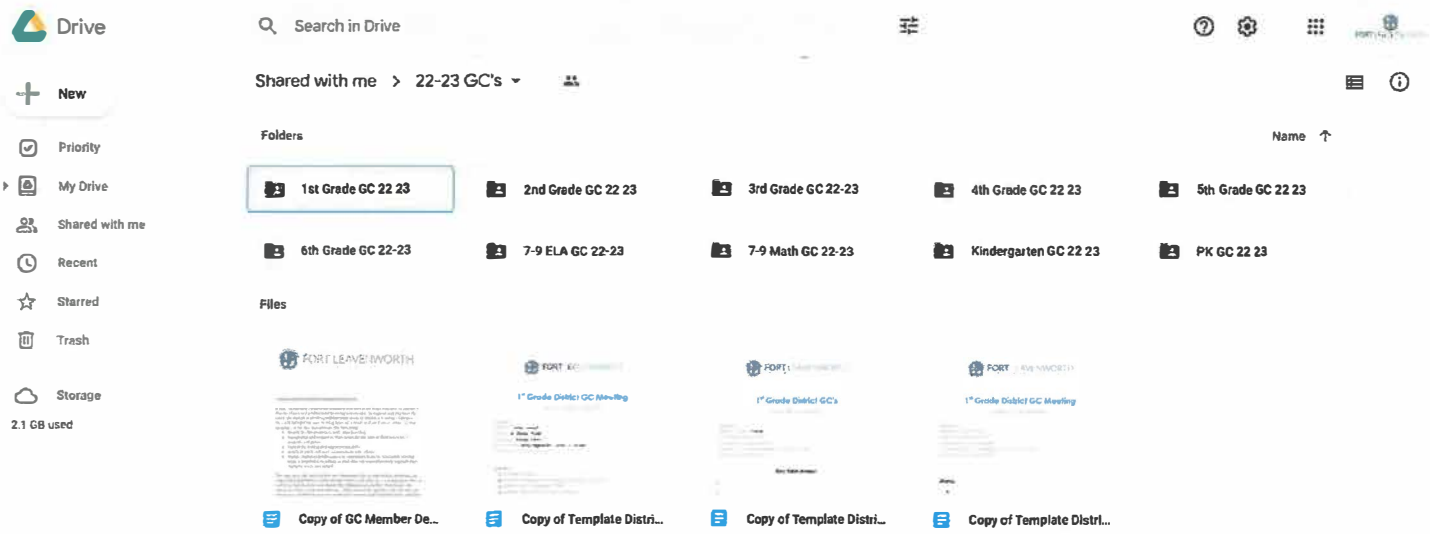
Appendix H: PDC Surveys and Results



Appendix I: KESA Google Classrooms



Appendix J: GC's Google Folder



From: Christy Hammer
To: Edward Kalas
Subject: pdc plan
Date: Tuesday, May 16, 2023 2:34:38 PM
Attachments: pdc plan 2023.pdf

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hi Ed,

Attached you will find the freshly approved PDC plan. Thank you so much for your help!

--
Mrs. Christy Hammer
Superintendent/K-5 Principal
Wallace County Schools, USD 241

Wallace County Schools
USD #241

Professional Development Plan



2022-2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 241 Professional Development Council approved the following plan, at its meeting held on May 16, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Marsha Klinge
Signature

5-16-2023
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

TABLE OF CONTENTS

TABLE OF CONTENTS	**2**
DISTRICT PROFESSIONAL DEVELOPMENT PLAN	**3**
PHILOSOPHY	5
1 PROFESSIONAL DEVELOPMENT COUNCIL (PDC)	5
1.1 & 1.2 - PDC REPRESENTATION OF THE LICENSED PERSONNEL & COMPOSITION OF COUNCIL	5
1. Council Membership will include:	5
POWERS, DUTIES, AND FUNCTIONS	6
1.3 OFFICES	7
DUTIES OF THE CHAIRPERSON	7
1.4 MEETINGS	7
1.5 - PURPOSE OF THE PLAN	8
1.7 - PROCEDURE FOR MAINTAINING PERMANENT RECORDS	5
2 INSERVICE EDUCATION PLAN	6
2.1, 2.2, & 2.3 - IN-SERVICE EDUCATION PLANS	9
2.4 - EVALUATION OF PROFESSIONAL DEVELOPMENT PLAN	6
2.5 - SUBMISSION OF PLAN	6
2.6 - AMENDING THE PLAN	6
2.7 - FIVE YEAR SIGNATURE PAGE	7
3 INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP) FOR LICENSE RENEWAL	11
3.1 - ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN GOALS	12
3.2 - FILING AND RECEIVING APPROVAL FOR IPDP	12
3.3 - OUT OF DISTRICT TO FILE AND RECEIVE APPROVAL FOR IPDP	12
3.4 - COOPERATIVE EFFORTS BETWEEN LICENSED PROFESSIONAL & SUPERVISOR	8
3.5 - SIGNATURE OF APPROVAL BY INDIVIDUAL & BUILDING LEADER	14
3.6 - PROCESS FOR APPEAL/NON APPROVAL OF IPDP	8
INDIVIDUAL PROFESSIONAL DEVELOPMENT POINTS	14
Service to the Profession	15
Content and Professional Standards	16
Knowledge Points	17
Application Points	17
Impact Points	18
REQUIREMENTS FOR RE-LICENSURE	18
GUIDELINES FOR AWARDING OF PROFESSIONAL DEVELOPMENT POINTS	19
Knowledge Level Points	19
Application Level Points	14
Impact Level Points	15
FRONTLINE EDUCATION FORMS	16-22
EXPENDITURES FOR INSERVICE EDUCATION PROGRAM	**23**
GLOSSARY	**24**
PD PLAN APPROVAL PAGE	**25**

Section One

Professional Development Council (PDC)

Introduction

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The District Professional Development Plan (DPDP) for Unified School District 241 is approved by the Kansas State Board of Education (KSBOE) to allow the use of professional education points for teacher licensure renewal. This plan complies with KSDE regulations. The Professional Development Council is charged with implementing and monitoring this plan.

PHILOSOPHY

The Professional Development Council believes that staff development is a combination of educational and professional experiences. The District Professional Development Plan will promote the professional growth of all licensed staff and other personnel (paraprofessionals, licensed substitute teachers), through a variety of learning experiences.

1 PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

The Professional Development Council is a representative group of district licensed personnel which advises and informs the USD 241 Board of Education in matters concerning the planning, development, implementation, and operation of staff development activities and the District Professional Development Plan.

The purpose of the council is to foster continuous professional growth for licensed staff. The council's ultimate aim is better learning for students through the support of the district Results-Based Staff Development plans.

1.1 & 1.2 - PDC REPRESENTATION OF THE LICENSED PERSONNEL & COMPOSITION OF COUNCIL

1. **Council Membership will include:**

a. Three member teachers selected to represent the building levels, one for each level: K-5, 6-8, and 9-12.

~~b.~~ One district administrator/licensed leader representing the district's licensed leader staff.

Although not PDC members, all other administrators will provide advice/consultation to the PDC.

2. **Method of Rotating the Membership**

All members will serve on a voluntary basis with nominations open for replacements each year.

Term

Term of office for the PDC will coincide with the contract year.

3. **Method of Selection**

a. The teacher members of the council will be selected by the faculty they represent at the building levels, one for each level: K-5, 6-8, and 9-12.

b. In August, the PDC Chair will email all licensed teachers to find staff willing to serve on the PDC. Those names will be placed on a ballot and sent to each building and each building will select one representative and report the name to the PDC Chair.

c. In August, the Administrator/licensed leader member will be selected at a meeting of district licensed leaders and the name of the new PDC member will be given to the PDC Chair.

4. **Vacancies**

Vacant positions will be filled by the licensed group the position represents using the method of selection as stated above. The PDC chair is responsible to ensure a 3:1 ratio of teachers to administrators and will act to correct any discrepancies.

POWERS, DUTIES AND FUNCTIONS

The Professional Development Council will:

1. Develop, revise, and implement the District Professional Development Plan within the guidelines and criteria established by the KSDE.

2. Review the District Results-Based Staff Development Plan and plan district professional development activities that support this plan.

3. Attend respective Faculty Advisory Council and Curriculum Coordinating Council meetings when appropriate.

4. Review, suggest modifications, and approve each Individual Development Plan (IDP).

5. Review, validate, and verify the staff development points/credits granted for activities completed on each IDP.

6. Provide the Board of Education with an annual report of the council's activities. This report will be made in May and will include a summary of the previous year's staff development activities and plans for the current year.

7. Keep records and communicate the necessary business of the council.

8. Each member will annually attend online or in person state-mandated professional development council training provided by Greenbush consortium or another approved trainer. After completion of training, documentation (certificate) of the training will be reported to the chairperson, who is responsible to ensure all current PDC members have received this training for the current year.

1.3 OFFICES

1. **Officers**

The council will select the chairperson with a majority vote.

2. **Terms of Office**

A chairperson is elected for one year and can be re-elected. The terms of office will begin July 1.

3. **Trainings**: Each member will annually attend online or in person state-mandated professional development council training provided by Greenbush consortium or another approved trainer. After completion of training, documentation (certificate) of the training will be reported to the chairperson.

4. **Resignation and Replacement**
a. The chairperson can resign from office provided a letter of resignation is submitted. This letter should be submitted at least one month prior to the effective date of resignation.
b. Vacancies in the chairperson's position will be filled by a majority vote of the PDC at its next meeting.

DUTIES OF THE CHAIRPERSON

1. Calls and presides at all meetings.
2. Prepares an agenda for all meetings.
3. Notifies members of meetings.
4. Appoints PDC members to subcommittees.
5. Receives resignations from PDC members.
6. Ensures the IDPs are completed, accurately maintained, and safely stored in the online Frontline Education website.
7. Carries out any other duties as described in this document or assigned by the council.
8. Maintain documentation.

1.4 MEETINGS

1. PDC will meet on the last Monday of each month, at 7:15 am, in the Conference Room.

2. Items for consideration by the PDC can be proposed by members of the PDC or licensed personnel of USD 241.

3. A majority of the voting membership will constitute a quorum.

4. All voting decisions will be by a simple majority of the PDC. If there is a tie, the PDC chair will make the final decision.

5. Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.

6. Records of the PDC will be maintained on school property or with frontlineeducation.com.
a. Electronic records of all individual professional development information will be maintained.
7. The PDC chair will notify members of the meetings by email a week in advance.
8. All certified teachers are notified about PD opportunities that are held via email.

1.5 - PURPOSE OF THE PLAN

This USD 241 Professional Development Plan will assist qualified staff to

1. Apply research to instructional improvement and decision making.
2. Use learning strategies and assessments appropriate to the identified student learning goal.
3. Apply knowledge about human learning and development.
4. Use knowledge and skills to collaborate professionally for school improvement.
5. Establish guidelines for earning and awarding professional development points.
6. The PDC Plan will be reevaluated at least every 5 years based on the Professional Development Statutes and following the guidelines established by the state board and KARA 91-1-217 (b) (3)

1.7 - PROCEDURE FOR MAINTAINING PERMANENT RECORDS

1. Records of the PDC will be maintained on school property or with frontlineeducation.com.

a. Electronic records of all individual professional development information will be maintained.

b. Prior to May 31st, the district will annually print a hard copy of each transcript. The transcript shall include professional development activities for the licensing period. When an individual leaves the district he/she may request a Professional Development Transcript.

c. Transcripts are available at www.frontlineeducation.com. Each participant is expected to examine the transcript for errors and notify the PDC of any necessary corrections.

2. Professional development information, related to the individual educational plans of each professional educator, will be treated as confidential material. Each professional educator will have access to his/her file.

3. Each educator's Professional Education Transcript will be available online with frontline education.com.

Section Two

The District/System Professional Development Plan

2 INSERVICE EDUCATION PLANS

2.1, 2.2, & 2.3 - IN-SERVICE EDUCATION PLANS

1) Individual in-service needs for staff development are assessed by a survey sent to all staff. Each individual educator, building staff, and system-level staff will annually be surveyed to determine the needs of professional development. The school improvement plan will assist in the alignment of the building level and system-wide professional development plan.
2) The goals and objectives will be developed using the results of the survey.
3) Activities for individual, building, and system levels are determined after the survey results have been compiled.

2.5 - SUBMISSION OF PLAN

The proposed PD plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

Assessment of In-Service Needs based on results and prioritization of school improvement needs assessments

A. Collect data from teacher surveys addressing needs for personal professional development as well as needs for the district
B. Obtain required professional development trainings suggested by the local board of education
C. Use provided information as determined by new cycles of the accreditation process and MTSS facilitators
D. Annual state required trainings

Identification of Goals and Objectives to Achieve the In-service Needs

A. Support the requirements of the State Board of Education through the accreditation process
B. Implement professional development as required by local board of education
C. Provide ongoing and effective professional development opportunities for teachers in the following areas but not limited to:
   i. School improvement process
   ii. MTSS
   iii. Curriculum development and implementation
   iv. School & Community Relations
   v. Effective instructional practices as identified by DLT and staff

vi. Assessment training and analysis
vii. Crisis management and safety procedures
viii. Leadership opportunities
ix. To aid and maintain development of individual professional goals for each educator
x. To provide productive in-service opportunities for certified staff both in district and at out of district

Identification of Activities and Actions to Achieve the Goals and Objectives

Activities could include, but are not limited to the following:

A. School improvement process training for DLT as each cycle requires maintenance of existing goals along with new expectations
B. TASN workdays to implement all components of the MTSS process
C. Curriculum development and implementation processes along with interpretation of state standards for all content areas
D. School & community relations- continually use information from surveys and then analyze data to improve communication and positive relationships between the school, families, and the community
E. Effective instructional practices to be implemented and continued in each classroom and data collected during teacher evaluation
F. Assessment training and analysis for all staff to drive instruction to meet the needs of all students
G. Crisis management and safety procedures practiced and include local law enforcement, EMS, and fire department
H. Leadership training opportunities

These activities could be completed on scheduled in-service dates, late starts, and other designated professional development days.

4) (PDC) Evaluative Criteria to determine levels of success in meeting the in-service needs

A. Increased student achievement. Assessment of student performance on FastBridge reading and math benchmark indicators as well as given behavioral data
B. Increase percentage of students in tier 1 and less in tier 2 and 3
C. Analysis of STAR and earlySTAR reading data measuring mastery of standards
D. Analysis of State Assessment Data
E. Teacher evaluation data collected from walk throughs using effective instructional practices that have been implemented

2.4 - EVALUATION OF PROFESSIONAL DEVELOPMENT PLAN

Every five years, the Professional Development Council will evaluate the District Professional Development Plan. In conducting this evaluation, the council will consider the following questions.

Context
Is professional development ongoing and job-embedded? (the supporting framework for the district's professional development)

Process
Does decision-making, communication, and team building function effectively? (the "how" for conducting professional development)

Content
Are the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity being addressed? (the "what" of the professional development)

5. Reporting Results of Evaluation of In-Service Needs

A. Informing staff members and the board of education on the results of evaluations, decisions and activities of the Professional Development Council will be done through the school email.
B. The results of the survey will be documented through the district PDC electronic file housed within the district folder.
C. The administrator will maintain the documentation.
D. The forms for the survey may be found electronically and will be sent out in email.
E. Data collected from the survey may be used to determine future needs and housed in the electronic district PDC folder.

2.6 - AMENDING THE PLAN

To improve the quality of staff development, the PDC continually assesses its needs and evaluates the activities it has tried. That cycle should create the need for changes to the Professional Development Plan.

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans (IPDP)

3 - INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP) FOR LICENSE RENEWAL

All licensed staff will participate in the district professional development plan. Any licensed educator in the state of Kansas will re-license using professional development points.

All professional development points must be in the areas of Service to the Profession, Content Standards, and Professional Standards (instructional strategies). (see glossary for definitions)

All requests and reports will be done online at frontlineeducation.com.

3.1 - ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN GOALS

By September 1, each individual will update their IPDP form in frontlineeducation.com. (see sample form in appendix)

3.2 - FILING AND RECEIVING APPROVAL FOR IPDP

IPDP forms will be approved by the PDC at the October meeting and filed online at frontlineeducation.com

3.3 - OUT OF DISTRICT TO FILE AND RECEIVE APPROVAL FOR IPDP

Community or out of district patrons need to contact the district office to receive information on using Frontline to file and receive approval for their IPDP.

Community and district patrons may participate in the district professional development plan and will be assigned a PDC contact. Any licensed educator in the state of Kansas will re-license using professional development points.

All professional development points must be in the areas of Service to the Profession, Content Standards, and Professional Standards (instructional strategies). (see glossary for definitions)

All requests and reports will be done online at frontlineeducation.com

IPDP forms will be approved by the PDC at the October meeting and filed online at frontlineeducation.com

3.4 - COOPERATIVE EFFORTS BETWEEN LICENSED PROFESSIONAL AND SUPERVISOR

The Building Leader and the licensed professionals meet annually, prior to September 1, to review the IDPD in order to ensure that the plan meets the district goals as well as the licensed professional's needs and includes the following steps:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development plan

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments.

Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

3.5 - SIGNATURE OF APPROVAL BY INDIVIDUAL & BUILDING LEADER

Once the IPDP is reviewed by the building leader, who may approve it, the IPDP will be reviewed by the PDC. When the IPDP has received approval, the plan will be printed and signed by both the individual and the PDC chair.

If the IPDP is denied or needs further information, the IPDP will be returned to the individual for changes and/or modifications with recommendations from the PDC.

3.6 - PROCESS FOR APPEAL NON-APPROVAL OF IPDP

The licensed professional may come to the PDC in order to defend the IPDP. Any individual staff member who is aggrieved by a decision of the Professional Development Council can request that the council review its decision. A request for review shall be made in writing to the PDC chair within 30 days following the original date of the decision.

The individual staff member can meet with the council at the next regularly scheduled meeting to personally discuss the merits of his/her plan. The individual can present reasons why he/she feels the council was incorrect and submit whatever additional information can be of assistance to the council in acting upon the review.

If the PDC and licensed professional cannot come to an agreement, then the licensed staff member may appeal the decision to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

AWARDING PROFESSIONAL DEVELOPMENT POINTS

If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".



IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Service to the Profession

All Service to the Profession points are one point per hour and may not be used for application or impact (doubled or tripled). Submit all Service to the Profession points through the Knowledge Point Request form in FrontlineEducatin.com. (See sample form in appendix)

Service to the Profession points may be earned in the following areas.

District councils and committees
One point shall be awarded for every hour of participation in the following district sponsored groups. Examples include but are not limited to:

- Professional Development Council
- District Level Team
- Mentoring
- Building Level Teams
- Curriculum Coordinating Council
- MTSS Team
- Negotiating Team
- Student Support Team

Professional Organizations
One point shall be awarded for every hour of participation on councils or committees outside of the district. Examples include but are not limited to:

- KSDE appointed committees and councils.
- State level professional organizations (KATS, KMEA, KLFA, KNEA).

Supervising a Pre-Service Teacher
One point per hour of documented structured mentoring (see glossary)

Publication in an Approved Educational Professional Media
One point shall be awarded for every documented hour spent in writing.

Providing Staff Development
One point shall be awarded for every documented hour spent in preparation for and presentation of staff development activities.

Additional Opportunities
The PDC will consider other means of obtaining points in the area of Service to the Profession. Individuals must submit requests for consideration to the PDC. Prior approval is required.

Content and Professional Standards

Following are guidelines for earning points in the area of Content or Professional Standards (instructional strategies). Points earned at the knowledge level may be enhanced at the application and impact levels.

Knowledge Points
Level 1

Knowledge: What do I know now that I did not know before?

Activities to acquire knowledge points may include but are not limited to college courses, participation in workshops and conferences, study groups, observations, and visits to other classrooms or schools.

One Contact Hour = One Knowledge Point

Application Points
Level 2

Application: What am I doing now that is different than before?

To earn application points the individual must demonstrate that what was learned at the Knowledge Level has been applied over an extended period of time in the classroom or as a presentation in a professional development activity. Application must be in the areas of classroom instruction, curriculum work applied to the classroom, student assessment, or staff development provided to peers.

2 X Knowledge Level Points

Application Process

Acquisition of application points begins with the completion of an Application Level Request Form (see sample form in appendix). This requires the following process:

- Individual completes an Application Level Request Form.
- Individuals meet with their immediate supervisor to review the Application Level Request Form.
- The individual and his/her supervisor agree to the request and the supervisor grants approval.

The Request for Application Level Points requires that the applicant answer the following questions.

- What are you going to do?
- What are the expected results?
- How will this happen?
- What will be your evidence?

The Request for Application Level Points must include at least two of the items listed below. Prior to validation, these items must be reviewed by the applicant and a peer or supervisor.

- Practice with feedback from a peer, administrator, or other person that takes place at least once a semester.
- Video/audio tapes made and reviewed at several intervals during the semester.
- Documentation such as lesson plans from throughout the semester.
- Examples of student work and/or projects used in the classroom over an extended period of time.
- Other things approved in the application process.

Impact Points
Level 3

Impact: **How has student performance improved?**
What's changed about the program(s)?

To earn Impact points the individual must demonstrate that what was learned at the Knowledge and Application level has resulted in a positive change in student achievement or behavior over an extended period of time. This may be in the areas of classroom instruction, curriculum work applied to the classroom, student assessment, or staff development provided to peers.

3 X Knowledge Level Points

Application Process
Acquisition of impact points begins with the completion of an Impact Level Request Form (see sample form in appendix). This requires the following process:

- Individual completes an Impact Level Request Form.
- Individuals meet with their immediate supervisor to review the Impact Level Request Form.
- The individual and his/her supervisor agree to the request and the supervisor grants approval prior to implementing the request.

The Request for Impact Level Points requires that the applicant answer the following questions.

- What is the expected impact?
- What are you going to do?
- How are you going to assess the current level of student performance/behavior?
- How are you going to assess the level of student performance/behavior after implementing this plan?
- How will the results be shared?

The request for impact level points must include measures to be used in gathering evidence of changes in student achievement or behaviors. These may include:

- Student academic performance
- Student behaviors
- Attendance
- Discipline incidents
- Student time on task
- Homework completion rates
- Enrollment in advanced classes
- Participation in school related activities
- Graduation and/or dropout rate
- Other measures approved in the application process

REQUIREMENTS FOR RE-LICENSURE

Professional Development points and post-graduate hours are used for re-licensure. It is each participant's responsibility to submit a Teacher License Renewal Application to KSDE within six months prior to license expiration date. The Professional Development Transcript must be submitted to KSDE by the district office after receiving notice from the state licensure department. Applications for teaching license and license renewal must be made within the guidelines of KSDE.

Re-licensure of teachers with a Bachelor's degree:

- Requires 160 professional development points.

- Requires that each of the 160 points be earned during a five year period immediately preceding renewal of the license.

- Requires that a minimum of 80 points be earned from an authorized educational agency. (see glossary)

- Allows for a maximum of 80 points to be earned through professional development activities.

Re-licensure of teachers who have an advanced degree:

- Requires 120 professional development points.

- Requires that each of the 120 points be earned during a five year period immediately preceding renewal of the license.

- Allows the 120 points to be any combination of points earned through professional development activities or earned from an authorized educational agency. (see glossary)

GUIDELINES FOR AWARDING OF PROFESSIONAL DEVELOPMENT POINTS

- Clock hours of attendance will be validated to the greater half hour.

- Hours in attendance cannot include travel time, registration and meals.

- One semester credit hour from a regionally accredited college or university is equal to 20 staff development points.

I want to receive Knowledge Level Points (and I have not filled out a "Conference/Leave Request Form") for an activity. What do I do?

Complete "Knowledge Point Request"
Other Details:
All blue sections must be filled out completely.
After you complete this form it will go to your building principal for pre-approval. This form, like all forms, will need to be pre-approved by you building principal. You will not be able to continue until the principal ok's pre-approval.

Wait for Principal Pre-Approval

Complete "Knowledge Validation Form"
Other Details:
To find this form you must select the name of the "Knowledge Points Request" you entered under the "My Request" section of FE. This should be seen as soon as you log into FE. Under the "Actions" section click on the "Knowledge Validation Form" and complete questions. Click "Save."

Mark Activity Complete
Other Details:
After you save your "Knowledge Validation Form" you will have an option to "Return to Main." Select this option.
You will now see "Mark Complete" under the "Actions" sections.
Select "Mark Complete" and select "Submit" on the next screen.
Your actions are complete to obtain Knowledge Level Points for this activity.
Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at anytime.

Application Level Points

I have earned "Knowledge Level Points" and now see where I would like to apply them in my classroom. I know that I can receive double points. What do I do?

Complete "Application Level Request Form"

Other Details:

To find this form you must select the name of the "Knowledge Points Request" you entered under the "My Request" section of FE. This should be seen as soon as you log in to FE. Under the "Actions" section click on the "Application Level" and complete questions. Please add the word "**Application**" in the title. All blue sections must be filled out completely.

After you complete this form it will go to your building principal for pre-approval. This form, like all forms, will need to be pre-approved. Your building level principal will need to meet with you to go over the request.

After the principal has pre-approved the activity, you can apply it in your classroom over the set period of time.

At the end of the set time, you can move forward with FE.

Apply Knowledge in the classroom

Complete "Application Validation Form"

Other Details:

To find this form you must select the name of the "Application Level Points Request" you entered under the "My Request" section of FE. This should be seen as soon as you log into FE. Under the "Actions" section click on the "Application Validation Form" and complete questions. Click "Save."

Mark Activity Complete

Other Details:

After you save your "Application Validation Form" you will have an option to "Return to Main." Select this option.

You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen.

You have now completed all action necessary to receive Application Level Points.

Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at anytime.

Impact Level Points

I have earned "Application Level Points" and now see where my student achievement/behavior might change. I know that I can receive triple points. What do I do?

Complete "Impact Level Request Form"

Other Details:

To find this form you must select the name of the "Application Points Request" you entered under the "My Request" section of FE. This should be seen as soon as you log into FE. Under the "Actions" section click on the "Impact Level" and complete questions. Please add the word **"Impact"** to the title. All blue sections must be filled out completely.

After you complete this form it will go to your building principal and superintendent for pre-approval. This form, like all forms, will need to be pre-approved. Your building level principal will need to meet with you to go over the request.

After the principal and superintendent have pre-approved the activity, you can implement it in your classroom over the set period of time. At the end of the set time, you can move forward with FE.

Monitor Classroom Achievement/Behaviors

Complete "Impact Validation Form"

Other Details:

To find this form you must select the name of the "Impact Level Points Request" you entered under the "My Request" section of FE. This should be seen as soon as you log into FE. Under the "Actions" section click on the "Impact Validation Form" and complete questions. Click "Save."

Mark Activity Complete

Other Details:

After you save your "Impact Validation Form" you will have an option to "Return to Main." Select this option.

You will now see "Mark Complete" under the "Actions" sections. Select "Mark Complete" and select "Submit" on the next screen. You have now completed all action necessary to receive Impact Level Points.

Final approval will need to be given by the principal and PDC. You can monitor this by selecting this request at anytime.

Knowledge Level Form

Use this form to submit a request for approval for a knowledge level activity.

Activity Information

Activity Title

Type of Activity --- Click To Select ---

Professional Development Area --- Click To Select ---

Description

URL for Description

Dates/Times/Location

of Meetings 1

Meeting Date 1

Meeting 1 Date

Start & End Time :00 To :00

Meeting #1 Location

Provider

Provider --- Click To Select ---

If NOT On List Enter Here

Points/Credits

See district Professional Development Plan to calculate points for this activity.
You must provide the Points OR Credits and a zero needs to be entered into the section NOT used.

PDC Points

College Credits

Goal(s) and Objective(s)

Select At Least One Goal

Goal : Curriculum

- ☐ Content
- ☐ Curriculum Alignment

Goal : Technology

- ☐ Integration

Goal : Classroom Management

- ☐ Managing Student Behavior

Goal : Time Management

- ☐ Managing Personal Time

Goal : Interpersonal

- ☐ Communication Skills

Goal : Student Evaluation

- ☐ Student Assessment

Building Goals

Building Goals

Purpose(s)

Select a Purpose(s) ☐ Certification

Comments

Comments

Finish

SUBMIT SAVE AS DRAFT

Knowledge Validation Form

General Info

User

Building

User

Building

Activity Title

Knowledge Validation Form

Your responses are NOT ANONYMOUS

How will the information gained impact your professional work?

Characters left **2048**

How will the information gained impact student achievement?

Characters left **2048**

How will you measure/assess the impact of this activity (on your work and on student performance)?

Characters left **2048**

Will you share what you learned with appropriate members of the building/district?

Characters left **2048**

Click Save To Exit

Application Level Request Form

Use this form to submit a prior completed knowledge level activity for application level approval.

Activity Information

Activity Title

Professional Development Area --- Click To Select ---

Brief Description of Knowledge Level Activity

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Provider

Provider --- Click To Select ---

If NOT On List Enter Here

Request for Application Level Points

Desc. of Project: What are you going to do?

Desired Outcomes: What are the expected results?

Implementation Process: How will this happen?

What will be your Evidence? Please consult PDC Plan for assistance.

Points

The number that appears below reflects twice the number of points you acquired at the Knowledge Level. Edit this number to reflect the portion of these Knowledge Level Points that are being submitted for Application Level Points (when necessary). The rigor of this Application Level activity should reflect the number of points being awarded.

PDC Points

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Curriculum
- Content
- Curriculum Alignment

Goal : Technology
- Integration

Goal : Classroom Management
- Managing Student Behavior

Goal : Time Management
- Managing Personal Time

Goal : Interpersonal
- Communication Skills

Goal : Student Evaluation
- Student Assessment

Building Goals

Select, if applicable

Purpose(s)

Select a Purpose(s)
- Certification

Comments

Comments

Finish

SUBMIT SAVE AS DRAFT

Impact Level Request Form

Activity Information

Activity Title

Brief Description of Application Activity

Professional Development Area --- Click To Select ---

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Provider

Provider --- Click To Select ---

If NOT On List Enter Here

Request for Impact Level Points

What is the expected impact?

What are you going to do?

How are you going to assess the current level of student performance/behavior?

How are you going to assess the level of student performance/behavior after implementation?

How will the results be shared?

Points

The points have been tripled for you below.

PDC Points (x3)

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Curriculum

- [ ] Content
- [ ] Curriculum Alignment

Goal : Technology

- [ ] Integration

Goal : Classroom Management

- [ ] Managing Student Behavior

Goal : Time Management

- [ ] Managing Personal Time

Goal : Interpersonal

- [ ] Communication Skills

Goal : Student Evaluation

- [ ] Student Assessment

Building Goals

Select, if applicable

Purpose(s)

Select a Purpose(s)

- [ ] Certification

Comments

Comments

Finish

SUBMIT SAVE AS DRAFT

91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

GLOSSARY

Authorized educational agency: Area professional development centers, state education agencies, and institutions of postsecondary education that are authorized under state law to award academic degrees, and other organizations that service school districts.

Coaching: Working one-on-one with another educator to improve teaching. Coaching may include observation and feedback, problem solving, and co-planning.

Content standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate. An example might be a Language Arts teacher attending a state reading conference.

Individual Professional Development Plan (IPDP): A plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan.

Levels of implementation: A three-point rubric used by schools to report progress on staff development goals. These are:

Level 1 Knowledge: Teachers know something that was not known before.

Level 2 Application: Teachers consistently use this knowledge and skill on the job.

Level 3Impact: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.

Licensure: The official recognition by the Kansas State Board of Education that an individual has met state requirements and is approved to practice as a duly licensed professional.

Pre-service teacher: A college student who is enrolled in educational coursework.

Professional development point: One clock hour of professional education. One semester hour of college credit counts as 20 professional development points.

Professional standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position. An example might be a Math teacher attending a Cooperative Learning workshop.

Service to the profession: Any activity that assists in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Structured Mentoring: Activities that consist of structured guidance and regular ongoing support that are designed to help the teacher/pre-service teacher continue to improve practice and develop instructional skills. Mentoring may include coaching, team teaching, building knowledge, translating into practice, and /or providing feedback through observation.

Wallace County Schools, USD 241

Professional Development (PD) Plan

2022-2027

5-year Professional Development Plan

Approval

The USD 241 Professional Development Council approved the following plan, at its meeting held on May 16, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chairperson Marsha Klinge Date 5/16/2023

PDC Member [signature] Date 5/16/2023

PDC Member Colleen Wagoner Date 5/16/2023

PDC Member [signature] Date 5/16/2023

From:	Holly Ingram
To:	Edward Kalas; Gil Alvarez; Susan Adams (AMAC)
Cc:	Akiko Tsuda
Subject:	USD 259 Signed 5 year PD plan
Date:	Friday, May 19, 2023 9:34:32 AM
Attachments:	image001.png PDC Approved 5 Year Plan 2023.pdf

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good morning Ed,

Please find the signed PD plan for Wichita Public Schools attached. Let us know if you need anything else.

Holly Ingram
Executive Director, Secondary Curriculum and Instructional Support

Department of Learning Services, AMAC

EVERY STUDENT FUTURE READY
EMPOWERED TO DREAM • BELIEVE • ACHIEVE

903 S Edgemoor | Wichita, KS | 67218
P: 316-973-4793
https://www.usd259.org/Page/2122
Twitter: @ingramhollyann

Wichita Public Schools

USD 259

PROFESSIONAL LEARNING PROGRAM

5 YEAR PLAN

2022-2027

Vision Statement

Wichita Public Schools will be the district of choice in our region, where all students and staff are empowered to dream, believe and achieve.

Mission Statement

Wichita Public Schools prepares all students to achieve college, career and life readiness through an innovative and rigorous educational experience.

Shared Beliefs

Our shared beliefs include student success, safety and belonging, family and community collaboration, visionary leadership, civic engagement, equity and diversity.

Strategic Themes

- Ensure Success for All Learners
- Prepare for College and Career
- Support the Whole Child
- Invest in Staff
- Engage Families and Community
- Communicate to Build Trust
- Align Resources and Infrastructure

Long-Term Goals

- Increase the high school graduation rate
- Increase the 3rd grade reading proficiency
- Increase the percentage of students completing dual credit, concurrent credit, industry certification or other college and career readiness opportunities
- Ensure that schools are trusted as safe places by students, parents, staff and community

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 259 Professional Development Council approved the following plan, at its meeting held on 5/18/2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Amy Baldwin 5/19/23

Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
5 year required update by WPS to Professional Development Plan into new template. Specific additions regarding identification of goals and objectives, activities and actions. Nov. 2022	Pending

Table of Contents

Topic	Page(s)
Introduction	2
Section 1 - Professional Development Council (PDC)	5
Introduction: Vision, Mission, Shared Beliefs, Strategic Themes & Goals	5
Membership	5-7
Annual Training	8
Operational Procedures	8-14
Section 2 - District/System Professional Development Plan	15
Assessment of In-Service Needs	16
Identification of Goals and Objectives to Achieve the In-Service Needs	16-17
Identification of Activities and Actions to Achieve the Goals and Objectives	18-19
Evaluative Criteria to Determine Levels of Success in Meeting the Need/s	19
Reporting Results of Evaluation of In-Service	20
Amending the Professional Development Plan	20
Section 3 - Individual Professional Development Plan	21
Individual Professional Development Plan (IPDP)	21
IPDPs for Licensed Professionals who live or work in the district but are not employed by the district	22
Appealing the Non-Approval of and IPDP by the PDC	22
Section 4 - Awarding Professional Development Points	23
Awarding Professional Development Points for Re-licensure	23

Awarding Professional Development Points for purposes related to employment or other local matters	24

Section One

Professional Development Council (PDC)

Introduction

The Professional Development Council (PDC) oversees the professional learning activities for Knowledge Level, Application Level, and Impact Level and awards points based on evidence provided by participants. The twelve-member committee comprised of six licensed teachers and six licensed administrators have access to review all professional development activities submitted on Frontline Professional Growth, the district's online professional management tool. The PDC is responsible for reviewing and approving all activities and points. A Curriculum and Instruction Executive Director will support the PDC in an advisory role as needed, but only the PDC members are involved in the activity/point approval process. Wichita Public Schools will monitor if the twelve-member team is able to handle the workload of reviewing and approving activities, and points for 4,000+ licensed staff to determine if additional committee members will be needed in the future.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

PDC Membership: The PDC is a representative group of the Wichita Public School employees with an equal distribution of teachers and administrators. There are 12 members composed of 3 elementary teachers, 3 secondary teachers, 3 elementary administrators, and 3 secondary administrators.

Administrative membership on the PDC is open to all licensed leaders in the district to sign up to volunteer. At a spring administrative meeting, the district administrators vote to select (if multiple volunteers) or vote to approve the volunteer into membership on the PDC. Each level, elementary or secondary, will receive its own volunteer listing from which to select its PDC representative.

Teacher membership on the PDC is open to all licensed teachers for the level need (elementary or secondary) in the district to sign up to volunteer. In the spring, teachers will vote via an electronic form sent through email from all teacher volunteers. The volunteer receiving the most votes that fits the needed opening (elementary to replace elementary or secondary to replace secondary) will be fill the open seat.

The PDC Chair is responsible for ensuring that Council has as many or more teachers as leaders and will act to maintain that ratio.

The Curriculum and Instruction Executive Director, the UTW President, the Professional Development Program Technician, and the Past Chairperson are available to advise the Council.

Duration/rotation of terms: A full term on the PDC consists of 3 years. The term of each member will end in July of the third year. A staggered membership is in effect which provides the PDC with a balance of experience. The district maintains a log of start and end dates to manage this.

Replacement of members - unexpired term: In the event of a member terminating PDC membership prior to completion of the three-year term, the district will use the procedures above to fill the open slot/s from the appropriate group represented.

Officers

Officer elections for the following school year will occur at the last regularly scheduled meeting of the school year. The PDC elects a chairperson, vice-chairperson, and secretary. These individuals, plus the past chairperson, serve as the Executive Council. The Executive Council has a major role in being the catalyst for providing direction and leadership of the Council.

Chairperson – Duties:

- Presides at all regular meetings
- Calls and presides at all special meetings
- Reviews and approves agenda created by the Professional Development Program Tech
- Serves as an ex-officio member of any subcommittee
- Interprets guidelines between meetings
- Prepares reports on the action of the PDC as needed
- Presents financial information to the PDC as needed
- Collaborates on yearly PDC tasks and timelines

Vice-Chairperson – Duties:

- Fulfills all the duties of the Chairperson in that person's absence
- Carries out all other duties requested by the Chairperson

Secretary – Duties:

- Prepares and maintains minutes of all regular and special meetings
- Posts minutes in PDC Team files
- Works with the PD Program Tech to maintain files of all PDC minutes, correspondence, records of

attendance of each PDC member and all other pertinent documentation

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The Professional Development Council will advise the local board of education in matters concerning the planning, development, implementation, and quality of the District Professional Learning Plan. The Council provides and receives training each year on district and state level Professional Development processes and regulations.

Wichita Public Schools utilizes the Standards for Professional Learning as a guide for planning, evaluating, and facilitating high quality professional learning in order to advance the learning outcomes of all participants.

The Professional Development Council is responsible for continued development of operational procedures based on reviewing and evaluating all in-district professional learning proposals to ensure they meet the Standards for Professional Learning.

This includes but is not limited to:

- All building level professional learning proposals
- All district level professional learning proposals
- Posting approved proposals as needed
- Requests from WPS licensed staff for credit for independent out of district professional learning, such as conferences and workshops specific to their work
- Requests from WPS licensed staff for re-imbursement for registration for out of district professional learning, such as conferences and workshops specific to their work
- Professional Learning plans submitted by licensed teacher within our district that are not USD 259 teachers

Standards for Professional Learning

1. **Learning Communities:** *Professional learning that increases educator effectiveness and results for all students* occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. **Leadership:** *Professional learning that increases educator effectiveness and results for all students* requires skillful leaders who develop capacity, advocate, and create support systems for

professional learning.

3. **Resources:** *Professional learning that increases educator effectiveness and results for all students* requires prioritizing, monitoring, and coordinating resources for educator learning.

4. **Data:** *Professional learning that increases educator effectiveness and results for all students* uses a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.

5. **Learning Designs:** *Professional learning that increases educator effectiveness and results for all students* integrates theories, research, and models of human learning to achieve its intended outcomes.

6. **Implementation:** *Professional learning that increases educator effectiveness and results for all students* applies research on change and sustains supports for implementation of professional learning for long-term change.

7. **Outcomes:** *Professional learning that increases educator effectiveness and results for all students* aligns its outcomes with educator performance and student curriculum standards.

From the Quick Reference Guide Standards for Professional Learning – www.learningforward.org

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

All site-based and/or department based Frontline Professional Growth representatives receive training on how to enter activities in Frontline Professional Growth, and how to verify attendance. PDC members receive training on reviewing, approving, or denying professional learning proposals in Frontline, as well as other functions to gain more information as needed. Greenbush provides an on-line training video on roles and responsibilities that each PDC member completes this in the first quarter and submits each year. The PDC Chair is responsible for ensuring that each current member has completed the required regulatory training for the current year. The documentation for that training will be maintained with the Professional Development Technician.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Meetings – Guidelines for PDC meetings

For the PDC to operate effectively, certain guidelines relevant to meetings need to be established and adhered to if the PDC is to make timely decisions.

Conduct Meetings:

- Regular meetings will be held from August through June, as necessitated by an agenda
- An agenda will be sent to each PDC member in advance of the meeting
- Meetings will be held in a public meeting room and will be public and open to whoever wishes to observe
- Except on request of the Chairperson, non-members may address the PDC only with prior approval of the Chairperson. Additions may be made to the agenda at the opening of the meeting, and only within such time limits as may be set by the Chairperson and/or PDC
- Special meetings may be called by the Chairperson or a majority of the PDC, provided that each member is afforded twenty-four (24) hours advance notice
- Consensus may be recognized and stated by the Chairperson of the PDC, provided no member requests a formal vote
- Voting: All decisions shall be made by consensus. If a formal vote is requested, the PDC will take a simple majority present, with a quorum being 7 voting members. In the event of a tie, a revote will be done electronically.
- A Curriculum and Instruction Executive Director or a representative from Learning Services will attend PDC meetings but are non-voting participants.
- PDC members receive an annual supplemental to financially reimburse them for their time of the activity/points approval process and for attending the meeting that extend beyond the professional day

Agenda

- Items for consideration by the PDC may be proposed by the members or any personnel of USD 259
- Items must be submitted with all required documentation in Frontline Professional Growth. The agenda is developed by the Learning Services Program Technician based on requests in Frontline
- The agenda and notification of the meeting shall be distributed to the PDC. Copies may be distributed to the Superintendent. The Chairperson shall determine the amount of time to be spent on each agenda item

Attendance:

- Attendance of members at all meetings is imperative for effective operation. A PDC member who is absent more than twice per term year without giving notification may be asked to resign
- Member who are unable to attend are to notify the Learning Services office and/or Chairperson of the nonattendance prior to the meeting

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Strategies to improve teacher pedagogy and efficacy:

1) Raising the level of content that students are taught by providing **rigorous instruction** to teach to the cognitive level of the standards.

2) Increase teachers' **skills and knowledge** that they bring to teaching of the content through relevant and timely **professional development.**

3) Increase the level of students' **active learning** and **engagement** of the content.

4) Increase instructional leadership skills of building leaders through professional development, principal supervision, and school visits.

Assessment of in-service needs

The District Leadership Team (DLT), a team comprised of the Superintendent and leaders from academic, operations, finance and human resources, participate in ongoing 'Data Dive' exercises to analyze all types of quantitative data collected from the building and district levels from all areas of the

system. All data types are analyzed and the findings are presented to the BOE.

Annually, teachers complete a Professional Learning Survey. The survey identifies if teaching staff perceive PD offerings to align with their individual goals, the building's goals, and the district goals. The survey also asks teachers to identify additional PD topics needed to support their professional development. The DLT and Professional Development Council analyzes annually the results of the Professional Learning Survey completed by teachers, and development additional professional development recommendations based upon the findings. These topics are offered as differentiated professional development sessions during district in-service days. The survey data can be drilled down to the building level, and can be filtered by like positions. Each building receives their site survey data to guide considerations for building in-service days and other professional development times.

Identification of goals and objectives to achieve the in-service needs

Wichita Public Schools Professional Learning Priorities

Priorities Based on Needs

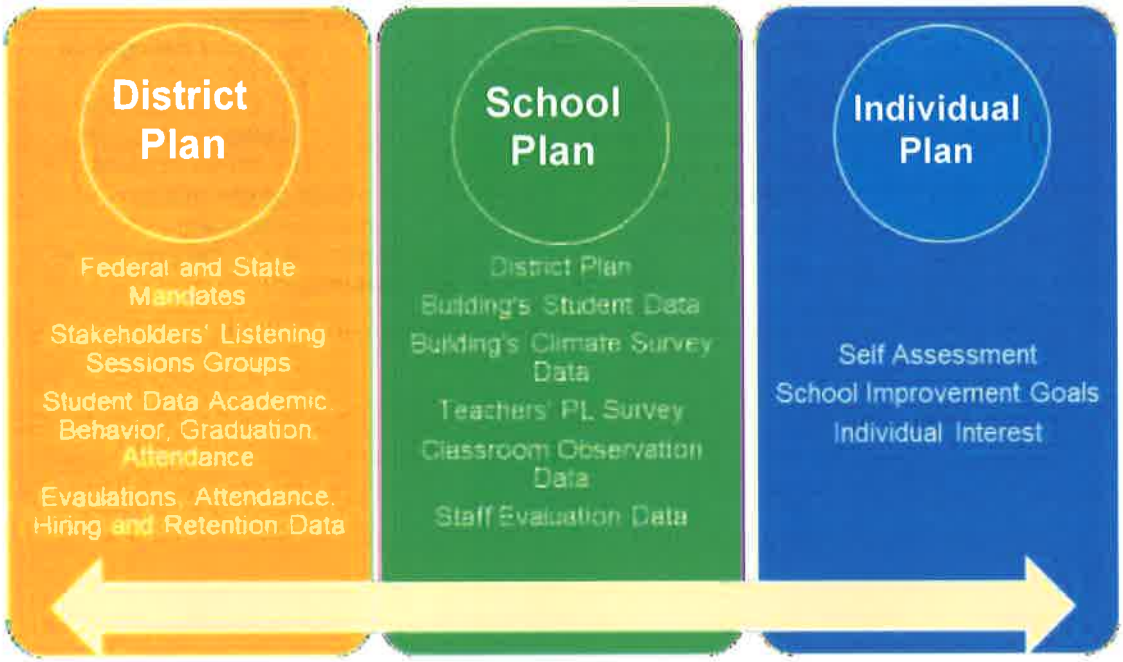
Shared beliefs, strategic themes, and long-term goals were established in priority order for district Professional Learning. Annual Professional Learning priorities will be determined by considering data from the following internal and external sources:

- Federal and state mandates
- Documented students' academic, behavior and social/emotional needs
- State and national standards
- Every Student Future Ready Plan
- Educational research
- Priorities from each building's goals development plan
- Classroom Observation Data
- Individual Professional Learning goals

Determining Needs and Focus

- Staff Evaluation Data
- BOE or Superintendent issues
- Curriculum, instruction and assessment needs
- Teacher analysis of formative student data
- Needs as identified by the accreditation process
- The Kansas Learning Network Report

Professional learning needs are determined from the district level to individual plans designed by staff. Yet, professional learning needs are reciprocal because individual staff needs also impact professional plans designed at the district level.



Identification of activities and actions to achieve the goals and objectives

Each year, elementary and secondary teams of teachers, instructional coaches, and district leaders meet to review and plan activities and actions looking forward over the next 3 years at each level. Professional Development Focus determines creation and implementation of activities and actions to meet the focus (objective).

2022-2025 Professional Learning and Implementation Elementary		
Lead Strategies	**Indicators of Success**	**Professional Development Focus**
• Teachers plan, implement, and assess lessons at the appropriate level of rigor via grade-level standards and scales. • Teachers provide engaging instruction aligned to grade-level standards using evidence-based strategies. • Teachers provide word recognition instruction aligned to grade-level standards using evidence-based teaching and strategies.	• Percent of students performing at target level on grade-level standards. • Percent of students showing progress in ELA interventions as measured by progress monitoring. • Percent of students showing proficiency on Predictive Interim Assessments.	• Standards aligned planning, implementation, and assessment with a balanced literacy approach. o Word Recognition - LETRS o Comprehension Strategies (WICOR) o MTSS Process • Building community, connectedness and relationships in the school and classroom.

2022 - 2025 Professional Learning and Implementation Middle School		
Lead Strategies	**Indicators of Success**	**Professional Development Focus**
• Teachers can plan lessons/units aligned to grade-level standards. • Teachers provide engaging instruction aligned to grade-level standards using evidence-based strategies. • Teachers use multiple forms of assessment to track student learning of grade-level standards and provide timely high-quality feedback.	• Percent of students assessed on grade-level standards. • Percent of students proficient on grade-level tracked standards. • Percent of students proficient on standards in the Predictive Interim assessments. • Percent of students showing growth on progress monitoring in ELA and Math Interventions.	• Standards-aligned planning, instruction, and assessment. • Research based instructional strategies (WICOR). • Culture, climate, and connectedness in the school and classroom.

2022 - 2025 Professional Learning and Implementation High School		
Lead Strategies	**Indicators of Success**	**rofessional Development Focus**
• Teachers can plan lessons/units aligned to grade-level content standards. • Teachers provide engaging instruction aligned to grade-level standards using evidence-based strategies • Teachers use multiple forms of assessment to track student learning of grade-level standards and provide timely high-quality feedback. • Teachers employ advocacy time to support students' connection to school, track progress, and utilize IPOS.	• Percent of students proficient on ELA & math growth assessments. • Percent of students proficient on ELA predictive interim. • Percent of students on track to graduate at the end of each semester by cohort year. • Percent of students completing and utilizing their IPOS. • Percent of students with regular school attendance.	• Standards-referenced planning, instruction, and assessment. • Research based instructional strategies (WICOR). • Culture, climate, and connectedness in the school and classroom.

Evaluative criteria to determine levels of success in meeting the in-service need/s

Professional Learning goals include identification of the levels of implementation of the levels of implementation (Knowledge, Application, and Impact). All levels should culminate in student achievement as described by the long-term goals on the Every Student Future Ready Plan. All district and building professional learning have a direct impact in accomplishing goals of:

- Increasing the high school graduation rate
- Increasing the 3rd grade reading proficiency
- Increasing the percentage of students completing dual credit, concurrent credit, industry certification or other college and career readiness opportunities
- Ensuring that schools are trusted as safe places by students, parents, staff and community

The data collected at the district and building levels related to each of the goals should demonstrate evidence of ongoing positive outcomes. If data does not demonstrate evidence of growth related to any of the long-term goals, then professional learning topics, delivery of professional development, resources, and coaching support will be re-evaluated to determine additional needs.

The district's professional development is assessed through multiple measures including:

- Walkthrough/observation data as collected through the iObservation online tool
- Professional learning tuning protocol (teachers bring back student evidence of implementation of PD and teacher dialogue occurs to learn of strengths and challenges of learning outcomes related to the PD topic implemented)
- Student learning outcomes that align with specific goals are monitored ongoing by district leaders. Data types include, but not limited to, district wide academic and behavior screeners, attendance data, behavior data, graduation data, and climate surveys

Reporting results of evaluation of in-service needs

The quality of professional learning is accessed at the conclusion of all district-level and building-level in-services. A universal feedback form is administered online to participants. Questions asked of participants are directed to learn 1) if the content was relevant to their teaching role, 2) if they intend to implement learning from the training, and 3) other relevant questions to assess the preparation of the facilitator and if techniques were implemented to engage adult learners. The results of the feedback are presented at WPS' Board of Education meetings for staff and public viewing. The feedback is reviewed with instructional coaches and other in-service facilitators in order to adapt and enhance future trainings.

Amending the Professional Development Plan

Each year, the Professional Development Council reviews the updated Professional Learning and implementation Plan provided from the Elementary and Secondary teams.

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

One or more of the required areas must be included in an individual's IPDP; content endorsement, professional standards, and service to the profession, in addition to the following plan activities:

1. **Collaborate with a designated supervisor**

   The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. **Assess your individual needs**

   Identify personal professional development needs - including acquiring points for licensure renewal.

3. **Determine your individual professional development goals**

   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development

plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Through our Marzano Evaluation System, each year by the end of the first quarter, teachers take a self-assessment on the 23 elements of the Marzano Focused Teacher Evaluation Model. After the self-assessment teachers are then required to select an element that they plan to focus on for their professional growth plan. Once they have chosen their element, they will be required to answer the following questions:

- What is the current behavior/learning that I want to see improve as a result of focusing on this target?
- What changes in student behavior/learning that I want to see improve as a result of focusing on this target?
- State your Growth Goal for this element.

Principals/Supervisors are then able to view the plans, collaborate and provide feedback, and look for the element during observations.

All staff, as well the PDC have access to Frontline Professional Growth to track progress on IPDPs, where they can search for professional development opportunities that best align with their IPDP, as well as track their progress toward re-licensure.

The PDC grants permission to each building principal to review and approve the IPDP for each teacher in their building. This is done in the first quarter of each school year. In the event a principal does not approve of

the plan, the teacher can revise and resubmit to the principal or submit their plan to the PDC for approval. Principals will verify with the Professional Development tech once all the IPDPs for their school are submitted and approved.

At the November PDC meeting, the PDC will approve and verify that all IPDPs have been submitted and approved.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Licensed individuals who live or work in our district but are not employed by Wichita Public Schools are able to file a PD plan with our Professional Development Council. Individuals build and submit a plan that includes all college credits, conferences, workshops, and other professional learning activities to the district's Licensure Specialist. The Licensure Specialist submits the plan to the PDC for review and approval. Points or credits are award following the same criteria and at the same rate as all Wichita Public School professional development.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Should an individual's IPDP be denied, the individual can meet with Wichita Public Schools' Licensure Specialist, UTW President, and the PDC at a special meeting called by the Chairperson, to review the findings and collaborate on an IPDP that can be approved.

If the PDC does not approve the IPDP after this meeting, licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

District level mandated professional development which aligns with the Wichita Public Schools' Strategic Plan or the District Improvement Plan (aligned with KESA) are approved by the Curriculum and Instruction Executive Directors or Deputy Superintendent. Mandated professional development occur on district-wide in-service days or at the building level facilitated by administration teams. All other professional learning that occurs at the building is entered is entered as Sponsor Requests into Frontline Professional Growth. The professional learning activity is reviewed by PDC licensed members to ensure the activity aligns with the goals identified.

Categories for Awarding Professional Learning Points

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".

Professional Learning Points may be earned in the following three categories:
(K.A.R. 91-1-215)

Professional Development Council approves the annual report of personal goals and plans established by licensed staff.

1. Content Endorsement Standards:

Standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

2. Professional Education Standards:

The Professional Education Standards (attached). These standards adopted by the Kansas State Board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position. Wichita Public Schools uses the standards as guiding principles in planning for, facilitating and implementing quality professional learning for all staff members.

3. Service to the Profession:

Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations. Service to the profession points can be earned at the Knowledge Level **ONLY**. Examples of Service to the Profession for service on Accreditation Teams (1 pt per hour served), state & consortium committees, offices, or committees (1 pt per hour served), workshop presentations (1 pt per hour of presentation), or professional association participation (1 pt per hour of participation). Date and hours of attendance must be provided along with the signature from chair/principal/supervisor/designee. (K.A.R. 91-1-215)

Implementation Levels for Awarding Professional Learning Points
(K.A.R. 91-1-218)

A variety of activities and experiences contribute to the Professional Learning in the district. Participation in these activities may be at one or more implementation levels:

- **Knowledge** – Teachers learn something that was not known before.
- **Application** – Teachers consistently use this knowledge and skill on the job for one semester.
- **Impact** – The educator has had a positive impact on student performance or the educational program or school district.

Levels	Content Endorsement Standards	Professional Education Standards	Service to the Profession
Knowledge– What do you know now that you did not know before?	1 point equals 1 clock hour	1 point equals 1 clock hour	1 point equals 1 clock hour
Application– What are you doing now that you could not/ did not do before? What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X original knowledge level points	2 X original knowledge level points	NA
Impact— How has student improved? What has changed about the program? How has student performance improved? What has positively changed about the program?	3 X original knowledge level points	3 X original knowledge level points	NA
	Standards adopted by the Kansas State Board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate	Standards adopted by the Kansas State Board that specify the knowledge, competencies, and skills necessary to perform a particular education role or position.	Activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
Calculating Points Breaks are not counted for points. Mealtime can be counted when there is a	Points: 1 point for a full hour of activity .75 points for a 45 minute activity .50 points for a 30 minute activity		

speaker.	.25 points for 15 minute activity Deductions: .50 points are deducted for a 30 minute lunch .25 for each 15 minute am/pm break

Knowledge Level Points:

Upon completion of the approved activity; attendance is verified by the site based staff responsible for taking attendance. Then, the Professional Development Council licensed members are responsible for approving all Knowledge Level, Application Level and Impact Level Points through the automated MLP system. The Superintendent or designee is responsible for ensuring that all activities and points have been approved through the council. If not, the designee is responsible for notifying council members.

- Point Assignments
  1 point per clock hour spent in the activity. Breaks and meals are not counted.

- Suggested Documentation:
  - Agenda, program, registration forms
  - Certificate of participation, acknowledgement letter
  - Handouts
  - Log, reflection journal
  - Signature on the sign in sheet
  - Study group discussion notes, minutes

- Example of Knowledge Level Activity:
  - **Activity:** Attend Kagan trainings – five days throughout the semester/year.
  - **Documentation:** Attendance sign in sheet; certification of participation.
  - **Narrative:** "I attended five Kagan training days and received my notebook of Kagan structures. I registered on My Learning Plan and signed the attendance sheet."

Conference/Workshop

*Participants may receive points for out of district workshops and conferences. The participant **must** submit Conf/Workshop form **and proof of participation.*** The licensed Professional Development Representative (PDC) verifies that the activity aligns with the identified district, building or professional goals.
Complete the Conf/Workshop request form at
https://portal.usd259.net/ui/applications

Examples of Documentation:

- Agenda, program, registration forms
- Certificate of participation, acknowledgement letter
- Handouts
- Log, reflection journal, study group discussion notes, minutes

Application Level Points:

Application points are available after the Knowledge Level Points have been earned.

1. Complete the Application Level Request Form on My Learning Plan from your original Knowledge Level Activity.
2. If participants now apply the skills and knowledge gained from the Knowledge Level activity and develop a sense of expertise with the strategy over a *minimum of one semester.*
3. Participants meet with the site based Professional Development Representative and administration and/or team to share their results and their documentation.
4. Participants complete and submit the validation form that is in their "Approved and In Progress" section of Frontline Professional Growth. After you have submitted the validation form mark "complete" when prompted.
5. Final approval for Application points is granted by the Professional Development Council.

- **Point Assignment:** Double the points earned for Knowledge Level.

- **Suggested Documentation:**
    - Independent observations (peer or supervisor)
    - Written documentation:
        - Action Research-pre/post work samples
        - Feedback (from students, parents, peers, supervisors)
        - Journals, logs, lesson plans, team meeting notes
        - Student work, videos, portfolios
    - Other evidence as accepted by the PDC

- **Example of Application Level:**
    - **Activity:** Implementation of specific Kagan learning structures in the classroom with students following the five training days.
    - **Documentation:** Lesson plans noting specific Kagan structures taught and implemented; action research (begin if anticipating impact level points) pre/post data regarding student engagement; journaling student engagement using specific structures.
    - **Narrative:** "I focused on three specific structures: Inside/Outside Circle, Numbered Heads Together, and Fan-N-Pick. I introduced one structure to the students per week after receiving the trainings. I now use these structures weekly in my lessons for reading, math, and social studies to help my students become more involved in the learning process. I am requesting application points from the PDC."

Impact Level Points:

Impact points are available after Application Level points are earned because the knowledge or skills learned through professional learning activities has had a positive impact on students, educational school program or the district. At this level, the participant is able to correlate the goal to student learning and/or school improvement. Student achievement results guide the use and adaptation of the strategy learned.

2. Complete the Impact Level Request Form on My Learning Plan from your Application Level Activity. Participant must document their impact on student learning for a minimum of one year.
3. Participants must either meet with the Professional Development Council to formally present their Impact Level documentation. (Brief oral presentation to explain Impact Level documentation) or submit documentation of evidence of impact to the PDC.
4. Final approval for Impact Level points is granted by the Professional Development Council.

- **Point Assignments**: Triple the points earned for Knowledge Level.

- **Suggested Documentation:**
    - Independent observations (peer or supervisor)
    - Written documentation:
        - Action Research-pre/post work samples
        - Feedback (from students, parents, peers, supervisors)
        - Journals, logs, lesson plans, team meeting notes
        - Student work, videos, portfolios
    - Other evidence as accepted by the PDC

- **Example of Impact Level:**
    - **Activity:** Action research project that was implemented over the semester or year indicating level of student engagement and group teamwork.
    - **Documentation:** Lesson plans with notation of specific class building activities and Kagan structures implemented. Data journal entries that note the effectiveness of the specific structures used and the response and participation of the students. Data journal indicating classroom management improvement.
    - **Narrative:** "I surveyed the students on how they felt about class activities as they were currently presented. Their surveys indicated that they enjoyed the activities that had them moving about the room as well as having the opportunity to interact with their group members. The students indicated that they would prefer to be more involved in hands-on projects. I also recorded my observations regarding student engagement and participation that I noticed in my lessons and class discussions. I noticed that, generally, the same 6-7 students participated while the rest sat dazed, played in their desks, or were talking to a neighbor. I began to introduce and incorporate Kagan Cooperative Structures weekly into my lesson plan activities, e.g., Numbered Heads Together, Inside/Outside Circle, Fan-N-Pick, Think/Pair/Share, Rally Robin, etc. As topics were discussed using a Kagan structure, the students were more engaged. I found that the cooperative learning structures helped all students to have a say/voice in the learning process. Now, all the students participate rather than just a few students. At the end of the year, I surveyed my students again. Students have enjoyed being a part of the learning process. Implementing the Kagan Cooperative Learning Structures has had a positive impact on my students. Students were more actively engaged. Their performance scores have increased. Classroom management has also become less of an issue. With more students engaged, there are less discipline problems. I am requesting receiving impact level points from the PDC."

From: Penny Schuckman
To: Edward Kalas
Subject: USD 261 PD Plan with signatures
Date: Thursday, May 11, 2023 5:04:23 PM
Attachments: USD 261 PD Plan Final with PDC signatures 050323 (1).docx

---

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Sorry hit send too soon! Here is the plan with signatures!

--

Penny Schuckman

Dr. John Burke Learning Center Director

150 Stewart

Haysville, KS 67060

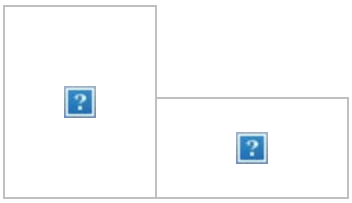
(316) 554-2331

www.usd261.com/LearningCenter

Twitter @HaysvilleTLC

Facebook Haysville USD 261 Learning Center

"Continuous learning is the minimum requirement for success in any field." ***Denis Waitley***



Professional Development Plan



Haysville Public Schools
USD 261

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 261 Professional Development Council approved the following plan, at its meeting held on April 20, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Penny Schuckman (Signature) 05/11/2023 (Date)

Guiding Coalition (PDC) 8:10-9:25 a.m. (4/20/23)

Print Name	Building
Kristen Russell	OES
Amber Marrs	REX
Danielle Blount	Freeman
Connie Winegeart	Nelson
Becky Hughes	Campus
Jeremy Winter	HHS
Grant Jones	HHS
Dawn Blue	HMS
EJ Oetzel	PAT
Penny Schuckman	DJBLC

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

Table of Contents

Topic	Page(s)
Section One – Professional Development Council (PDC)	4
Introduction	4
Membership	6
Responsibilities	7
Annual Training	7
Operational Procedures	7
Section Two – The District/System Professional Development Plan	9
Assessment of in-service needs	9
Identification of goals and objectives to achieve the in-service needs	10
Identification of activities and actions to achieve the goals and objectives	10
Evaluation criteria to determine levels of success in meeting the in-service need(s)	12
Reporting results of evaluation of in-service needs	12
Amending the Professional Development Plan	13
Section Three – Individual Professional Development Plans (IPDP)	14
IPDPs for Licensed Professionals who live or work in the district but are not employed by the district	14
Appealing the non-approval of an IPDP by the PDC	15
Section Four – Awarding Professional Development Points for Re-licensure	16
Matrix For Awarding PD Points For Re-licensure	16
Awarding Points In Three Levels	17
Questions about awarding PD points relative to renewal licensing	19
Awarding Professional Development Points for purposes related to employment or other local matters	21
Appendix A: Glossary	22
Appendix B: Professional Development Plan (IPDP) Process Chart	23
Appendix C: My Learning Plan Quick Reference Guide	24

Section One

Professional Development Council (PDC)

Introduction

USD 261 Mission: The relentless pursuit of excellence!

Our Vision: To equip learners with 21st century skills to achieve excellence in a continually changing world.

We Believe:

*Student success comes first

*Learning is enhanced in a safe and caring environment

*Students need a rigorous, relevant, and world-class curriculum

*Exploration, collaboration, and innovation are essential

PDC Overview

In order to provide opportunities for certified staff members (and support personnel when applicable) to grow professionally through the acquisition of knowledge, application of knowledge, and impact of application on student achievement, a structure and process has been developed. The steps below provide a general overview of the process outlined in USD 261:

1. Each participant must write an Individual Professional Development Plan (IPDP) containing district, building, and individual goals that will be addressed through various approved activities, strategies or interventions. This plan must be filed through My Learning Plan and approved by the building administrator by September 15. An IPDP must be completed by every certified staff member each year whether the individual will be collecting points toward recertification. The IPDP serves as the applicant's agreement to participate in learning opportunities provided by the district. All licensed personnel need to complete an IPDP before any points can be awarded.
2. Any activity for which an individual could potentially earn points must be documented with the appropriate form on My Learning Plan and demonstration of established criteria included as outlined in the Professional Learning Plan.
3. Recertification points will be awarded at the rate of 1 point per clock hour after the PDC reviews and approves appropriate documentation.
4. Due dates for documentation of completed activities will be **one month** after the date of the event.

Several terms are defined in the Appendix A Glossary to help in understanding the purpose of professional learning and in providing a rationale for individuals to participate in the program.

Building Leadership Team:

The Building BLT

- focuses on the building professional development needs by participating in the planning,

implementation, and evaluation of the "Quality And On-Going Professional Development" component of KansaStar for our elementary buildings and in the KESA process for all buildings.
- Assists building administrator with validation of evidence of results as defined in Individual Professional Development Plans for their building staff.

District Level PDC:
The district Professional Development Council (PDC) is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional learning opportunities. It is the responsibility of the District PDC to develop a local five-year plan for professional learning that is approved by the local Board of Education and that contains the 21 components established by the Kansas State Board of Education and Kansas statutes and regulations. These 21 components fall under the following headings:

- ✓ Professional development council (PDC) for in-service education
- ✓ In-service education plans
- ✓ Individual Professional Development Plans (INDIVIDUAL PDP) for license renewal

In addition, the District PDC of USD 261 establishes process and procedures for reviewing plans and evaluations as submitted by district and building committees and by individual staff members. The PDC may validate or reject either plans or evaluations, awarding points (credit) for those activities accepted and completed. At this point, the credit becomes usable for a filer's renewal of licensure.

Please see the My Learning Plan Quick Reference Guide in Appendix B for information on forms used to enter activities. Forms found on www.mylearningplan.com

Staff have 30 days from the date of the event to request their PD points on My Learning Plan. Staff are trained to use My Learning Plan during New Teacher Orientation and have a paid mentor available during their first year with USD 261 to help with My Learning Plan items. The USD 261 PDC District Leadership Representative (Director of the Dr. John Burke Learning Center) is also available to answer staff questions regarding My Learning Plan, PD point documentation, and license renewal.

Our District PDC writes, coordinates, and administers this District Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

This group represents both certified teachers and leadership. Each member is selected by the group he/she represents. Teachers can outnumber leadership, but leadership cannot outnumber teachers. Our PDC has 27 members and follows the Operational Procedures below. The maximum number of PDC members is 38.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that meets the criteria established by the Kansas State Board. These criteria are:

(1) Establishment of a professional development council;
(2) An assessment of staff development needs;
(3) Identification of goals and objectives;
(4) Identification of activities;
(5) Evaluative criteria; and
(6) Procedures for awarding professional development points.

Members of the PDC also participate in **annual training** related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Representation will include:

- At least as many teachers as administrators on PDC
- 1 administrator and up to 2 teachers from each school building
- One teacher and one leader representative from the Dr. John Burke Learning Center
- The PDC votes on the PDC Chair annually
- It is the responsibility of the PDC Chair to ensure the ratio of teachers to administrators is correct at all times.

All teachers will be selected annually by staff members from the buildings they represent and will serve a term of at least 1 school year. Building elections include nominations, campaigning, and voting. A Google Form with both teacher and leader candidates takes place in May to elect building PDC representatives for the following year. In case of a tie, the group represented will vote to break the tie. There is no limit on the number of years a teacher may serve on the council.

PDC Reps 2022-2023

Building	Leader Rep	Teacher Rep	Teacher Rep
Dr. John Burke Learning Center	Penny Schuckman	Emily Goetz	
Campus High School	Brian Howard	Becky Hughes	Casey Meier
Haysville High School	Jeremy Winter	Grant Jones	
Tri-City Day School	Doug Berryman	Katie Berry	
Haysville Middle School	Mark Foster	Dawn Blue	Alisha Ewertz
Haysville West Middle School	Nicki McMullin	Deacon New	
Freeman Elementary	Toni Haight	Danielle Blount	
Nelson Elementary	Dr. Sherrie Frazey	Lauana Yarbrough	Connie Winegeart
Oatville Elementary	Natalie Lightcap	Kristen Russell	
Prairie Elementary	Jarrod Craig	Sarah Knolla	
Rex Elementary	Laura Rogers	Amber Marrs	
Ruth Clark Elementary	Carla Wulf	Laurie Leeper	

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Our USD 261 PDC has the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that is based upon criteria established by the state board.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Members of the PDC must participate in annual training related to their roles and responsibilities. The training for USD #261 PDC members will include a training scheduled at the beginning of each school year that focuses on how to implement in-service regulations K.A.R. 91.1.215 through 91.1.219. This training is provided by the PDC Chair via an online video found on the Greenbush Annual Required Trainings website. Once training is completed, the PDC Chair completes the PDC Training Completion Form on the KSDE Professional Learning website. Annual training information is reviewed periodically using a variety of engaging technology such as Kahoot or games (Jeopardy or Who Wants To Be A Millionaire). PDC meeting agendas with the annual training along with sign in sheets of attendees are in 3-ring notebooks by school year at the Dr. John Burke Learning Center. PDC members then go back to their buildings and train their staffs during a staff meeting using a train-the-trainer model. It is the responsibility of the PDC Chair to ensure every PDC member gets training on schedule.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

Our PDC Mission Statement is to guide staff through the professional growth process. Our PDC is a sub-committee of our Guiding Coalition which meets monthly from September through May of each school year. Our meetings are held at the Dr. John Burke Learning Center. Our PDC sub-committee typically meets from 8 a.m. to 9:15 a.m. All PDC members are expected to attend. The Guiding Coalition has no

authority to override or otherwise diminish the PDC's final decisions for the approval of individual plans, PD points or the district PD plan. Our PDC has 27 members so a quorum (51% of membership) for voting is 14 members. Outcomes are decided by a simple majority with the PDC Chair serving as a tiebreaker when needed. Our district utilizes Frontline (My Learning Plan) for electronic PDC documentation. District and building PDC members are responsible for entering activities for which staff can earn PD points into My Learning Plan. Individual staff members are responsible for enrolling themselves in those activities to receive PD points using the My Learning Plan District Catalog. The Dr. John Burke Learning Center Director is responsible for maintaining all sign in sheets for PD activities taking place at the learning center and confirming attendance on My Learning Plan. Building PDC members are responsible for maintaining all sign in sheets for PD activities in their individual buildings and confirming attendance on My Learning Plan. New staff are trained to use the My Learning Plan system during New Teacher Orientation. Each new certified staff member also has a mentor that helps them with My Learning Plan items throughout their entire first year of teaching with our district. The Director of the Dr. John Burke Learning Center sends a district wide email out on the first day of every month in the calendar year listing professional learning opportunities provided at the center. Any time a PD activity is added to the My Learning Plan District Catalog, all users that activity applies to are notified via email automatically. The PDC Chair, who is voted on annually by PDC members, represents the PDC at the District Board of Education meetings when required. When a vacancy on PDC arises during the school year, we will follow the election process described above under membership. The PDC Chair is responsible for ensuring the correct ratio of teachers to administrators on PDC at all times.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Assessment of in-service needs

Our Guiding Coalition team made up of district and building administrators and leaders, Learning Facilitators, the PDC Chair, the Assistant Superintendent for Learning Services, the Director of Instructional Technology, Director of Special Services and our Curriculum and Assessment Coordinators decides what district need will be the main concentration for in-service training needs. This Guiding Coalition team uses the KESA (Kansas Education Systems Accreditation) process. Our PDC uses the information from this process to develop our five-year Professional Development Plan that is based upon criteria established by the state board. To determine which of our specific improvement needs will be forwarded to the PDC for in-service needs, the Guiding Coalition Team participates in prioritizing activities based on alignment to strategic plan, urgency of the need, and resources available.

Through the KESA process, school improvement plans provide information about gaps between

students' actual performance and the desired goals or outcomes. We also received input from school and community stakeholders during Strategic Planning meetings held in September of 2022. We also get input from new staff regarding their professional learning needs via a Google Survey. We utilize Thought Exchange technology to receive input on needs as well. Our process is documented via KSDE KansaStar/IndiStar (elementary schools only), our KESA Year 4 shared Google drive (in district), the KSDE KESA website, and Mentoring shared Google drive (in district). Staff are trained during Guiding Coalition meetings on how to enter data and use these electronic systems.

Identification of goals and objectives to achieve the in-service needs

Through the KESA process, our Guiding Coalition identified the following goals and objectives. The process is documented on our KESA Year 4 shared Google drive and on the KSDE KESA website. These are goals and objectives for the 2022-2023 school year. As this is a 5-year professional development plan, we will revisit these goals and objectives at the end of each year and adjust them for the following school year based on data. These adjustments will be reflected annually in the Plan Updates section of this 5-year plan. The goals and objectives center around the PD activities needed to fill the skills gaps self-identified by staff and gaps in student learning identified by formative and summative assessments.

Goal Statement #1: Develop and implement a system of social supports that will increase student and staff well-being resulting in improved culture and climate.

Objectives: Increase the number of low-risk students on SAEBRS (teacher observations) to 80% or above during the 2022-2023 school year.

Goal Statement #2: Create and promote a variety of innovative practices to prepare students to meet their college and career goals.

Objectives: Increase the percentage of students meeting the Fastbridge benchmark by 5% district wide in both math and reading during the 2022-2023 school year. Increase the percentage of students achieving level 3 or 4 on the Kansas State Assessments in English Language Arts, Math and Science by 5% district wide during the 2022-2023 school year.

Identification of activities and actions to achieve the goals and objectives

The following is a list of activities and actions to achieve Goal/Objective Area #1. To select the professional development content, strategies, and/or activities to meet our goals and objectives, we utilized the Continuous Improvement Process and guidance from our KESA visiting team members. Professional development content, strategies, and activities at the district, school, team and individual level will focus on these activities.

- The **addition of four district social workers** (one at the high school level, one at the middle school level, and two at the elementary school level) to provide more social-skills groups, one-on-one, and small group student support, and increase the family resource connection.
- The addition of a district **Behavioral School Psychologist** to assist schools with behavioral support and training.

- We added **16 Substitute Teachers**, an **additional Paraeducator** at each building, and **more nurses** to help support the needs of teachers, students, and families..
- USD 261 opened the district's **School-Based Health Clinic** to provide both mental and physical health services to our staff and students.
- Our district became a Covid testing site to help both staff and students stay in school during spikes of positive cases.
- The district's **Parents As Teachers (PAT) program** applied for and received a Technology for Families Fund CARES Act Grant award of $48,450.70 that enabled the program to provide a laptop to all participating PAT families, and hotspots to those who indicated a need.
- We revised the district calendar to give staff and students a much-needed and deserved full week off at Thanksgiving instead of holding school that Monday and Tuesday.
- We expanded our **RECESS Initiative** to include 2nd-grade students this year.

Goal Area 1: Professional Development

- Our district was fortunate enough to be on the list to receive **LETRS training**. This year, PreK and Special Education teachers started their two-year journey with LETRS training. We are currently working on a plan to begin LETRS training with our Kindergarten-3rd grade teachers, ESOL teachers, Learning Facilitators, Principals, and Curriculum & Assessment Coordinators.
- The **Dr. John Burke Learning Center (DJBLC)** has been a crucial part of the success of our professional development. The Director of the Learning Center continually looks for a variety of classes to offer at no cost for our district staff. In addition, staff can earn college credit for recertification and to also move over on the pay scale.
- Together with the Director of the Learning Center, our Director of Instructional Technology contracted with **MobileMind Learning** to provide just-in-time learning to USD 261 staff that best meets their needs. Since January 2022, over 5,300 courses have been completed by USD 261 certified staff. Future plans for the MobileMind platform include the addition of lessons curated by and through the USD 261 Learning Services team.
- This summer, social workers and school psychologists attended the **PREPaRE Workshop 2**. This training will provide mental health crisis interventions to develop knowledge and skills to provide immediate mental health support.
- **Annual Summer Tech Camp** brings subject matter experts in all areas of technology to the DJBLC for a two-week professional development camp for staff.
- **261help** is a tool we use to assist staff with needs in a timely manner. The staff has joined this Google Meet to get chunks of professional development around our new curriculum, technology platforms, and data management.

The following is a list of activities and actions to achieve Goal Area #2. To select the professional development content, strategies, and/or activities to meet our goals and objectives, we utilized the Continuous Improvement Process and guidance from our KESA visiting team members. Professional development content, strategies, and activities at the district, school, team and individual level will focus on these activities.

In order to sustain pre-existing initiatives in this area, the Learning Services Department must continue to offer professional development training for new and seasoned teachers.

- Professional Development: We currently provide an **eight-day orientation** for all new staff members to our district. If former staff members leave the district and return, they are also required to go through this orientation. Second-year to the profession teachers are also required to attend training with our district Learning Facilitators as well. Finally, 261 Learning Services is creating non-traditional professional

development opportunities through the MobileMind platform so teachers can attend to professional development outside of the school day, on the weekends, during their plan period, or at home. The Learning Services team also plans to add district-specific professional development to the Mobile Mind platform.

- This school year brought about the elimination of **OTUS**. The district purchased Otus to offer teachers a digital learning platform. After over a year of implementation and staff feedback, we have decided that Otus is not an initiative we would like to continue in the future. It has proven to be more work for teachers and it does not meet the expectations that were presented to us at the time of purchase.
- The USD 261 partnership with the **Greenbush Virtual Academy**: Current virtual students in good academic standing will have the opportunity to continue with the program and students or families with the desire to choose this option in grades 3-12 have enrolled for the 2022-2023 school year.

Goal Area 2: Professional Development

- **Mobile Mind** was launched in January of 2022 and we have 5,316 courses completed, 1,215 badges earned, and 1,090 hours spent by staff on the platform. Learning Services will continue with this professional development opportunity next year, adding district-specific classes for teachers to access online, at a convenient time, and at their own pace.
- Social workers and school psychologists attend the **PREPaRE Workshop 2**. This training provides mental health crisis interventions to develop knowledge and skills to provide immediate mental health support.
- USD 261 **Summer Tech Camp** brings subject matter experts in all areas of technology to the DJBLC for a two-week professional development camp for staff.
- This year, PreK and Special Education teachers started their two-year journey with **LETRS training**. We are currently working on a plan to begin LETRS training with our Kindergarten-3rd grade teachers, ESOL teachers, Learning Facilitators, Principals, and Curriculum & Assessment Coordinators.
- Teachers can **"request"** that classes be offered at The Dr. John Burke Learning Center (DJBLC) for topics pertinent to their needs, which this year, helped us to understand that what teachers really wanted most was support in the areas of classroom management and dealing with the social-emotional needs of students after returning from remote learning.
- **261help** is a tool we use to assist staff with needs in a timely manner. The staff has joined this Google Meet to get chunks of professional development around our new curriculum, technology platforms, and data management.

Evaluative criteria to determine levels of success in meeting the in-service need/s

One criteria we will use to determine the level of success in meeting our in-service needs are achievement of the objectives listed for our two goal areas above. We will utilize Classroom Walkthrough data to determine if our LETRS, OTUS and PREPaRE programs are being implemented with fidelity. The Dr. John Burke Learning Center will continue to utilize workshop evaluation forms completed by participants to determine success in meeting our goals for the professional learning provided during the year and at Summer Tech Camp. Percentage of challenges completed correctly on MobileMind will also be tracked. Utilization rates of 261Help will also be documented.

Reporting results of evaluation of in-service needs

Results of our evaluation of in-service needs are reported in multiple ways. Building results are included

in the “Quality And On-Going Professional Development” component of KansaStar by our elementary buildings after being shared at staff meetings. All results are communicated to the Director of the Dr. John Burke Learning Center for workshop planning purposes. Our Strategic Planning Committee reports progress to the Board of Education frequently throughout the year. Both the Strategic Planning Committee and the Board of Education are provided electronic copies of results of evaluation of in-service needs. The results of evaluation of in-service needs of mentees are communicated to building Learning Facilitators electronically. The results of evaluation of in-service needs for instructional technology integration are communicated to the Guiding Coalition i-Tech team at in-person meetings once per year and at Principal meetings. Classroom Walk Through results are communicated by our Curriculum and Assessment Coordinators at district MTSS meetings. KESA results are shared with our Outside Visiting Team and our Board of Education yearly. Documentation is provided by IndiStar, DJBLC Yearly Statistics, Board of Education minutes, email records, KESA Year 4 Shared Google Drive, KSDE KESA website, Guiding Coalition, i-Tech and MTSS meeting agendas.

Amending the Professional Development Plan

Our district PDC will annually conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of our PD Plan at our last meeting each year in May. We will specifically be focusing on whether we are closing determined gaps and meeting our goals and objectives. If this SWOT analysis indicates a need to amend our PD Plan, our PDC will get input from our District Guiding Coalition after each PDC member has shared the SWOT analysis results at a building staff meeting. From that stakeholder input, our PDC will amend our PD Plan. It takes a two-thirds approval from district PDC members for the amendment to pass. This vote will take place on an anonymous Google Survey. Documentation will be maintained through PDC and Guiding Coalition meeting minutes. All changes to the PD plan will be added to the Plan Updates form on page 2 of this document. A description of the change and the date the PDC approved it will be included.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Please see **Appendix B** for our Individual Professional Development Plan (IPDP) Process Chart.

The IPDP is required of all teachers and administrators.

*Is available through the MY LEARNING PLAN program at www.mylearningplan.com.
*Must be approved by the building administrator and filed through My Learning Plan.
*Staff members will not earn you any points until they complete various activities and submit the appropriate forms for approval through My Learning Plan.
*Staff are trained in all aspects of My Learning Plan during New Teacher Orientation. Additional questions can be addressed to and additional training provided by building Instructional Coaches.

Please see the My Learning Plan Quick Reference Guide in **Appendix C** for information on the form used to enter the IPDP.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Our district PDC welcomes any licensed professional who lives or works in USD 261 but is not employed by the district to file a professional development plan with our Professional Development Council for licensure renewal purposes. We enroll them in My Learning Plan which is our district's professional development software that generates professional development transcripts. We ask that they cover the $10 per year cost of their participation on My Learning Plan. They are provided a one-on-one My Learning Plan training session by the District Leadership Representative when they are enrolled.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

IPDPs are to be submitted by September 15th of each year on My Learning Plan. IPDPs are reviewed at the September PDC meeting and are voted on. If the PDC does not approve a person's IPDP, that person can contact the District Leadership PDC Representative. The District Leadership Representative will mediate to resolve the issue.

After all other PDC appeals of a non-approval for an individual development plan are exhausted, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE

KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve	2 X Original Knowledge	2 X Original Knowledge	Not applicable

student outcomes or behavior?	Level points	Level points	
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below. When a district leader enters an activity into My Learning Plan, they indicate on the form whether the points awarded will be for Professional Learning, Service To The Profession, or Content based on the definitions in Appendix A.

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

<u>In-service Education = 1 PD point per clock-hour</u>
Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

<u>Service to the Profession = 1 point per clock-hour</u>
Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the

appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

Please see the My Learning Plan Quick Reference Guide in **Appendix C** for information on forms used to enter activities.

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/28/22)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to

award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). If an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of

endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession.

To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e., Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Our USD 261 PDC does not impose a limit on the number of professional development points that may be earned for purposes of renewing a license, for purposes related to employment or for any other local matter.

Appendix A

Glossary

Professional Development – Continuous learning that is based on individual needs and meets both of the following criteria: 1) It prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge and skills or is requested by the employing educational agency. 2) It positively impacts the individual or the individual's students, school, or district.

Inservice – Activities engaged in by school staff members to increase awareness, knowledge, and understanding.

Staff Development – Continuous learning offered to groups of professionals that develops the skills of education professionals to meet common goals, or targets of a school or school district.

Certification – The process by which an agency or association grants professional recognition to an individual who has met certain qualifications specified by that agency or association. (Licensure)

Levels of Implementation – A three-point rubric used by schools to report progress on staff development goals.

- Level 1 – **Knowledge**: Teachers know something that was not known before.
- Level 2 – **Application**: Teachers consistently use this knowledge and skill on the job.
- Level 3 – **Impact**: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.

Professional Development Point – One clock hour of inservice education. One semester hour of college credit counts as 20 professional development points.

Content – The materials that define the skills and knowledge of a specific course of study.

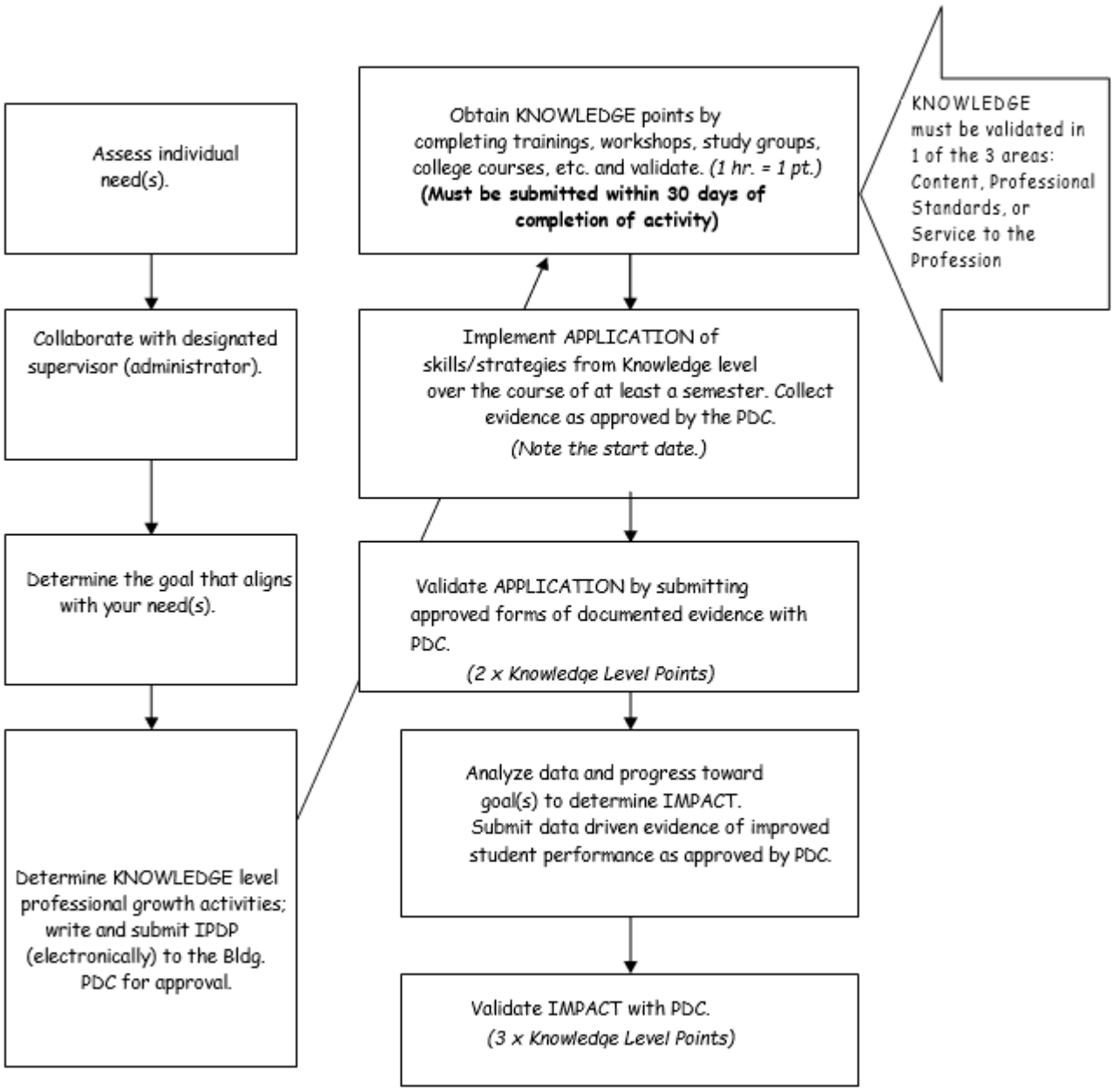
Professional Education – The knowledge, competencies, and skills necessary to perform in a particular education role or position.

Service to the Profession – Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Teacher Mentoring – Activities that consist of structured guidance and regular and ongoing support of teachers (especially beginning teachers) that are designed to help the teachers continue to improve practice and develop instructional skills. These activities involve the assistance of an exemplary teacher or other appropriate individual from a school, education agency, or institute of higher learning. Mentoring may include coaching, classroom observation, team teaching, and may include the establishment of a partnership by a local education agency with an institute of higher education, another local education agency, teacher organization, or another organization.

Appendix B

Professional Development Plan (IPDP) Process Chart



The PDC alone approves IPDP's. Building Leadership Teams (BLTs) approve the IPDP to move it through My Learning Plan. Once the IPDP moves through My Learning Plan, it goes to PDC for a vote.

Appendix C

My Learning Plan Quick Reference Guide

1. **Go to the website:** www.mylearningplan.com

2. **Log into the program:**
   - User name is your full email address (example: pschuckman@usd261.com)
   - Password unless you have changed it is the first part of your email address before the @ (example: pschuckman).
   - *You should change your password to a commonly used word that you will remember. (See menu at the left screen to change the password.)

3. **Check all information in the user profile.**
   - See the menu at the left side of the screen.
   - Check the building **where you receive your paycheck**, the grades, and subject areas that apply to your assigned duties.
   - If license or certificate information does not match what you believe should be represented, please go to the KSDE website licensure database to make sure that the information on file with the state department is current.
   - Submit personal goals or update what you already have on file.
   - Archive any goals that you wish to remove from the current year's plan.

4. **Create an IPDP (SMART Goal) or Revise the one that you already have on record.**
   - (View your old plan by logging in, clicking on "my portfolio" from menu at the left, and then clicking on "2016-2017 action plan." You may print a copy to use as a reference. You will need to let your building principal know if there are no changes to your old plan so that the dates can be edited.)
   - Complete all parts of the form. When finished scroll to the bottom of the page to submit or save the form.
   - Under action plan information: Action Plan 2016-2017
   - Under how you will increase your knowledge base submit information that best describe your intentions.
   - Estimated date of IPDP is 08/01/17 – 07/31/18.

5. **To request relicensure points from district or building activities that are considered inservice:**
   - Choose from the menu at the left, District Catalog
   - To enroll in the appropriate activity, find the activity that begins with the name of the building to which you are assigned. (District activities will be identified with the title beginning with "District.")
   - Activities in the catalog are generally listed by the date that they are entered or when they open for enrollment.
   - Activities will only remain in the catalog for one month beyond the ending date of the activity. You must enroll in the activity in a timely manner. Building administrators will have the ability to enter activities in the catalog and then monitor the attendance whereby upon completion of the activity, he/she will confirm attendance and adjust times for those who participated.

6. **To request points for a workshop or conference:**

- If you require a substitute and you will be out of the building during a contract day or you require a district vehicle for transportation, you will need to choose the **Professional Leave Request Form.** Approval will need to be obtained from the building principal prior to attending conference or workshop. You do not need to fill out another form. You will, however, need to go into your plan, click on this activity and then choose the option "mark complete" in order to send the activity back to the administrator for final approval.
- Remember to go to the bottom of the page and submit or save as draft. If neither of these options are chosen and you leave this screen, the work you have done will not be saved.
- There will be a knowledge validation or evaluation form required prior to final approval.
- ALWAYS ARRANGE FOR A SUBSTITUTE.

7. **To request points for committee (building/district) work or for professional book studies that are approved by the PDC: You will need to select the Committee Meeting form.**

- This form must be filled out for each district-level or building-level meeting that occurs for at least 30 minutes.
- One PD point per hour of committee work that meets the definition of service to the profession will be given.
- Points will be earned based on documented hour spent.
- Since committee work is considered *Service to the Profession*, these activities may not be taken to the application or impact levels.
- Book studies will utilize the same form and 12 points/hours will be allotted. A detailed log of activity would need to be submitted for additional points/hours.
- Remember that book studies must be approved by the district Professional Development Council.

8. **To request points for graduate credit received through and accredited college or university: You will need to select the Graduate Course form.**

- Complete each section of the form so that graduate credit may be included on official relicensure transcripts.
- Eventually documentation of graduate course work will be submitted through this program or process.
- At the present time, the Kansas State Department of Education requires that you submit transcripts from an accredited college or university.
- All course work, in order to be used for relicensure, must be in the area of the current endorsement(s) listed on one's certificate/license or be a course toward an additional endorsement or advanced degree program.

9. **To request points for curriculum projects: You will need to have prior approval from the Assistant Superintendent for Learning Services and your Building Principal and then proceed to the Curriculum Project form.**

- USD #261 will provide a limited budget (when funds are available either in stipend form or IPDP renumeration form) for authorized curriculum work and release time.
- The following factors will be considered in approval of such requests:
  Availability of budgeted funds for this purpose and the priority assigned to the curriculum work requested.
  The availability of substitute teachers for release time or class coverage.
  The usefulness of the project to the district and/or building or grade level.
  The plans for sharing knowledge with colleagues.
  Realistic time table for completion of the project (limit 30 hours).
  The assigned teacher field of the applicant in relation to the work requested.

The implication for school improvement and student achievement.

From: Brandy Spresser
To: Edward Kalas
Subject: USD 316 Professional Development Plan
Date: Friday, May 12, 2023 9:15:04 AM
Attachments: Professional Development Plan expires 7.31.2027.pdf

---

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Ed,
We held our PD meeting today and approved the Professional Development Plan.

--
Brandy Spresser
1st Grade
USD 316

Professional Development Plan

Golden Plains
USD 316

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan

Approval

The USD 316 Professional Development Council approved the following plan, at its meeting held on May 12, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 5-12-23

Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Table of Contents

Topic	Page(s)
Professional Development Council	
Introduction	5
Membership	5-7
Responsibilities	7
Annual Training	7-8
Operational Procedures	8
District/System Professional Development Plan	9-10
Assessment of in-service needs	9
Identification of goals and objectives to achieve the in-service needs	9
Identification of activities and actions to achieve the goals and objectives	9
Evaluate criteria to determine levels of success in meeting the in-service needs	10
Reporting results of evaluation of in-service needs	10
Amending the Professional Development Plan	10
Individual Professional Development Plans	11-13
Guidance	11-13
IPDPs for Licensed Professionals who live or work in the district but are not employed by the district	13-14
Guidance	13-14
Appealing the non-approvals of an IPDP by the PDC	14
Guidance	14
Awarding Professional Development Points for Re-licensure	15-18
Guidance	15-18
Awarding Professional Development Points for purposes related to employment or other local matter	18-19
Guidance	18-19

Section One

Professional Development Council (PDC)

Introduction

The purpose of the Professional Development Council shall be to:

- Integrate the Professional Development Plan and the Staff Development Plan portion of the School Improvement Plan.
- Promote the opportunity for individual professional growth.
- Improve student learning through improved teaching skills.
- Earn points used for re-certification. *
- Generate points to be used for movement on the salary schedule. **
- Promote alignment of professional development with the mission statement of the district.

Function

Functions of the Professional Development Council shall include:

- Assist in development of an action plan for staff development.
- Evaluation and awarding of professional development points
- Assist in coordinating staff development plans.
- Complete the staff development portion of the annual report.

Membership

The Professional Development Council shall be represented by:

- *At least as many teachers as administrators.*
- *An administrative representative.*

All shall be selected solely by the group they represent. The PDC chair holds a membership list with role titles to ensure there are more teachers represented than administrators. This list is used to verify the correct amount of representation. The PDC Chair will be responsible for ensuring the ratio of teachers to administrators is correct at all times.

PDC Membership Slots:

Licensed Teachers

Group Represented	Number
Elementary	1
Middle School/High School	2
Total	3

In March, the HS Admin Assistant sends out email for volunteers for supplemental duties, including PDC membership, at each building. The licensed teachers in each building will select their representative from the names of the volunteer/s on a Google form. The HS Admin Assistant will tally votes and inform the PDC of the new members in April.

Licensed Leaders

Group Represented	Number
District Office	1
Total	1

The Superintendent will lead the conversation about who will be the leadership representative at the March leadership staff meeting. The leaders will choose their PDC member and inform the rest of the Staff in April. The Superintendent will inform the PDC Chair directly.

Terms of Service

Membership on the council shall terminate when a member:

- *No longer holds a position at the school.*
- *Submits a letter of resignation to the PDC Chair.*

A member may resign from the PDC any time by submitting a letter of resignation to the group they represent. If a vacancy exists, the represented group shall use the same process as for election above recommend and select an appropriate representative. The administration will have the opportunity to select their PDC representative after the PDC has been notified of the resignation. They will need to meet prior to the next scheduled meeting. Administrators will gather on their own and have a vote on who will represent the group of administrators. Teachers will have the opportunity to vote on new representation when a vacancy occurs. This will be done through a google survey. The PDC Chair will review the results and share with administration. An offer to be a representative will be extended to the chosen member.

Officers

The officers of the Professional Development Council shall consist of a chair and two other committee members. The position of the chair will be filled based on interest in the position. Committee members will be elected by fellow personnel and positions will be filled accordingly.

Responsibilities

Duties of Officers

The chair shall preside at all meetings and have general supervision of the council's activities. The chair shall work with the administrator in planning and directing the council's activities. The chair will be responsible for attending annual PDC Training and then training the rest of the PDC committee.

The chair shall prepare an agenda for all council meetings and arrange for the agenda to be delivered to each member at least three days before each meeting. A committee member shall exercise all functions in the absence of the chair and assist the chair as needed.

The chair is responsible for:

- Keeping an account of the proceedings and transactions of all council meetings.
- Providing a copy of the minutes to the council members and faculty within three days of each meeting.
- Maintaining a council file in the school's administrative office containing copies of all minutes, council correspondence, the annual school report and the current council guidelines.
- Maintaining a list of council members with current telephone numbers and addresses.

Annual Training

The chair will be responsible for attending annual PDC Training and then training the rest of the PDC committee. The annual PDC Training is given at the beginning of August by Southwest Plains Regional Service Center. The PDC Chair then trains the remaining

members at their first PDC meeting during the first quarter of the school year. A record of who receives the training each year is kept by the PDC chair.

Operational Procedures

Meetings

The council shall meet quarterly in a place to be determined based on staff licensing renewal needs. Meeting dates and times shall be determined by council members. The chair may call special meetings as long as all council members are notified of the meeting at least two days in advance and notice of the meeting is given to those who have requested notice of council meetings.

The first council meeting of the academic year shall be called in May.

Two council members shall constitute a quorum, which must be present to conduct business.

Decisions shall be by a majority vote of the council. If there is a tie during a vote, the PDC chair may make the final decision or postpose for a later vote.

All council meetings are open to the public and members of the public shall be encouraged to attend. Persons desiring to speak at the council meeting may request to be put on the agenda no later than seven days before the meeting date.

The chair is the only officer of the PDC.

PDC documentation is stored on a flash memory drive and files are backed up on an additional flash memory drive. Paper documents are kept by the PDC chairperson and stored in the Golden Plains Elementary First Grade Classroom.

Notifications of meetings and other PDC activities are provided via text or email.

The PDC Chairperson represents the PDC at district board meetings when called upon.

The full PD Plan must be approved by the PD Council Committee. Parents and/or public is not involved in the PD process.

Official PD Transcript requests are made directly to the PDC Chairperson through email.

Section Two

The District/System Professional Development Plan

A needs identification process will be established and coordinated in order to supply information about the in-service needs of the district. This information will be used to establish priorities for in-service program planning and development.

Based on the results of the needs assessment, the PDC will conduct a survey to identify the goals of each in-service planned to assess if the in-service met the needs of staff at the individual, building, and system levels.

The current-in-service needs for staff development at the individual, building, and system level are determined by KESA, TASN, and state required trainings. These are aligned to the district goal. (EK12/14)

Assessment of in-service needs

The PDC will work alongside the District Leadership Team in assessing the needs of the district based on results and prioritization using the STAR Rubric throughout the KESA process.

Identification of goals and objectives to achieve the in-service needs

Teachers will respond to the needs assessment (see attached). The PDC will review these documents in order to identify the goals and objectives.

Identification of activities and actions to achieve the goals and objectives

The selection of professional development is based on the results of the KESA STAR Rubric results and the needs assessment that was completed by the teaching staff.

Evaluative criteria to determine levels of success in meeting the in-service need/s

In order to evaluate the level of success in meeting the in-service needs, our DLT will review the STAR Rubric at the end of the 5-year process and our PDC will compare our needs assessment results from year one of the cycle to year five of the cycle.

Reporting results of evaluation of in-service needs

The results of evaluation of the in-service needs will be communicated to district leaders at the end of the five year cycle. This information will be shared through email of survey results.

Amending the Professional Development Plan

The plan will be reviewed annually in May after the ending of each school year. The PDC will determine if there are gaps in meetings our goals and objectives.
Any changes that are made to the PD Plan will be added to the Plan Updates form at the beginning of this document, including a description of the change and the date it was approved by the PDC.
To identify any changes that need to be made, the PDC will meet and review our yearly goals. A survey will also be sent to certified staff members regarding the professional development that was offered throughout the school year.
An amendment can be finalized when all PDC members are in full agreement with said change. The process will be documented using the PD Plan update form.

All forms will be stored on a USB drive that is kept at the Golden Plains Elementary school first-grade classroom, along with a backup PDC jump drive that is stored at Golden Plains elementary in the safe at the secretary's office.

Section Three

Individual Professional Development Plans (IPDP)

The purpose of the Individual Professional Development Plan (IPDP) is to provide a process for license re-certification in the State of Kansas through professional development activities. This plan describes the professional development activities to be completed by the individual during their certification period. Adding areas of endorsement must be accomplished through college or university transcripts.

The IPDP shall include instructional experiences designed to improve performance in an area of certification or include courses designed to improve performance in an area of certification and should reflect the job-related needs of the individual.

Then IPDP will help integrate expertise in individual content areas with district school wide staff development activities related to targeted areas of student improvement.

The IPDP must include all the following activities:

1. **Collaborate with a designated supervisor**

   The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. **Assess your individual needs**

Identify personal professional development needs - including acquiring points for licensure renewal. The designated supervisor will work with the staff to determine PD needs, including using the "Needs Assessment for IPDP Goals" form.

3. **Determine your individual professional development goals**

   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**

   The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

   Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

   In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

   Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

   Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

The Individual Professional Development Plan in Golden Plains USD 316 is available to all certified personnel in the district, as well as certified persons not employed by the district. All IPDP forms must be approved by the Professional Development Council. Forms of the IPDP may be obtained from the Superintendent's office or from the PDC chairman. After completing the IPDP, staff must submit it to the PDC for review and approval. Notice will be given to staff member through email if their IPDP was not approved.

An in-service activity record shall be maintained by the PDC chair of all activities and points earned by each staff member. A copy of the transcript will be prepared when requested by the educator.

All faculty members who attend any out-of-district in-service meetings, workshops, seminars, or professional meetings shall write an IPDP. The IPDP shall be based on the district's goals and objectives as well as goals of the individual educator. Having an IPDP on file not only provides an opportunity to receive credit hours towards re-certification, but also allows the school district, under certain circumstances, to be reimbursed for expenses related to those activities.

An IPDP may be written for any period of time between one and five years. An IPDP may be updated and revised at any time.

By November 1 of each year, all IPDPs should be submitted to the PDC for review. The PDC chair will sign and date the receipt of the plan.

Each participant may modify his/her plan during the period of current certification with the approval of the PDC. After renewal, based on either PDC points and/or college hours, each participant will review the initial IPDP. It is suggested that the participant take the opportunity to write goals and objectives which are more specific to his/her individual needs. If a participant so chooses, he/she may continue with the original plan.

When a participant leaves the district, his/her IPDP and In-service Activity Record will be retired from active files and forwarded to the Board Clerk. A copy of his/her IPDP and In-service Activity Record will be sent to the former participant.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

See individual professional development plans.

Any person who is employed by or who works or resides within USD 316 is eligible to file a professional development plan with the professional development council for licensure renewal purposes. Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.

The steps the individual must take to complete the plan are:
1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IDPD and how professional development points may be awarded.

Appealing the non-approval of an IPDP by the PDC

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

The PDC will only issue PD Points for those activities that meet the definitions of in-service education or service to the profession.

To earn knowledge level professional development points:

1. Enroll in activity and/or sign the attendance sheet.
2. Attend and participate in workshop/in-service training.
3. After attending the activity, fill out and turn in the professional development form to PDC, checking the knowledge box and indicating the amount of hours.

To earn application level professional development points (2X knowledge level):

1. Enroll in activity and/or sign the attendance sheet.
2. Attend and participate in workshop/in-service training.
3. Create a plan to implement the information you learned from the in-service or workshop for 9 weeks. Document when you started the implementation and what you did. Then write a one-page reflection about how it impacted you and your students.
4. Fill out and turn in the professional development form to the PDC, checking the application box and indicating the amount of hours. Attach your documentation and your one-page reflection.

To earn impact level professional development points (3X knowledge level):

1. Enroll in activity and/or sign the attendance sheet.
2. Attend and participate in workshop/in-service training.
3. Create a plan to implement the information you learned from the in-service or workshop for 1 semester.. Document when you started the implementation and what you did. Then write a two-page reflection about how it impacted you and your students.
4. Fill out and turn in the professional development form to the PDC, checking the knowledge box and indicating the amount of hours. Please also be sure to answer the question of the PDC form regarding impact level points. You must answer question a or b. Attach your documentation and your two-page reflection.

To earn college credit professional development points (1 semester CC = 20 PDC points):

1. Enroll in activity and/or sign the attendance sheet.
2. Attend and participate in workshop/in-service training/college course.
3. Fill-out and turn in professional development form to the PDC, checking the college credit box and indicating the amount of hours. Attach an unofficial transcript that states the college name, course name and number, amount of hours, and grade received for course.

*These steps are the process for all licensed individuals working for or living within USD 316 school district.

*All plans and PDC forms are signed by the individual submitting them, the PDC chair, designated supervisor and the PDC chair after PDC approval.

*All district employees and non-employees may obtain the PD Plan from the district office. If assistance is required, they may contact the PDC Chairperson.

Approval for Individual PD Activities

- After completing a PDC form, the staff member will turn it into the PDC chair for the review process at the next meeting.
- Activities are approved as part of the approving the IPDP.

Criteria for Acceptable Activities

For any activity to be accepted for inclusion in the IPDP, it must meet the following criteria:

- It must relate to the attainment of the established district goals.
- It must be above and beyond the day-to-day duty assignment.
- It must not be repetitive. That is, once a person has gone through a specific training activity, worked on curriculum development in a specific course, engaged in a test selection for a specific subject, or presented a training activity once, that specific activity can not be counted again.
- The activity must be designed to lead to a specific improvement in practice.
- The activity or sequence of activity must result in a direct application in the job role or school setting.

All in-service evaluation forms must be completed and returned to the building PDC members within ten (10) days. Failure to meet the deadline will result in forfeiture of point credit.

Point System

For renewal of certification for individuals whose highest degree is a baccalaureate, 160 in-service education points must be accumulated during the five-year period preceding renewal of certification. At least one-half of the in-service education points must be in the

form of college/university credit. If the professional holds a master's degree or higher, 120 in-service education points must be accumulated during the five years preceding the renewal of certification. In-service education points may be in the form of in-service education only, or any combination of college and local in-service credit totaling 120 points. Renewal of a substitute teaching endorsement requires 50 in-service points. There will be no limit on the number of points an individual may accumulate in the five-year period.

One professional development point will be awarded for every one contact hour on approved in-service.

College/University Courses: One semester college hour equals 20 points; points to be awarded upon completion of necessary paperwork by employee and proof of grade or transcript. Credit must come from a regionally-accredited college with transcripts issued through the institution's Registrar.

Local in-service; Locally Sponsored Workshop: One clock hour equals one knowledge level in-service education point. Attendance at out-of-district in-service, workshops, seminars, clinics, conventions, conferences, and lectures will receive one point per one hour. Two (2x) times the knowledge level points will be awarded at the application level for educators that demonstrate that they are using (applying) what has been learned on a regular basis. Three (3x) times the knowledge level will be awarded at the impact level for educators that demonstrate that, as a result of applying what has been learned, there has been a positive impact on student performance or on a program. All such activities must relate to at least one of the established district goals/objectives and participants must fill out a request for Professional Development Education Points form for each activity attended before the points are awarded. This form is also required for local in-service activities.

Service to the Profession: One clock hour equals one knowledge level in-service education points for service to the profession activities. Service to the profession may be, but is not limited to, activities designed to enhance the quality of disciplinary or professional needs of USD 316.

Activities excluded in figuring hours/points include:

- Lunch time
- Travel time

Process to for rewarding PDC points: attend activity, fill out PDC request form, attach documentation, send in to PDC chair, PDC meeting to review requests, points awarded, PDC chair adds points to transcript. (If points are not approved, PDC chair will notify the owner of the request.)

Measures of the Impact of Staff Development or Professional Learning

Impact is measured at the building and district level through:

- Assessment of students' academic performance on the districts' target goals annually.

- Analysis of teachers' implementation and effective use of related knowledge and skills through student surveys given at the beginning and end of each academic year.
- An observation of staff and student behaviors reviewed at least once each academic year.

Impact is measured for individual classroom teachers' level through:

- Assessment of students' academic performance on specific targeted areas at regular intervals throughout each school year and also annually.
- Analysis of data measuring related student behaviors throughout each school year and annually.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Professional Development Points for purposes related to employment or other local matters

Local In-service Days

Planning: The PDC will recommend the topics for the local in-service days based on either the needs assessment survey or requests from specific groups to make presentations. The administration will work with the PDC to locate in-service activities that may be funded through grants and other sources.

In-service education is defined as any planned learning opportunity which is engaged in by a person, after entering into a given position, for the purpose of improving effectiveness or upgrading skills in an area of certification.

~~(2.4)~~ **Evaluation:** Each local in-service activity will be evaluated by the participants and the Council. On the Day of the in-service activity, all participants will receive the In-service activity Evaluation. The evaluative criteria that is used are relevance, effectiveness, and impact. As participants complete the activity, the form should be completed and then returned to the PDC. The PDC will tabulate information received from the evaluations. Results of the tabulation will be forwarded through the administration to the DLT and the presenter. On an annual basis, the results of all in-service day presentations will be accumulated and written into the Annual Update.

Long Range Planning: Throughout the school year, the PDC will make note of the requests for workshops as listed on the In-service activity Evaluation. The Council members will also watch for specific workshops that address issues from the needs assessment or from Board concerns. During the last quarter, the PDC will plan Fall in-service Day(s) from the coming school year. The PDC will recommend ideas for other in-service days as well. The plans will be submitted to the State Department of Education in the Annual Update.

Appendix

Professional Development Regulations
p. 20-26
Golden Plains IPDP
p. 27
Golden Plains Request for Professional Development Education Points
p. 28-31
Needs Assessment for IPDP Goals

p. 32-33

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an

additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the
state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of
the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual
development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual
development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) If the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) If the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional
license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school
specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional
license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the
person shall be issued the license if verification of the recent experience is provided. The license
shall be valid through the remaining validity period of the out-of-state professional license or for five
years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211
Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) "Educational agency" means a public school district, accredited nonpublic school, area professional
development center, institution of postsecondary education authorized to award academic degrees,
the Kansas state department of education, and any other organization that serves school districts.
(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a

school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the
skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after July
1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective
July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission
of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they
represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article
6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional
development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article
6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A.
2000 Supp. 72-9603; effective July 1, 2003.)

Golden Plains USD 316

Individual Professional Development Plan

Name:_____ Building:_____

Teaching Assignment:_____ Highest Degree Attained:_____

Certificate Expires:_____ Social Security Number:_____

Date of Current Plan:_____ Date of Update:_____

District Goals:

District goals are based on the Results-based Staff Development Plan and are designated by the Board of Education.

1. To broaden areas of personal professional development.

2. To increase knowledge of curriculum and instruction.

3. To increase knowledge, skills, and development in the area of student development in reading, math, and writing.

Individual Goals:

Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.

1.

2.

3.

Applicant Signature: Designated Supervisor:

_____ _____

Date:_____ Date:_____

PDC Chairperson Signature

_____

Date:_____

USD 316 Request for Professional Development Education Points			
Name:			
Request Date:		Date of Activity:	
Title of Professional Development Activity:			
TOPIC of Professional Development Activity:			
Results-Based Staff Development Plan Addressed:			
Goal:			
Describe the activity by answering the questions that relates to the level for which you are requesting points:			

Service to the Profession: K points 1 pt. per hour awarded:

What services have I provided which have enhanced by knowledge or knowledge of others?

Knowledge: K Points 1 pt. per hour awarded:

What do I now know that I didn't know before?

Application: 2K Points

What am I doing now that I wasn't doing before? What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Impact: 3K Points

Points awarded according to the following types of impact.

a. What improvements in student learning have occurred as a result of my application of knowledge learned?

b. What changes have occurred in school/district programs or among colleagues as a result of my application of knowledge learned?

How has student performance improved?

What has positively changed about the program?

Indicate the number of points requested to the right:

Service to the Profession: K Points 1 pt. per hour awarded-No application or impact points awarded for service to the profession.	

Knowledge: K Points 1 pt. her hour awarded This establishes your base points for Application and Impact levels.	
Application: 2K Points Attach documentation of what you are doing now that you were not doing before.	
Impact: 3K Points Attaches documentation of what changes have occurred in your classroom, school, district, or to colleagues as a result of the application of your knowledge.	

Indicate the appropriate area:	
Content Endorsement Standards	
Professional Education Standards	
Service to the Profession	
College or University Credit? Attach transcript	**YES** **NO**
Applicant Signature	**Date**

PDC Chairperson Signature	Date

Needs Assessment for IPDP Goals

Name: _____

Use this form to guide the writing of your IPDP Goals. Check either yes or no to show a need in this area.

	YES	NO
Classroom Management		
Technology Integration		
KESA		
MTSS-Reading		
MTSS-Math		
MTSS BSEL		
Trauma Informed		
Behaviors		
Assessment		
Differentiated Instruction		

Using Data to Drive Instruction		
ESL Strategies		
Conflict Resolution		
Leadership Development		
Collaboration		
Curriculum		
Student Engagement		
Research Based Practices		
Family Involvement		
Establishing Relationships		

From: Edward Kalas
To: Cathi Wilson
Subject: USD 358 PD Plan Final for State Board Approval 051023
Date: Wednesday, May 10, 2023 7:25:00 AM
Attachments: USD 358 PD Plan Final for State Board Approval 051023.pdf

---

Christy,

Attached is a copy of the final PD plan I am sending to the State Board to be added to their June meeting agenda.

Congratulations. Your plan approval is almost complete. Thank you for helping me get through this process. Ed

Ed Kalas
Education Program Consultant
Professional Development and Mentoring
ekalas@ksde.org
785-296-2198

Work Hours 7-6 Monday thru Thursday

From: Cathi Wilson <cathiwilson@usd358.com>
Sent: Wednesday, April 26, 2023 7:24 PM
To: Edward Kalas <EKalas@ksde.org>
Subject: USD 358 Final Copy PD Plan

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Mr. Kalas,
I've made the updates on the final walk through as recommended. It's been reapproved by our teams with the required signatures. The copy is attached. Please let me know if there is anything additional you need from me.

--
Dr. Cathi Wilson
USD 358 Oxford
Superintendent/7-12 Principal
620-455-2410 ext. 1202
www.usd358.com

USD 358 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 the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Superintendent of Schools, 515 N. Water PO Box 937, Oxford KS 67119. 620-455-2410.

Oxford USD 358

Professional Development Plan

June 2022- June 2027

BOE Approved May 2021; Submitted to KSDE on May 18 2021
Resubmitted to KSDE December 7, 2022,
Revised per KSDE and USD 358 Reapproved April 26, 2023
Resubmitted to KSDE April 26, 2023

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 358 Professional Development Council approved the following plan, at its meeting held on April 26, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Renée Sauer
Signature

4/26/23
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
KSDE Recommended changes per Ed Kalas, KSDE consultant	4/26/2023

Table of Contents

Section One: Professional Development Council (PDC) *5*

Introduction 5

Membership 5

Responsibilities 6

Annual Training 7

Operational Procedures 2

Section Two: The District/System Professional Development Plan *3*

1. Assessment of In-Service Needs based on results and prioritization of school improvement needs assessments 3

2. Identification of Goals and Objectives to Achieve the In-service Needs 5

3. Identification of Activities and Actions to Achieve the Goals and Objectives 5

4. Evaluative Criteria to determine levels of success in meeting the in-service needs 5

5. Reporting Results of Evaluation of In-Service Needs 5

Amending the Professional Development Plan 6

Section Three: Individual Professional Development Plans (IPDP) *7*

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district. 9 Appealing the non-approval of an IPDP by the PDC 10

Section Four: Awarding Professional Development Points for Re-licensure *11*

Conclusion 15

Signature Page 16

Professional Development Forms **17**

Section One: Professional Development Council (PDC)

Introduction

Philosophy and Purpose of the Professional Development Council

The philosophy of USD 358 Professional Development Council is to provide a coherent and systematic program of learning opportunities for our licensed staff and other personnel. This is an ongoing process based upon the needs and interests of the staff. The professional development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level.

The purpose of the USD 358 Professional Development Council is to facilitate the professional learning of licensed and non-licensed staff members so that they possess the knowledge and skills necessary to meet the learning needs of our students. To do this we will:

- involve all the staff;
- align professional learning with the district's mission and academic goals established by USD 358, including graduation requirements and school improvement plans;
- identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices including job-embedded staff development and action research; and
- provide support and professional development to school and district administrators related to leadership roles.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The membership of the Professional Development Council (PDC) shall consist of two elementary (K-6) teachers, two Jr/Sr High School teachers, one district wide teacher representative, and one building level administrator. The Superintendent will serve as an advisor to the Council. Representatives will be selected by their respective peers. Teachers will select their building representatives annually by nomination and elections in April, and building level administration will select their representative in the same manner. The number of teachers on the PDC council will be five with one building administrator on the team.

The terms of office for PDC representatives shall be three-years in length. The rotation will begin at the end of the 2020-2021 school year. The table below indicates the rotation.

Years	Elementary Position 1	Elementary Position 2	Jr/Sr High Position 1	Jr/Sr High Position 2	District wide PK-12 Teacher	1 Administrator (There are only two in the district besides the superintendent)
22-23			x	x		
23-24	X					X
24-25		X			X	
25-26			x	x		
26-27	X					X

As representatives complete their term, they will remain on the council through the last meeting of the fiscal year (June). Newly elected members in April will attend the May and June meetings in order to become familiar with the work of the council.

Should a vacancy occur prior to the end of a term, the group represented will select a person to complete the unexpired term using the nomination and voting process above.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Chairperson

1. Calls and conducts all meetings.
2. Calls special meetings.
3. Carries out other duties as determined by the PDC.

Chairperson Elect

1. Acts in the absence of the Chairperson.
2. Carries out other duties as determined by the PDC.

3. Succeeds chairperson.

USD 358 will provide a District PDC Liaison to carry out secretarial duties as follows:

1. Type and distribute the agenda for PDC meetings.
2. Publish notifications and summary of minutes of all meetings and distribute them to all members of PDC, Board of Education, Superintendent, and one copy for each school building.
3. Type and distribute the minutes of PDC meetings.
4. Maintain all PDC minutes, individual development plans, correspondence, and all other pertinent documents.
5. Prepare transcripts for salary scale movement and/or re-licensure upon request from individuals.
6. Carry out other duties as determined by the PDC.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Professional Development Council members will participate first semester training for PDC members. This training will either be provided by trained members of Oxford's PDC or other individuals deemed qualified. The District PDC Liaison will manage all documentation that shows completion of the training and will ensure that all members on the current PDC membership roster have completed it for the current year.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

At the June meeting of any school year, the Chairperson Elect will assume the responsibilities of the Chairperson, and the Council will elect a new Chairperson Elect from teacher members who have at least two years left on their term. These officers are to perform the duties ordinarily expected of such office and to serve in the elected capacity until the first meeting of the next school year. The Chairperson Elect will become the Chairperson the next school year. Administration cannot hold either position.

The council will meet monthly. Meeting agendas will be sent out to district staff a minimum of three days prior to the meeting. A quorum is needed to conduct business of the council. Simple majority is required for a quorum. Decisions shall be made by consensus. If there is a tie, and council may look for the advisement of the superintendent or table the item until additional members are in attendance.

Anyone not part of the council, may attend the meeting as an observer; unless recognized by the council for a specific question or request for input on a topic.

All PDC documentation, requests for points, approvals, and PDC transcripts are kept digitally in Frontline Education's Professional Learning Platform. All licensed staff is trained on its use as part of new teacher orientation.

Section Two: The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The PDC Plan is monitored and reviewed annually. Any changes recommended by the council must be approved by the Board of Education. The plan must be renewed every five years.

1. Assessment of In-Service Needs based on results and prioritization of school improvement needs assessments

Inservice needs are aligned with school improvement goals to improve student academic outcomes, strengthen curriculum alignment with state standards, and to make sure all special populations of students are having needs met. Certified staff will be surveyed annually to identify areas in need of professional development.

District: Focus

The professional learning needs of the district are identified through collaboration with each school's staff, administration, and educational community. The district needs are then determined by the school's needs aligned with district and building KESA, Board, and State Board goals.

Results-Based Goals

District goals are based upon state and national standards of performance for students at each academic level as defined in the current district improvement plan.

Building: Focus

Building level priorities flow directly from school improvement plans that are determined by examining student achievement data and research.

Results-Based Goals

Goals come directly from student academic targets identified in the school improvement plan and address how the individual will demonstrate knowledge, application, and impact.

Individual: Focus

Individual goals are based on individual needs identified through an analysis of skills related to student learning and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a new endorsement.

Results-Based Goals

Goals are written based on individual needs and professional teaching standards and may address needs related to content endorsement, professional education standards, and service to the profession. Individual Professional Development Plans (IPDP) will be written addressing the knowledge, application, and impact levels.

2. Identification of Goals and Objectives to Achieve the In-service Needs

District staff will improve the quality of teaching by increasing knowledge and improving skills related to:

- District and state curriculum standards
- The use of evidence-based strategies and developmentally appropriate instruction in reading and mathematics:
    - aligned with the particular reading and mathematics goals or targets identified in building improvement plans.
- Job-embedded professional development and classroom action research.
- Understanding assessments as:
    - data sources for professional learning and action research.
    - diagnostic tools for identifying student learning needs.
    - identifiers of curriculum alignment or misalignment. District staff will understand:
- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
    - Individual Professional Development Plans,
    - Applying for professional development points, and
    - Individual Professional Development Transcripts.

3. Identification of Activities and Actions to Achieve the Goals and Objectives

Professional development content will be determine based on the based on the information gained from the identification of goals and objectives, data analysis measuring gains toward school improvement measures, and survey results gathered from teachers on individual professional development needs as they result to curriculum alignment and improving student academic outcomes.

4. Evaluative Criteria to determine levels of success in meeting the in-service needs

Professional development outcomes will be measured by data analysis measuring gains toward school improvement measures, completion knowledge or above points and feedback gained through the PDC application process, walk through observation data,

5. Reporting Results of Evaluation of In-Service Needs

Informing staff members and the board of education on decisions and activities of the Professional Development Council will be done through the official summary of each meeting which will be posted in each building.

The chairperson will make an annual progress report to the board of education.

Amending the Professional Development Plan

Every five (5) years the Professional Development Council will conduct an evaluation of the district professional development plan based on the criteria established by the state board of education. In conducting this evaluation, the council will consider the followingquestions:

1. Is professional development ongoing and job-embedded? (Context)
2. Does decision-making, communication, and team-building function effectively? (Process)
3. Are the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity being addressed? (Content)

This plan will be evaluated and updated by the PDC annually. Items that will be taken into consideration in evaluating this plan are:

- State mandated requirements;
- Professional development needs as identified by the results-based staff development plans;
- Individual professional development needs as identified by staff members; and
- Interests and concerns of the district staff, patrons, and board of education.

If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the District PDC Liaison will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three: Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

The Individual Professional Development Plan (IPDP) is a plan describing the professional development goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the PDC.

The individual in cooperation with the building administrator will write an IPDP that:

- addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held. One or more of the required areas must be included in an individual's IPDP; content endorsement, professional standards, and service to the profession, in addition to the following plan activities:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your Individual Needs

Identify personal professional development needs - including acquiring points for licensure

renewal. This will be done by reflecting on your current practices, evaluating student outcome data, and instruction aligned with school improvement goals. IPDP goals are to be stated to address the learning goals set by each individual.

3. **Determine your individual professional development goals**

   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

   Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**

   The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

   Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

   In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

   Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

- Is written for a period of one year with the option for annual renewal based upon continued needs.
- May or may not include specific titles of courses, seminars, conferences, or workshops. As this specific information is available, the individual will add this to his/her plan.
- Is written using the official USD 358 Individual Professional Development Plan form currently in FrontLine Education- Mylearning Plan.

The procedure for approval of the IPDP includes:

1. The individual completes and IPDP in FrontLine Education- MyLearning Plan and submits the plan to the building administrator.
2. The building administrator reviews the plan and will approve after required modifications.
3. The IPDP is referred to the PDC for approval, disapproval, or modification.
    a. If the IPDP is not approved by the PDC:
    b. The plan is returned to the individual with recommendations for revision.
    c. The individual may appeal in writing or in person to the Board of Education during one of the BOE's regularly scheduled meetings.

The plan is considered "signed" through digital approvals and submission in Front Line Education-MyLearning Plan by all parties.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

For individuals who reside or work in the district (but are not employees of the district), who are requesting PDC points, Once the plan is signed, the individual must submit it to the documentation must be submitted to the Board of Education Clerk for authorization by the PDC council.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

If points are denied the individual may appeal the decision to the PDC council with a written explanation about why the points should be approved and how the activity meets the requirement of the plan.

If that request is denied, licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four: Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

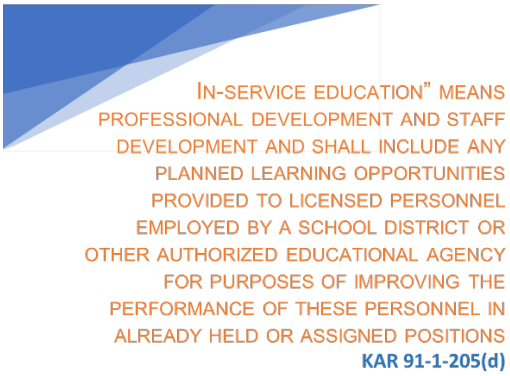
Participation in professional or staff development activities must be used to gain professional development points for licensure renewal.

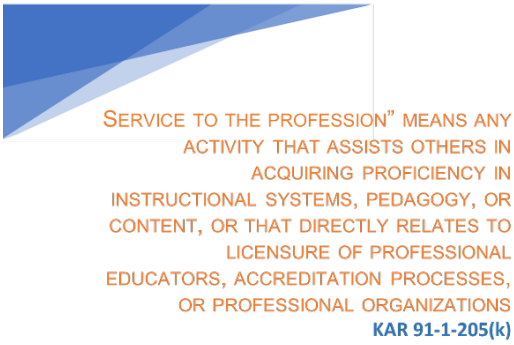
For purposes of renewing a license, the professional development council shall not impose a limit on the number of professional development points that may be earned.

Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- how professional or staff development has led to increased knowledge.
- how it has been applied in practice; and
- what the results of that practice have been.

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".





MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

Professional development points are awarded at three levels with no limits on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

<u>In-service Education = 1 PD point per clock-hour</u>

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

<u>Service to the Profession = 1 point per clock-hour</u>

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds a master's or other advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted. The PDC will determine the appropriateness of college credit prior to awarding points.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, e.g. for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas: *Content Endorsement Standards, Professional Education Standards or Service to the Profession.*

Conclusion

This is verification that the Oxford Professional Development Council members below have reviewed and approved the above 5-year plan.

District Representative: Renee Sanchez- PK-12 Librarian
Administrative Representative-Terri Wiseman- Elementary Principal
Elementary Representative: Sondra Short- Elementary Music
Elementary Representative: Samantha Schneider- 4th Grade Teacher
JH/HS Representative: Colby Patton-7-12 Family Consumer Science/Spanish
JH/HS Representative: Kyle Westerman- 7-12 PE and Social Studies
District Consultant: Kristina Houser; Board Clerk, Cathi Wilson; Superintendent

Signature Page PDC Membership

PDC Chair Wendy Sawicky. Date 4/26/23

Vice-Chair Lori Wiseman Date 04.26.2023

Representative Colleen J. Patton Date 4-26-23

Representative [illegible] Date 4-26-23

Representative Samantha Schneider Date 4-26-23

Representative Sandra Short Date 4-26-23

Professional Development Forms

Below are the forms used for the professional development processes. All forms can be accessed through each individual's Frontline Education account. Please see your building administrator or PDC representative if you need assistance access the forms or have questions.

Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IDP Information

Name

Teaching Assignment

Licensure Renewal Date

Degree Information

Start Date for which the IDP applies (mm/dd/yyyy)

Start Date

Select the School District

District --- Click To Select ---

If not on list, enter here

What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective

Goal : INSTRUCTION. 2022-2023

- [ ] Professional Learning Communities

Goal : SOCIAL EMOTIONAL 2022-2023

- [ ] Social/Emotional

Goal : STUDENT ACADEMICS. 2022-2023

- [ ] Academics

What Building Goals will you meet?

Select

- [ ] Jr/Sr High School:Academic Rigor
- [ ] Jr/Sr High School:MTSS Academic Supports
- [ ] Jr/Sr High School:Civic Engagement/Soft Skills

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Individual Professional Goal (developed from Self-Assessment Worksheet):

Characters left **2048**

Revision Comments

Document the date and revision of each resubmission.

Comments	

Characters left **2048**

Finish

Professional Development Request For Knowledge Points

Use this form to submit a request for approval to attend a professional development activity for knowledge points.

Activity Information

Activity Title

Activity Type --- Click To Select ---

Relicensure Category --- Click To Select ---

Activity Description

Characters left **2048**

Website for Description

Meeting Dates/Times

of Meetings 1

MeetingDate 1

Meeting 1 Date

Start & End Time :0 To 0

Location

Sub Information

Sub Required ○ Yes ◉ No

Date(s) Sub Requested

Activity Provider/Sponsor

Provider --- Click To Select ---

If not on list, enter here

Estimated Costs (if applicable)

Registration Fee

Estimated Lodging

Estimated Meals

Transportation

Tolls

Points/Credits

Enter the number of Points you are seeking for this activity

College Credit Approval

Use this form to submit a request for prior approval for any college course.

Course Information

Course Title

Course Description

Characters left **2048**

Licensure Category --- Click To Select ---

Course Website

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

University/College Provider

Provider --- Click To Select ---

If not on list, enter here

Scholarship Reimbursement Section

You can elect to receive scholarship reimbursement of $100 per credit hour, up to a total of $600.

Are you requesting reimbursement? --- Click To Select ---

Enter zero (0) below if not applcable.

Reimbursement Requested

College Credits

Enter the number of Credits you are seeking for this activity (1 College Credit = 20 Points)

Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : INSTRUCTION. 2022-2023

- [ ] Professional Learning Communities

Goal : SOCIAL EMOTIONAL 2022-2023

- [ ] Social/Emotional

Goal : STUDENT ACADEMICS. 2022-2023

- [ ] Academics

Self-Directed Professional Development Request

Activity Information

Activity Title

Relicensure Category --- Click To Select ---

Description of Proposed Self-Directed Professional Development Activity

Characters left **2048**

# of Meetings 1

MeetingDate 1

Meeting 1 Date

Start & End Time :0 To 0

Location

Points/Credits

Enter the number of Points you are seeking for this activity

Points

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : INSTRUCTION. 2022-2023

- [ ] Professional Learning Communities

Goal : SOCIAL EMOTIONAL 2022-2023

- [ ] Social/Emotional

Goal : STUDENT ACADEMICS. 2022-2023

- [ ] Academics

Purpose(s)

Select a Purpose(s)

- [ ] Relicensure
- [ ] Salary Points

Comments

Comments

Characters left **2048**

Finish

Activity Proposal

Use this form to submit a request to add an activity into the catalog.

Please note: This form is used to propose an activity for the District Catalog. Once added, you must register yourself for the activity if you plan to attend.

Activity Information

Indicate the details of the activity you are proposing.

Activity Title

Description

Characters left **2048**

Category: --- Click To Select ---

Format: --- Click To Select ---

Max Enrollment (#)

Instructor

Instructor:
---Not Assigned---
Bugbee, Ashley
Catlin, Hilary
Sanchez, Renee
Wilson, Cathi
Wiseman, Terri

Instructor Name (if not on list)

Dates/Times/Location

Start Date

End Date

Meeting Dates/Times

Location

Associated Event

If this activity is associated with a professional development event listed below, please select that option.

Event this activity is a part of (if any): --- Click To Select ---

Provider

Provider: --- Click To Select ---

If not on list, enter here:

Costs

Registration Fee ($):

Hours

Enter the number of hours of credit you are seeking for this activity

Hours:

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : INSTRUCTION. 2022-2023

- [ ] Professional Learning Communities

Goal : SOCIAL EMOTIONAL 2022-2023

- [ ] Social/Emotional

Goal : STUDENT ACADEMICS. 2022-2023

- [ ] Academics

Purpose(s)

Registrants receive credit toward:

- [ ] Relicensure
- [ ] Salary Points

Building Restrictions

Restrict this activity to the following buildings:
Leave blank for all

- [ ] 619 Elementary
- [ ] 619 Jr/Sr High School
- [ ] Elementary School
- [ ] Jr/Sr High School
- [ ] District Office

Department Restrictions

Restrict this activity to the following departments:
Leave blank for all

- [ ] Administration
- [ ] Art
- [ ] Elementary Classroom
- [ ] English-Language Arts
- [ ] Foreign Language
- [ ] Health-Physical Education
- [ ] Mathematics
- [ ] Music
- [ ] Science
- [ ] Social Studies
- [ ] Special Education
- [ ] Vocational Ed

Comments

Comments

Characters left **2048**

Finish

- [ ] Jr/Sr High School:Academic Rigor
- [ ] Jr/Sr High School:MTSS Academic Supports
- [ ] Jr/Sr High School:Civic Engagement/Soft Skills

Select a Purpose

Purpose(s)

- [ ] Relicensure
- [ ] Salary Points

Comments

Comments

Characters left **2048**

Finish

Points

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : INSTRUCTION. 2022-2023

- [ ] Professional Learning Communities

Goal : SOCIAL EMOTIONAL 2022-2023

- [ ] Social/Emotional

Goal : STUDENT ACADEMICS. 2022-2023

- [ ] Academics

Select a Building Goal

- [ ] Jr/Sr High School:Academic Rigor
- [ ] Jr/Sr High School:MTSS Academic Supports
- [ ] Jr/Sr High School:Civic Engagement/Soft Skills

Purpose(s)

Select a Purpose(s)

- [ ] Relicensure
- [ ] Salary Points

Comments

Comments

Characters left **2048**

Finish

From: Julie McPherron
To: Edward Kalas
Subject: Rose Hill USD 394 Approved PD Plan attached
Date: Wednesday, May 10, 2023 12:01:56 PM
Attachments: USD 394 PD Plan Final 4-19-23.docx
USD394 PD Plan Signature Pg 5-8-23.pdf

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Ed,
I am attaching our final version of the PD plan with the corrections you and I discussed. This plan was approved by our PDC on 5/19/23 and approved by our BOE on 5/8/23. I am also attaching the signature page with the official signatures.
Please let me know if you need anything else. If I need to resend all our forms, I can also do that in a separate file.
Thank you for your assistance throughout this process.
Julie

Julie McPherron, Ed.D
Rose Hill USD 394
104 N. Rose Hill Rd.
Rose Hill, KS 67133
316-776-3300

"Intelligence plus character - that is the goal of true education" ~Martin Luther King Jr.

CONFIDENTIALITY NOTE: This electronic message and any attached document contain information from Rose Hill USD 394 and should be considered confidential and privileged. The information contained and/or attached is intended for the individual or entity named in the TO: CC: and/or BCC: fields. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contained information is prohibited. If you have received this message in error, please contact us immediately at 316-776-3300 and destroy this message.

Professional Development Plan

Rose Hill Public Schools
USD 394

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 394 Professional Development Council approved the following plan, at its meeting held on April 19, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Julie McPherron
Signature

4/19/23
Date

The USD 394 Board of Education approved the following plan, at its meeting held on May 8, 2023 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Heath Wells
Signature

5/8/2023
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

Table of Contents

Section One

Topic	Page(s)
Section 1: Professional Development Council (PDC)	4
Introduction	5
Membership	5
Responsibilities	6
Annual Training	8
Operational Procedures	9
Section 2: The District Professional Development Plan	12
Assessment of Inservice Needs	12
Identification of Goals and Objectives	13
Identification of Activities and Actions	15
Evaluative Criteria to Determine Levels of Success	15
Reporting Results of Evaluation of Inservice Needs	15
Amending the Professional Development Plan	15
Section 3: Individual Professional Development Plans (IPDP)	16
IPDPs for Licensed Professionals who live or work in the district but are not employed by the district	18
Appealing the non-approval of an IPDP by the PDC	18
Section 4: Awarding Professional Development Points for Relicensure	19
~~Awarding PDC Points for Purposes Related to Employment or Other Local Matters~~	23
PDC Quick Facts	26
Appendix – PDC Forms	28
Individual Professional Development Plan (IPDP)	
Knowledge Level Form	
Application Level Form	
Application Level Points Request Form	
Impact Level Points Request Form	
Request for PDC Transcript or Salary Schedule Movement	
Service to the Profession Time Log	
Teacher Individual Inservice Plan (TIIP) Application	
TIIP Knowledge Level Form	
PDC Transaction Report	

Professional Development Council (PDC)

Introduction

The essential goal of the district's professional development program is to ensure continuing improvement and enhancement of the district's programs of instruction.

The instrumental goal is to provide the opportunity and the material resources, which enable participants to constructively engage in activities, which lead to both advancement of the instructional programs of the district and advancement of the professional skill and knowledge of its professional educators.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

PDC Member Slots:

Groups Represented	Licensed Teachers	Licensed Leaders
Rose Hill PS	2	1
RH IS	2	1
RH MS	2	1
RH HS	2	1
Central Office		1
	8	5

At the end of the school year, the PDC Chair will inform the contact person of each group represented of each open position available on the PDC. That contact will seek nominations, volunteers, or recruits for the position/s to create a list from which staff will choose their representative. Each group represented will select from that list through a paper ballot, Google form or some other method. Even if there is only one name for each position, each licensed member will have an opportunity to select his/her representative.

Once the final candidates are chosen, the group representative forwards that name on to the PDC Chair.

The Council shall be operative for the academic school year (July 1 to June 30).

District Level Offices of the Professional Development Council

1. The offices of the District Council shall consist of a Chairperson, a Vice-Chairperson, and a Secretary.

2. The members of the Council shall elect all other officers during the last District PDC meeting, and the term of office shall begin on July 1. A majority vote of a quorum of 8 members shall be required for elections.

3. Officers are elected for one year.

Membership

1. Members of the Council shall serve three years and are eligible for re-election for a total of 2 consecutive terms.

2. Members are expected to attend Council meetings.

3. Individual members are to serve as a liaison between the Council and their constituencies by reporting at staff meetings, posting minutes and related information, distributing forms, and serving as a resource for building participants. Members may be asked to serve on committees as needed.

Method of selection

1. Each attendance center shall fill vacancies for the following school year before the last District PDC Meeting of the school year. The PDC Chair will inform the contact person of each group represented of each open position available on the PDC. That contact will seek nominations, volunteers, or recruits for the position/s to create a list from which staff will choose their representative. Each group represented will select from that list through a paper ballot, Google form or some other method. Even if there is only one name for each position, each licensed member will have an opportunity to select his/her representative.

Once the final candidates are chosen, the group representative forwards that name on to the PDC Chair.

There should always be at least one experienced teacher on the building PDC each year to assure continuity in the program process.

2. Newly-elected members of the Council are encouraged to attend meetings of the District Council as non-voting observers until the term of office begins in order to become familiar with responsibilities and procedures of the Council.

Resignations and replacement

1. A member may resign his/her membership at any time. A letter of resignation shall be written and submitted by the resigning member to the Council at least two weeks prior to the effective date. The affected constituency shall be notified of the vacancy immediately and the constituency shall fill the vacancy with an election as rapidly as possible. A representative elected to fill such a vacancy immediately assumes the position and shall complete the unexpired term.

2. A member of the Council may be required by majority vote of the District PDC to resign for failure to fulfill the minimal duties and/or responsibilities of the position.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

District Level Offices and Clerical Duties of the Professional Development Council

Officers/Clerical Duties

Chairperson

*Calls and presides at all regular and special meetings.

*Prepares and distributes agendas and supporting materials for all meetings three days in advance.

*Appoints and serves as ex-officio member of any committee.

*Interprets guidelines between meetings.

*Receives all resignations and election data from the Council.

*Outlines yearly Council tasks and timelines.

Vice-chairperson

*Fulfills all the duties of the chairperson in his/her absence.

*Carries out all other duties requested by the chairperson.

Secretary

*Records and maintains all minutes and pertinent information.

*Distributes minutes to District PDC members and others with written request.

*Carries out all other duties requested by the chairperson.

The district will assign a staff member as the **PDC Clerk.**

*Keeps official transcripts for staff licensing.

*Submits staff certification documentation through the online portal.

*Provides PDC transcripts to staff members at the end of the contract year or anytime upon written request.

Powers, Duties and Functions of the District Level PDC

1. Develop a system to identify the professional development needs of the district, or a part thereof, and address these needs with an effective professional development program including evaluation. The district PDC committee will work with the district leadership team to review the professional development schedule and district goals and objectives to determine what goals and objectives have been met and help develop new professional development plans for the upcoming school year.

2. Necessary clerical, and accounting staff and facilities for meetings, record keeping, communication, and other necessary business of the District and Building Councils shall be furnished by the district.

3. Award knowledge, application and impact level points at the end-of-year meeting.

BUILDING-LEVEL PROFESSIONAL DEVELOPMENT TEAMS

These Teams will operate under the umbrella of the District PDC by-laws and have the following obligations:

Duties of the Building PD Team

The building-level PD Teams will pre-approve professional development activities within budget restraints and award knowledge points, interpret guidelines with the building administrator between meetings, receive all resignations and election data for the building-level committee, orientate all personnel assigned to the building to both building team and district PDC procedures, and assist members in this process based on documentation supplied by certified/licensed personnel. The building-level committee will gather input from administrators, teachers, and staff on an annual basis to determine the professional development needs for each building.

The Building PD Team will review staff notebooks from individuals applying for Knowledge Level points and bring those to the District PDC for a final decision.

Records

1. Individual certified/licensed personnel will maintain a notebook of Individual PDP and individual activity requests, and will submit this notebook to the Building PDC. The building administrator will review and sign Individual PDPs. A Building PDC member will review and sign individual transaction logs prior to submitting them to the PDC clerk.

2. Each Building PDC will send a list of personnel with total points earned and a copy of each documentation page of in-service development activities from individual's notebooks to the district office on or around May 1.

3. Each certified staff member can receive an individual transcript of his or her professional development points by requesting the transcript from the PDC clerk.

4. A central office designee will be responsible for registrations, hotels, transportation, substitutes, etc. that are approved by each Building PD Team.

5. Each building level administration is responsible for remaining within its in-service budget guidelines.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Annual training will occur for all PDC members during the first semester of each school year. The training will be conducted at the first district PDC meeting of the year. A member of the local service center will conduct the training. If this option is not available at that time, the PDC Chairperson will be trained by the

service center consultant and then train the other members. The training will be part of the regularly scheduled meeting and will be documented in the meeting minutes. The PDC Chairperson will be responsible for ensuring all members of the PDC have received annual training.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Powers, Duties and Functions of the District Level PDC

1. Develop a system to identify the professional development needs of the district, or a part thereof, and address these needs with an effective professional development program including evaluation. The District PDC committee will gather input from administrators, directors, and teachers to determine the professional development needs for the district.

2. Necessary clerical, and accounting staff and facilities for meetings, record keeping, communication, and other necessary business of the District PDC and Building PD Teams shall be furnished by the district.

3. Award application and impact level points at the end of year meeting.

Meetings of the District Professional Development Council

1. Two to three meetings will be held yearly. Additional District PDC meetings will be called as needed.

2. Notification of all regular and special meetings shall be given at least one week prior to the meeting.

3. Special meetings may be called by the chairperson or a majority of the District Council.

4. A quorum is a majority of the members of the Council and is required at all times for a meeting of the Council to convene or continue.

a. A majority of members present is required for a motion to be approved.

b. Alternates for absent members and voting in absentia are not allowed.

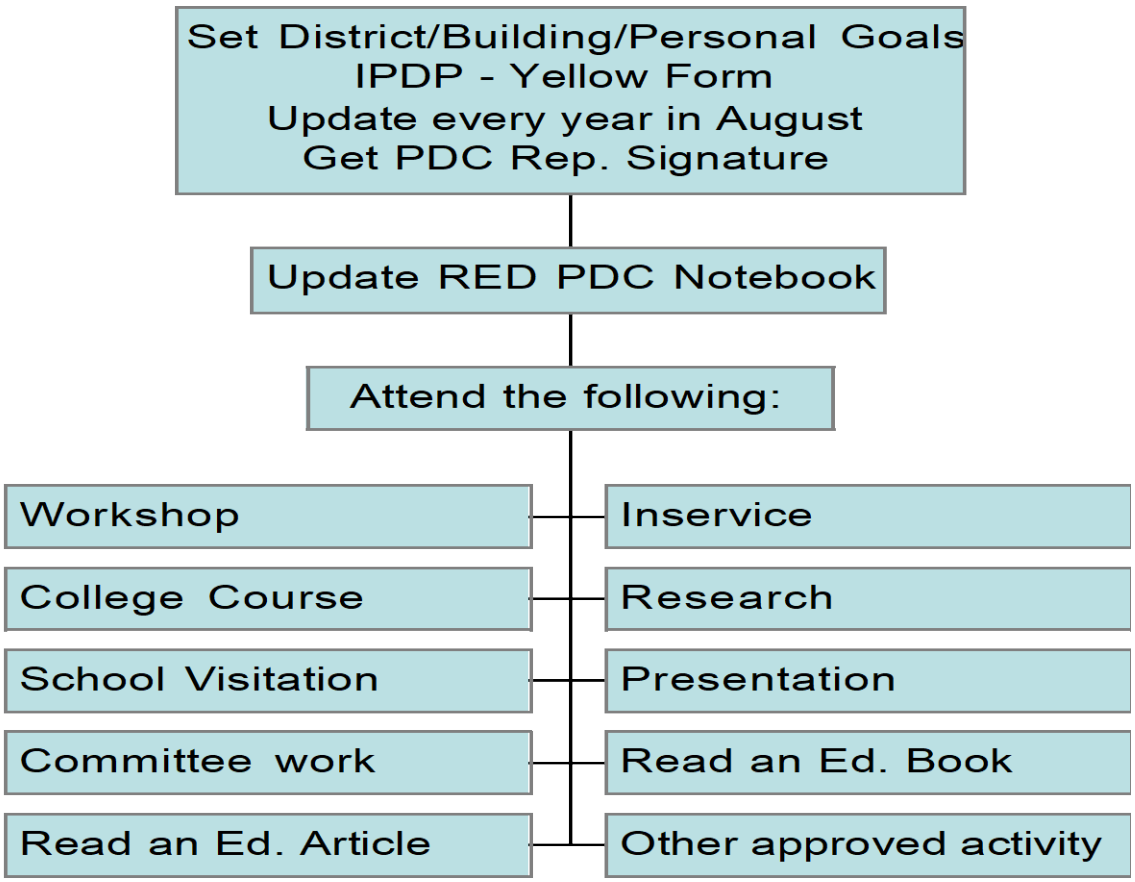
District Level PDC Agendas

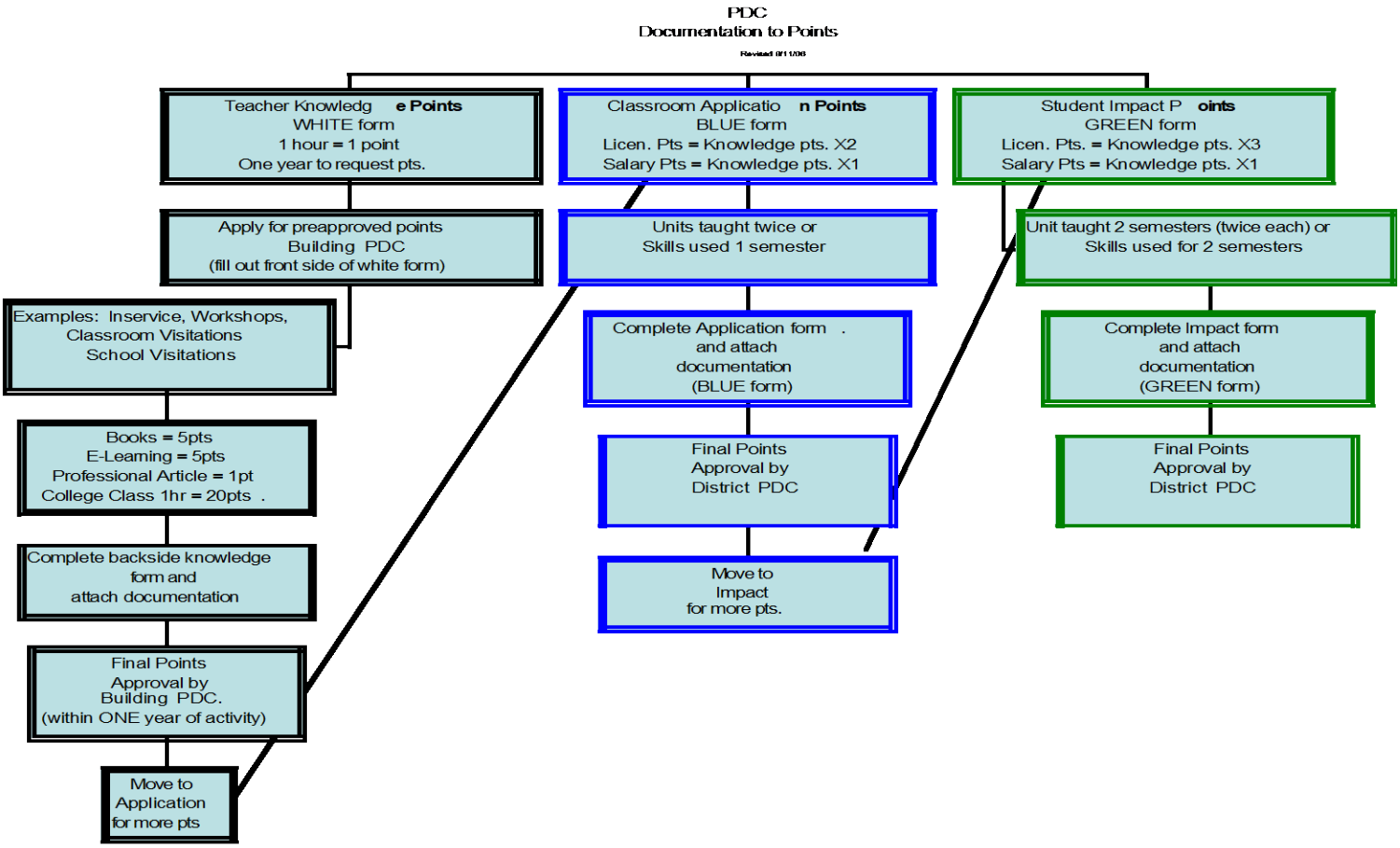
1. Items for consideration by the Council may be proposed by the members of the Council or certified/licensed personnel of USD 394. Items should be submitted in writing to the chairperson of the Council at least two weeks prior to the scheduled meeting.

2. The agenda and notification of the meeting shall be distributed to members of the Council. One copy will be provided for posting in each staff workroom.

Getting Started With PDC

Revised 9/11/06




PDC
Documentation to Points
Revised 8/11/06
Teacher Knowledg e Points
WHITE form
1 hour = 1 point
One year to request pts.
Classroom Applicatio n Points
BLUE form
Licen. Pts = Knowledge pts. X2
Salary Pts = Knowledge pts. X1
Student Impact P oints
GREEN form
Licen. Pts. = Knowledge pts. X3
Salary Pts = Knowledge pts. X1
Apply for preapproved points
Building PDC
(fill out front side of white form)
Units taught twice or
Skills used 1 semester
Unit taught 2 semesters (twice each) or
Skills used for 2 semesters
Examples: Inservice, Workshops,
Classroom Visitations
School Visitations
Complete Application form .
and attach
documentation
(BLUE form)
Complete Impact form
and attach
documentation
(GREEN form)
Books = 5pts
E-Learning = 5pts
Professional Article = 1pt
College Class 1hr = 20pts .
Final Points
Approval by
District PDC
Final Points
Approval by
District PDC
Complete backside knowledge
form and
attach documentation
Move to
Impact
for more pts.
Final Points
Approval by
Building PDC.
(within ONE year of activity)
Move to
Application
for more pts

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The professional development plan will be reviewed at least once a year. Renewal of the five-year plan will be submitted to the USD 394 Board of Education and KSDE on or before August 1 of the school year in which the plan is to become effective.

Assessment of in-service needs

A needs assessment survey will be provided in an electronic format to all certified/licensed personnel during the third nine weeks of each school year. The district PDC committee and administrative team will review the survey results and use the information to guide professional development planning and training for the following school year.

Identification of goals and objectives to achieve the in-service needs

The district PDC committee and administrative team will review the needs assessment survey and use the results to guide professional development planning and training for the following school year. Goals and objectives will be identified based on the survey results as well as district and building KESA goals.

USD 394 Rose Hill Schools
Needs Assessment
Teacher Survey

1. I am a teacher and work primarily with (please select only one):
   - Elementary school students
   - Middle or junior high school students
   - High school students
   - Elementary students with special needs
   - Middle school students with special needs/ELLs
   - High school students with special needs
   - Elementary, middle, and high school students
   - Elementary, middle, and high school students with special needs/ELLs

2. What is the name of your school?

3. If any, which group(s) of students in your classroom is (are) not performing to your expectations? (Select all that apply.)
   - Economically disadvantaged
   - English Language Learners
   - Gifted
   - Migrant
   - Minority
   - Regular education
   - Special education
   - None of the above (All students are performing to expectations.)
   - Other, please specify

4. Is there an academic content area in which targeted professional learning would enhance your capacity as a teacher? (Select all that apply.)
   - English/Language Arts
   - Reading
   - Mathematics
   - Science
   - Social Studies
   - Academic enhancement not needed
   - Not applicable
   - Other, please specify

5. Which **three** areas of professional learning would most enhance your skills as a teacher and improve student learning in your school?

- Accommodating all learners
- Assessing student achievement
- Classroom management
- Technology
- Differentiated instructional strategies
- Interpreting and using data
- Effective teaching practices
- Parental and community involvement
- Pyramid of intervention
- Working effectively with paraprofessionals/volunteers
- Standards-based classroom instruction
- Co-teaching and inclusion training
- Pedagogical enhancement not needed
- Other, please specify

6. Professional learning in differentiated instructional strategies would most enhance your skills or have the biggest impact on student achievement in which of the following student groups? (Select all that apply.)

- English Language Learners
- Minority students
- Migrant students
- Economically disadvantaged students
- Special education students
- Gifted students
- Enhancement in differentiated instructional strategies not needed
- Other, please specify

7. What district curriculum, programs, or practices do you feel you need additional training and support to implement with fidelity?

- Trauma-informed practices
- Building Resilience
- Technology and Curriculum Integration
- New ELA Curriculum: K-5 Benchmark Advance / PreK-5 Heggerty / 6-12 StudySync
- Other, please specify

Identification of activities and actions to achieve the goals and objectives

A professional development schedule will be developed each school year that includes late start time and professional learning days. This comprehensive schedule will ensure that training for accomplishing building and district goals and objectives is provided throughout the course of the school year. Time will be provided for teacher training for new curriculum, time for new teachers and mentors to work together, time for building and district leadership teams to meet, and time for building administrators to work with teachers on programs and initiatives that meet the needs specific to each building.

Evaluative criteria to determine levels of success in meeting in-service needs

The needs assessment survey results will determine the level of success of current professional development practices and provide guidance for future needs. The district PDC committee will work with the district leadership team to review the professional development schedule and district goals and objectives to determine what goals and objectives have been met and help develop new professional development plans for the following school year.

Reporting results of evaluation of in-service needs

A report based on the summarization of the needs assessment survey will be distributed via email to all certified/licensed personnel by the end of each school year. Documentation will be maintained in the district office.

Amending the Professional Development Plan

In order to amend the Professional Development Plan, the amendment will be discussed and considered over two consecutive meetings. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it.

The written amendment will be received and discussed at the first meeting. At the following meeting, an action decision would be made. The amendment must be passed with an affirmative vote of a quorum. The plan will be reviewed at least once a year. Once an amendment is approved, the PDC Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Amendments approved by the Council shall be submitted to the USD 394 Board of Education for approval.

Renewal of the five-year plan will be submitted to KSDE on or before August 1 of the school year in which the plan is to become effective.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Each certified/licensed staff member is required to have an Individualized Professional Development Plan on file with the building PDC. These plans will be updated at the beginning of each school year and will be submitted to the PDC committee for approval. Building level PDC members will not approve requests for professional development activities for any individual who does not have a current, approved IPDP on file.

STEPS FOR COMPLETING AN IPDP

1. Collaborate with a designated supervisor

The Individual Professional Development Plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor to signify that the supervisor agrees with the plan.

2. Assess your individual needs

Identify personal professional development needs, including acquiring points for licensure renewal.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development plan

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do because of the professional development. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.*

Ideally, the plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Licensed individuals who reside in the district may apply for approval from the PDC committee for the purposes of license renewal. An individual PDP and transaction logs must be submitted to the district PDC Clerk.

The steps the individual must take to complete the plan include:

1. Identifying personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determining professional development goals that are based upon identified needs and connected to building and district goals.

3. Completing an Individual Professional Development Plan and submitting it to a supervisor designated by the district.

4. After the designated supervisor has had the opportunity to review and sign the plan, submitting the plan to the district Professional Development Council for approval.

See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IDPD and how professional development points may be awarded.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeals

Any certified/licensed personnel wishing to appeal the Building PDC decision for non-approval of an IPDP may submit an appeal to the District PDC. Anyone wishing to appeal the District PDC decision for the non-approval of an IPDP, may appeal to the state licensure review board by calling KSDE Licensure at 785-296-2288 and asking for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

The Professional Development Education Plan allows teachers to use PDC points for licensure renewal. Professional Development points may be earned by participation in district Professional Development activities resulting from the development and implementation of building action plans and activities outside these plans when an individual plan is filed and approved by the Council. The Professional Development Council must approve all professional development points and college hours. There are no limits on the number of points that may be earned for the purpose of licensure renewal. License renewals can only be submitted within 6 months of the license expiration date.

Bachelor's Degree: Requires 160 points to renew. Half of the points (80) must be college credit (4 credit hours.) One college credit is equal to 20 professional development points. The PDC will determine the appropriateness of college credit before awarding points.

Master's Degree and above: Requires 120 points to renew. These can be a combination of PDC points and college credit. The PDC will determine the appropriateness of college credit before awarding points.

Individuals may apply semester credit hours to licensure renewal without being awarded PDC points for the credits ONLY if the credit hours are part of an approved teacher preparation program for an added endorsement area or for a school specialist or leadership license. The professional development points used for the renewal of a license must be earned in at least one of the three areas:

Content Endorsement Standards
Professional Education Standards
Service to the Profession

A 3-TIER POINT SYSTEM allows for points to be awarded in three areas. The points for Content and Professional Education are doubled at the Application Level and tripled at the Impact Level. Service to the Profession points are not eligible for application or impact. All forms, flowcharts, and quick facts are part of the PDC Plan.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn Knowledge level during the same licensure period that Application or Impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Time Log and Meeting Minutes noting contributions to meetings and time spent at meetings.
- Time Log and an explanation/notes of time spent on a school committee, council, or team such as:
    - Membership in the school or district PDC.
    - Serving as a member of the Building Leadership Team.
    - Serving on a curriculum development committee.
    - Providing staff development.
    - Samples of published articles or newsletters and an explanation of the time spent in writing.
    - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
    - Serving as a District Mentor
    - Serving as a Cooperating Teacher for a student teacher
    - Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre- and post-samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the Application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points
Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II Application activities by others.
- Revision of district, grade level, or content area curriculum.

Student Learning = 3 X Level I points
Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

TIIP – Teacher Individual Inservice Plan

Not every subject will fit into a group training offered by the district, so the district is providing an opportunity for those teachers not directly involved in the large group professional development activity to create a professional learning activity that will benefit them. This will allow you to visit, plan, or develop a concept that will be beneficial to your classroom instruction.

What you choose is up to you: visit another school or district, reconnect with a classmate from college that teaches your content area to gain insight and ideas on instruction and student improvement, gather materials for an upcoming project, schedule a college visit for teaching ideas, review and analyze student data that pertains to your area of teaching.

You may choose to work on something in your classroom, remotely, or go outside of the district and visit something that will benefit your teaching. Please fill out the required TIIP form for preapproval from your building administrator and upon your return, complete the PDC TIIP Knowledge Level form.

Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Per the district's negotiated agreement, certified/Licensed personnel have the opportunity to gain salary movement based on PDC points.

1. Service to the Profession points will not be used for salary movement
2. Knowledge level points must be earned outside the duty day for salary movement.
3. Application and Impact level points will be used for salary movement even when the Knowledge points occur during the duty day. At each successive level, salary points will be equivalent to the Knowledge level points.

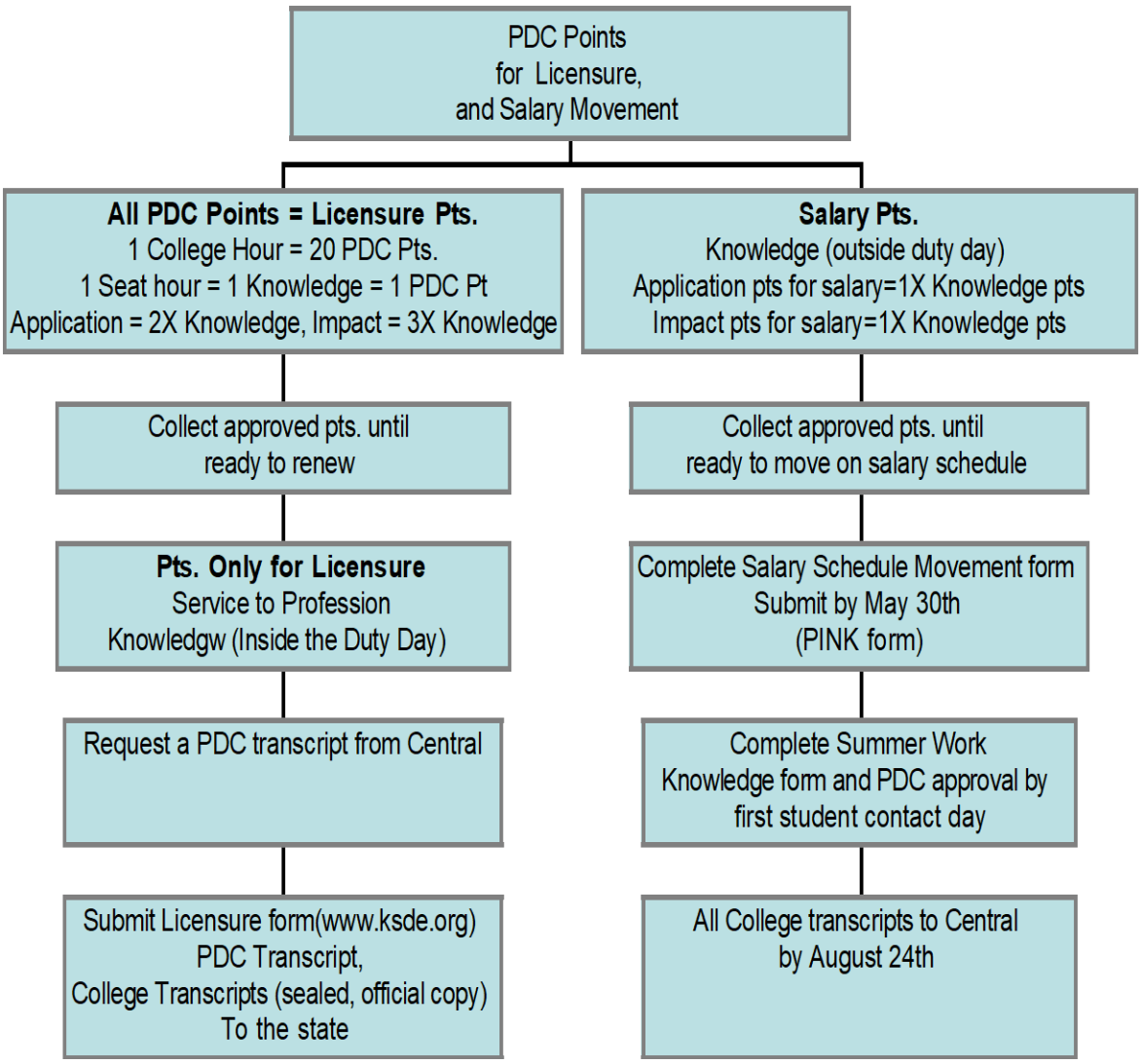
If planning on moving over on the salary schedule, all summer training must be approved by the PDC ***and*** be included on the end of the year transaction report. A Request for PDC Salary Movement form ***must*** be submitted to the Central Office for approval by May 30.

A maximum of 20 points can be earned in one school year for salary movement for educational learning videos, independent online learning, individual educational books and articles. Time logs and notes are required for approval.

Education Book = 5 points
Educational Article = 1 point
Independent online learning = 5 points

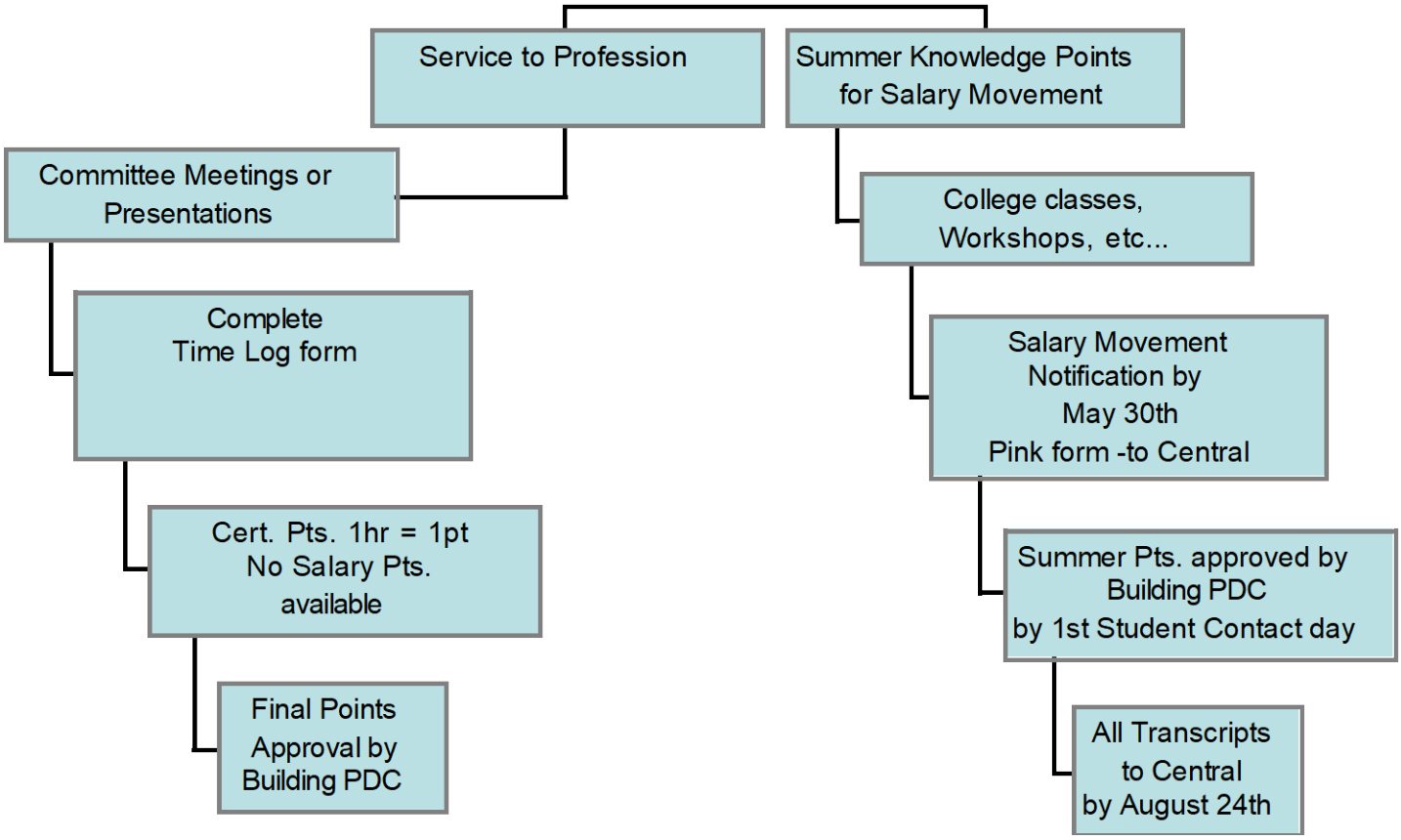
- Topical Presentations – 2 points for preparation and 1 point for presentation = 3 points total for each hour of presentation. 1 additional point earned per same presentation.
- Points brought into the district can be used for relicensure only.
- PDC points will only be approved for the primary contracted curriculum responsibility, not supplemental duties.
- The PDC committee may award partial points or no points for application and impact, based upon the evidence that is submitted.
- It is possible to take knowledge points to the impact level in one year, but this is considered rare.
- Teachers with an initial license are not eligible for PDC points for relicensure, but salary points may be awarded if they meet the criteria listed above.
- Move to Master's +0: Once a teacher moves to the master's column on the salary schedule, all PDC points start at zero.

Applying Points



If not inside duty day, licensure points are still eligible

Service to the Profession
and
Summer Classes
Revised 9/11/06



PDC Quick Facts

License Renewal

*** Professional Development Council must approve all professional development points and college hours.**

*** Bachelor's Degree -** 160 PDC points to renew, half (80) of which must be college credit = 4 credit hours
*** Master's Degree** - Any combination of PDC points and college credits totaling120 points.
*** Renewal of License** - can only be submitted 6 months prior to the expiration date.

Forms

*__Knowledge__ (White) - This form is used when knowledge is gained through college credit, workshops, visiting other schools, observations, educational books, e-learning, etc. Working with textbooks or supplementals does not gain PDC knowledge points. All knowledge points must be documented within a calendar year.

*__Application__ (Blue) - This form is used when you have gained enough knowledge to apply the strategy or unit into your teaching practice. A unit must be taught twice and a strategy must be implemented throughout a semester. Application must have at least one form of data to support results.
Hint: - Always try to gain all your knowledge about that particular objective before taking it to application.
**All knowledge points acquired at the point of application must be used and cannot be used at a later date for application and impact. Additional points acquired after the start of application will need to start the process from the beginning.
**Points acquired at a conference with multiple topics must be split into separate Knowledge forms (White Form) then moved to Application.
Knowledge points x2

*__Impact__ (Green) - This form is used when you are ready to evaluate if student learning has been affected in a positive or negative way. The evaluation of impact must occur over 2 semesters. Impact must have at least two forms of data to support results.
Knowledge points x3

*__Service to Profession / Time Log__ (White) – This form is used for approved committees and presentations when any time log is required.

Points:

***1 College Credit Hour** = 20 PDC points, graduate or undergraduate, that meet your IPDP, that have a passing grade.

- PDC points will only be approved for the primary contracted curriculum responsibility, not supplemental duties.
- The PDC committee may award partial points or no points for application and impact, based upon the evidence that is submitted.
- It is possible to take knowledge points to the impact level in one year, but this is considered rare.

Negotiated Agreement/Salary Movement

Per the district's negotiated agreement, certified/Licensed personnel have the opportunity to gain salary movement based on PDC points.

1. Service to the Profession points will not be used for salary movement
2. Knowledge level points must be earned ***outside the duty day*** for salary movement.
3. Application and Impact level points will be used for salary movement even when the Knowledge points occur during the duty day. At each successive level, salary points will be equivalent to the Knowledge level points.

If planning on moving over on the salary schedule, all summer training must be approved by the PDC ***and*** be included on the end of the year transaction report. A Request for PDC Salary Movement form ***must*** be submitted to the Central Office for approval by May 30.

A maximum of 20 points can be earned in one school year for salary movement for educational learning videos, independent online learning, individual educational books and articles.

Time logs and notes are required for approval.

Education Book = 5 points
Educational Article = 1 point
Independent online learning = 5 points

- Topical Presentations – 2 points for preparation and 1 point for presentation = 3 points total for each **hour** of presentation. 1 additional point earned per same presentation.
- Points brought into the district can be used for relicensure only.
- Teachers with an initial license are not eligible for PDC points for relicensure, but salary points may be awarded if they meet the criteria.
- Move to Master's +0: Once a teacher moves to the master's column on the salary schedule, all PDC points start at zero.

Examples/Scenarios

**Teacher acquired 10 Knowledge points and takes them to Application and Impact Levels.

Knowledge points = 10
Application points = 20 (10 points salary and certification / 10 points certification only)
Impact points = 30 (10 points salary and certification / 20 points certification only)

Initial License Teachers and teachers not holding a professional license will not receive PDC points for licensure. Participation in a 2-year mentor program is required to move from an initial to a professional teaching license. **PDC points earned outside the duty day can still be counted for movement on the salary schedule.

**Change of Teaching Assignment – Teachers who are in the middle of the Application or Impact process will receive points for their completed work but will not be able to take the previously applied knowledge points to the next level in the new assignment. In other words, you can only use knowledge points once.

**Points brought into the district can only be used for relicensure, not for salary. Any adjustments in salary will be made by the Superintendent.

**PDC points will only be given toward the Primary Contracted Curriculum Responsibility, not supplementals.

**The PDC Committee may award partial points or no points for Application and Impact at the end of the year meeting, based on the documentation that is submitted.

**It is possible to take Knowledge points to the Impact level in one year, but this is considered rare.

**Remember, you are asking for points that may be equal to multiple college hours. Documentation should demonstrate that your work is worth the points.

**Teacher may appeal to the PDC Chair.

Appendix

Staff PDC Forms

1. Individual Professional Development Plan (IPDP)
2. PDC Knowledge Level Form
3. PDC Application Level form
4. Application Level Points Request Form
5. PDC Impact Level form
6. Impact Level Points Request Form
7. Request for PDC Transcript or Salary Schedule Movement
8. PDC Service to the Profession Time Log
9. Teacher Individual Inservice Plan (TIIP) Application
10. PDC TIIP Knowledge Level
11. PDC Transaction Report

From: Antoinette Root
To: Shane Carter; Edward Kalas
Subject: Fwd: Message from KM_558e
Date: Thursday, May 11, 2023 10:17:53 AM
Attachments: SKM_558e23051109520.pdf

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Please find attached the form signed by both the Committee Chair and the BOE president that both groups have accepted our PD Plan.

Please let me know if you have any questions.

--
Antoinette Root
Superintendent
Peabody-Burns - USD #398
aroot@usd398.com
620-200-5111 (cell)
620-983-2198 (office)

"Live a life full of humility, gratitude, intellectual curiosity, and never stop learning." GZA

PEABODY-BURNS
USD 398

PROFESSIONAL DEVELOPMENT PLAN

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan

Approval

The USD 398 Professional Development Council approved the following plan, at its meeting held on April 25, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 5/2/23
Signature Date

The USD 398 Board of Education approved the following plan, at its meeting held on May 10, 2023 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____
Signature

5.10.2023
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE

Add pages as needed

TABLE OF CONTENTS

TABLE OF CONTENTS 4

OPERATIONAL PROCEDURES 7

DEFINITION 7

OFFICES OF THE PROFESSIONAL DEVELOPMENT COUNCIL 10

MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL 11

DEVELOPMENT OF AGENDA FOR MEETINGS 12

PROCEDURE USED TO INFORM EDUCATORS AND BOE OF DECISIONS AND ACTIVITIES 13

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN 13

NEEDS ASSESSMENT ..... **Error! Bookmark not defined.**

Rationale: 15

Procedure: 15

District: 16

Building: 16

Individual: 16

Analysis: 17

INDIVIDUAL EDUCATION DEVELOPMENT PLANS 17

PROCEDURE FOR DEVELOPMENT AND SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP): 20

CRITERIA FOR APPROVING PLANS 22

APPEALS PROCEDURE: 30

EVALUATION ..... **Error! Bookmark not defined.**

EVALUATION OF STAFF DEVELOPMENT PROGRAM..... Error! Bookmark not defined.
DEFINITION.....**Error! Bookmark not defined.**
PURPOSE.....**Error! Bookmark not defined.**
PROCEDURE.....**Error! Bookmark not defined.**
PROCESS .....**Error! Bookmark not defined.**

ANNUAL EVALUATION ..... Error! Bookmark not defined.

PEABODY BURNS USD 398
PROFESSIONAL DEVELOPMENT COUNCIL

Member	School/Position
Jennifer Svitak - Teacher	Peabody-Burns Junior/Senior High School
Michele Gossen - Teacher	Peabody-Burns Elementary School
Laura Leitnaker – Teacher-Chair	At Large
Ryan Bartel	Adminstrator
Travis Schafer	Administrator

OPERATIONAL PROCEDURES

DEFINITION

The Professional Development Council (PDC) is a representative group of local district licensed personnel, which advises and informs the USD 398 Board of Education in matters concerning the planning, development, implementation and operation of the Kansas State Department of Education, Professional Education Plan.

MEMBERSHIP

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

SELECTION OF PDC MEMBERS

1. Building-or district level elections will include nominations/volunteering, campaigning, and voting.
2. Each building will elect one teacher representative. One teacher representative will be elected as an at large member, with all the licensed teachers in the entire district voting selecting that member.

   Licensed leaders in the district will select up to 2 leader representatives to represent them on the PDC.

   Total Membership of up to 5 as follows:

   1 – Elementary Teacher
   1 – Junior/Senior High Teacher
   1 – At-large Teacher Member
   2-- District Leader Members

3. Elections will take place in the Spring of the year with the term beginning in the Fall. Licensed leader positions may opt to select their representative as part of standing meeting instead of an election
4. Members will serve a (two) 2-year term
5. Members can only serve (two) 2 consecutive terms

Selection Process

- Those wanting to serve on the committee will send an email to the building principal or superintendent expressing their interest in being a member of the PDC committee. The email is due one week before elections.
- Certified Staff will be informed via email of the persons who are interested in running for the PDP committee.
- Elections will be held the in the Spring during the school day. Results will be made public after the school day is over, by 5:00 pm. Those involved in the selection process will be notified of the results before the results are made public.
- The selection process will be done by paper ballot supervised by the administrator of each building. In a contested race, ballots will be kept on file for six (6) months after the election.
- If no staff either submits their name for election or volunteers, the position will remain open until a volunteer is found. This may take place in the Fall semester. At all times, the PDC Chair will ensure that the number of licensed leaders on the Council is equal to or smaller than the number of teachers.

Resignation and Replacement

- A member may resign his/her membership at any time. A letter of resignation shall be written and submitted by the resigning member and submitted to the Chairperson at least two (2) weeks prior to the effective date of the resignation.
- A member of the Council may be requested to resign their membership for any one of the following reasons:
    - When more than three (3) consecutive meetings are missed except for extenuating circumstances;
    - Failure to fulfill the minimum duties and/or responsibilities of the position;

- Other circumstances which the membership of the Council deems to be cause for resignation for the good of the Council.

- Such a vacancy shall be filled according to the procedure outlined above in the Selection Process.

Qualification for Professional Educator Representatives

- Professional educators on the PDC must have at least four (4) years of teaching experience, at least one (1) year of which is in USD 398.

POWERS, DUTIES AND FUNCTIONS

- Implement the Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education.
- Review and approve or reject the Individual Professional Development Plan submitted by each participating staff member.
- Periodically, but not less than once a year (on or before June 1st), review, validate and verify the staff development credit points to be granted for activities completed on the Individual Professional Development Plan of each participating staff member. The Superintendent or Board Clerk will keep a record when all licenses expire for certified staff. It is the responsibility of the District to notify teachers of their license expiration date, 6 months before the license expires. It is the responsibility of the certified staff member to contact the PDP committee and ask for a review of their points.
- Review and approve the full PD Plan for the district. This will be done annually in the Spring of each year to help determine any needs for the upcoming school year. The PCD Committee will determined the most efficient way to assess the needs for the upcoming school year. All updates or changes will be shared with the teachers and at the next meeting the changes will be voted on by the committee and become final. The Vice Chair will share any changes with the BOE in their annual report. Every 5 years the BOE will review and approve the updated PDP. Updates will be documented at the beginning of the document. An updated copy of the full Professional Development Plan will be on file in the BOE Clerk's office, the Superintendent's office and online for all teachers to access.

- ANNUAL TRAINING

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

- Each member of the PDC must receive training each year related to roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. One member of the PDC will receive training and then be responsible to train the rest of the PDC or each member will be trained individually or as part of a class. Training can be internal or external to the PDC and there are no content or time requirements if the appropriate regulations are covered.
- Training will be provided by the district using training available from a local service center. If possible, all certified staff will receive PDC training. The training will be documented via Frontline. This will allow for all certified staff to record their training and documentation will be accessible at any time. Frontline training will be provided to all new staff during their new staff orientation. Each new teacher will have a mentor that will also be able to assist them with any questions in reference to Frontline and/or PDC points.

- Necessary clerical and accounting staff and facilities for meeting, record keeping, communication, and other necessary business functions of the council shall be furnished by the district office staff.

OFFICERS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

Officers:

- Officers of the Council shall consist of a Chairperson, Vice-Chairperson, and Secretary. It is recommended that officers have one year of prior experience on the PDC. These teachers holding these positions will be listed on the Professional Development Council Information page.
- The members of the Council shall elect all officers in the spring of each year for the coming year, and the term of office shall begin August 1st.
- All officers are elected for two (2) year and may be re-elected for 2 successive terms.

Duties

- Chairperson
    - Preside at all regular meetings.
    - Prepares an agenda for all meetings to be distributed at least two (2) days in advance.
    - Provides for notification of all meetings.
    - Calls and presides at all special meetings.
    - Appoints PDC members to subcommittees.
    - Receives resignations from PDC members.
    - Establishes yearly council tasks and timelines and carries out any other duties as described in this document or assigned by the Council.
    - Ensures that Individual Professional Development Plans are completed and safely and accurately kept in a centralized file.
- Vice-Chairperson
    - Fulfills all the duties of the Chairperson in the Chairperson's absence.
    - Prepares an annual report on the action of the PDC.
    - The report should include (but is not limited to) the following items, summary of staff activities to earn points, those teachers who have a renewal coming up in the following year, a summary of plan activities for the upcoming year and any changes to the full PDP.
    - Works with Chairperson to outline yearly PDC tasks and timelines.
    - Carries out all other duties assigned by the Chairperson.

- Secretary
    - Keeps minutes of all meetings and distributes them to all members of the local PDC for posting in each attendance center.
    - Provides all local PDC minutes, individual development plans, correspondence, and all other pertinent, documents to the clerk of the Board of Education for recording and storing.

MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

- Monthly meetings will be held from August through May as necessitated by an agenda.
- All meetings will be posted on the District Master Calendar.

- The chairperson or a majority of the PDC, with one (1) week's prior notice may call special meetings.
- A majority of the PDC membership shall constitute a quorum.
- All decisions by vote shall be by simple majority.
- If there is a tie, the topic will be put on the next agenda when all members can be present.
- All meetings will be "public" and "open" to whomever wishes to observe. The PDC may adjourn to executive session if the need arises.
- The PDC committee will provide a written report to the Board of Education once a year which will document current staff who have or are needing to renew their license within the next year and their progress. This report will also document proposed professional development activities for the school year and any other pertinent information. The PDC committee will also report on any changes that were made to the Professional Development Plan (PDP) and the reasons for those plans.
-

DEVELOPMENT OF AGENDA FOR MEETINGS

- Items for consideration by the PDC may be proposed by the members of the PDC of licensed personnel of USD 398.
- Items must be submitted in writing to the chairperson of the council one (1) week prior to the scheduled meeting of the council.
- The agenda and notification of the meeting shall be distributed to members of the PDC, one (1) copy per building for posting, and one (1) copy for the Superintendent of Schools.
- The council shall determine the amount of time to be spent on each agenda item.

PROCEDURE FOR MAINTAINING PERMANENT RECORDS

- Records of meetings and all materials submitted to PDC, once approved by the chairperson shall be forwarded to the clerk of the Board of Education.
- The secretary of the PDC and the clerk of the Board of Education shall retain minutes of all meetings.
- The program Frontline will be used to facilitate the process of all Individual Education Development Plans and Professional Development Points. New teachers will receive training on its use as part of the new teacher orientation and that training will be reinforced as part of the mentoring checklist.

Prudent supervision of the files by the USD 398 District Office should guarantee confidentiality of information through a system of monitoring those having access to personnel records.

- Professional Development information shall be available to employees subject to the following stipulations:
  - All PDC minutes shall be available at reasonable times in the District Office except records of a confidential nature.
  - Individual professional educators will have access to their file.
  - The BOE while in session may have access to all PDC materials but shall respect the confidentiality of such files.
  - Original PDC files may not be taken out of the USD 398 District Office.
  - Records must be maintained for five (5) years. Records will be destroyed or returned to the educator at their request.

PROCEDURE USED TO INFORM EDUCATORS AND BOE OF DECISIONS AND ACTIVITIES

- The secretary of the PDC shall prepare minutes of all meetings and distribute them to all members of the PDC.
- Staff development education points earned will be recorded continuously in the USD 398 District Office as approved by the PDC.
- Each educator with an Individual Professional Development Plan shall have a log on and be able to access their Professional Development points. There is a catalog available for them to access online so that they can record any points that they have earned. During a teacher's initial onboarding to the district, they will be trained in how to use the current documentation system provided by the district.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

ANNUAL EVALUATION

The annual evaluation of the Professional Development Program on or before the final regular meeting of the PDC will involve:

- Objectives- A review and revision of program objectives and accomplishments of students and teachers.
- Priorities – A review and revision of program priorities based on needs, evaluation and resources.

- Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- Activities – A review of the activities sponsored for Professional Development credit.

PDC performance- a review of the PDC itself.

Evaluation – A review of the evaluation process and instruments.

- The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- Amendments approved by the PDC shall be submitted to the BOE and the State Department of Education for approval.
- If changes are necessary to the PDP, they will be submitted in writing to the PDC. At the next meeting the PDC will discuss the changes and vote to adopt the changes. If more information is needed, another meeting will be held at an appropriate time to obtain that information and then adopt the changes. The changes will be recorded at the front of the plan, updated in the plan and the new plan will be posted online.

PROFESSIONAL DEVELOPMENT PLAN

ASSESSMENT OF IN-SERVICE NEEDS BASED ON RESULTS AND PRIORITIZATION OF SCHOOL IMPROVEMENT NEEDS ASSESSMENT

1.

- Professional development is a continual process, and the goal of the District Plan is to provide for the professional learning needs of all educators.

Rationale:

- A needs assessment will be conducted to determine both the continuing appropriateness of the primary purpose, and the kinds of professional development programs best suited to meet that purpose. The PDC will be responsible for sponsoring needs assessments; implementation of assessments will be the responsibility of PDC. Results of annual needs assessment surveys will be included in the annual update.
- In addition to assessments, the council will periodically conduct informal surveys to better understand colleague perspectives on various issues and educational initiatives. Support personnel, administrators, and BOE members may be included in such surveys.
- A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between "what is" and "what should be." The methods used to determine the discrepancies between the actual and desirable outcomes comprise the needs assessment.

Procedure:

- Before writing/revising a plan, the PDC must determine the staff development needs of the district or educational agency. Staff development must meet the needs of an education community and be an efficient or effective use of resources.
- The staff development needs assessment for the District Professional Development Plan should include the identified school improvement targets and any related results-based staff development goals. The PDC will determine, what type of instrument is best to use for developing a needs survey each year, ensuring that it aligns with the goals the district has set for KESA.
- To ensure that the needs of all district students are being

addressed, the Professional Development Council should review each school's School Improvement Plan goals (needs) and other district/system goals that may improve student outcomes.

- The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes.
- The plan should identify strengths and needs, correlate district staff's evaluation of professional development to identified gaps in students' learning by answering the following questions:
    - How well are all district students meeting the standards?
    - Does instruction align with state and district curriculum content and standards?
    - What is currently being done that is helping district students reach the curriculum standards?
    - What is not being done?
    - Who are the students or student groups that need particular attention?

District:

- District professional development goals shall be adopted annually following a needs assessment of licensed staff, input from the community and/or in conjunction with the BOE. These goals should align with the goals the District has set for KESA.

Building:

- The individual assessment will be compiled by the PDC members in each building. These needs assessments will then be used to determine and implement staff development programs for building level needs. The total grouping of individual needs assessments will then be utilized to determine district needs. Each building representative will bring to the meeting the results of the building needs assessment. These results will be recorded in the minutes. Using the results and other data the professional plan for the upcoming school year will be developed. This plan will take into account teachers' needs and desires, instruction, KESA, student needs and alignment to district goals.

Individual:

- Based on results of the needs assessment process, Individual Development

Plans may reflect any or all of the following areas: content, professional education, and service to the profession.

Analysis:

- The PDC will address high need areas for the district in the analysis of the results of the needs identification process. The needs shall be prioritized from those having the highest priority to those having the lowest priority. Consideration shall be given to long-term individual, building and district needs. As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives were met.

2. Identification of goals and objectives to achieve the in-service needs.

   District goal 1 is by year 2025, our three-year average of post-secondary success will increase from 68% to 80% based on averages from data sets across the following three time periods: 2018-21, 2019-22, 2020-23, and 2021-24.

   District Goal 2 is by February 2023, a decrease from 38% to 32% will occur in the number of students identified as “some risk” or “high risk,”.

3. Identification of activities and actions to achieve the goals and objectives

Educators will receive training on student success rate classification as well as locating and interpreting building report card data. Educators will train on the implementation of SAEBRS social emotional behavior assessment as well as identifying and implementing the supports that result in moving a student from a specific rating.

4. Evaluative criteria to determine levels of success in meeting the in-service need/s

Goal 1. Post-secondary success rate is classified as either obtaining an industry certification, passing six hours of college credits, or being enrolled nine months in a post-secondary school after graduation. The level of success will be determined by a review of student data to determine if an increase in the post-secondary success rate was achieved.

Goal 2. The SAEBRS social-emotional behavior assessment will to determine student identification. The number of students who move from the some risk and high risk category will determine success.

Goal 2.

PURPOSE

- The purpose of staff development program evaluation is:
  - To facilitate data driven decision-making.
  - To measure impact on student achievement and teacher performance on assessed needs.

PROCEDURE

- The staff development program shall be evaluated relative to the objectives set forth in the Staff Development Plan. The evaluation will be the responsibility of the PDC. All information will be recorded in the minutes.

PROCESS

The evaluation will involve:

- Needs
  - Periodic review of needs assessment.
  - Periodic review of appropriateness of activities to specific objectives.
  - Periodic review of activities offered to assure they are appropriate to the educator's level of development.
- Activities
  - The PDC shall evaluate the Professional Development Plan and its effectiveness by surveying teachers and administration to determine the progress of the Professional Development program toward its goals and objectives.

5. Reporting results of evaluation of in-service needs

The evaluation of the Staff Development Plan will be part of the annual report to the BOE, in which the public can attend to hear any information.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The annual evaluation of the Professional Development Program on or before the final regular meeting of the PDC will involve:

- Objectives- A review and revision of program objectives and accomplishments of students and teachers.
- Priorities – A review and revision of program priorities based on needs, evaluation and resources.
- Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- Activities – A review of the activities sponsored for Professional Development credit.
- PDC performance- a review of the PDC itself.
- Evaluation – A review of the evaluation process and instruments.
- The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- Amendments approved by the PDC shall be submitted to the BOE for approval. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC/BOE approved it.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

PROCEDURE FOR DEVELOPMENT AND SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP):

- An individual staff member in conjunction with the superintendent or principals will that includes consideration for the following steps:

1. **Collaborate with a designated supervisor**

   The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. **Assess your individual needs**

   Educator's will conduct an annual review of professional development activities tracked within the frontline system and identify needs and in coordination with designated supervisor based on the building report card data as specified by district's goals.

3. **Determine your individual professional development goals**

   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

   Professional development may be done independently and include such

things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**

   The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

   Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

   In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

   Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

   Based upon what is learned from the analysis of progress (described above),

revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

- Be given a user id and password for the website Frontline. The plan will be recorded on the forms that are located within Frontline. Each teacher is responsible for entering their information and reporting the completion of the plan to the building principal.
- All staff development and professional development plans shall be submitted on the IPDP in Frontline. The supervisor shall approve the plan in Frontline IPDP indicating the receipt and review of the plan. If the plan is not approved or approved with reservation, a statement providing reasons will be provided. In any eventuality, the Council will forward the forms to the chairperson of the PDC for consideration. A plan may be withdrawn if the submitting individual decides to do so.
- All plans, professional development points request, and college course requests shall be made using the appropriate forms on Frontline.
- Plans will be considered in the order in which they are received by the chairperson.
- Notification of approval or disapproval of the plan will be made to the participating staff member within ten (10) days of the Council meeting.
- Once the PDC has approved the IPDP it becomes effective.
- Administration will oversee the Individual Professional Development Plans of non-staff licensed individuals residing or living within the district, as described in the process below.

CRITERIA FOR APPROVING PLANS

- Plans will be acted upon by the PDC using the following criteria:
    - Each activity meets needs as expressed in the goals/activities of the 398 Professional Development Plan, which support the philosophy and goals of the district, building and individual plans.
    - Annual goals and objectives are clearly stated and results based.
    - Staff development activities are directly related to one or more of the following areas:
        - Content
        - Professional Education
        - Service to the Profession

- The plan provides for a process of evaluation and/or documentation.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an Individual Development Plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

- Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a Individual Professional Development Plan with that district's local professional development council for licensure renewal purposes.
- Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.
- The steps the individual must take to complete the plan are:
    - Identify personal professional development needs. These should include the need for points for licensure renewal. Points

must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
    - Determine professional development goals that are based upon identified needs.
    - Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
    - After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.
- See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IPDP and how professional development points may be awarded.

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Points Information

- Teachers can claim PDP points located in the District Catalog as long as the points are still available. Points will expire five (5) years after they have been posted. Teachers can only claim points that were valid during their current licensing period.
- One PD point is earned for every one clock-hour of in-service activity. There is no a limit on the number of points a teacher can earn for the purpose of licensure renewal. Please follow the state guidelines for the minimum hours and/or college credits required to renew a license.

- Additional information may be requested from the teacher to clarify the request or reason for requesting points at the knowledge level. This can happen in an email between the teacher and PDC committee with proper documentation attached. This documentation should also be attached when putting the request into Frontline.
- If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

Professional development points are awarded at three levels with no limits on the number of points that may be earned for licensure renewal. The three levels are described below:

- Level I – Knowledge
    - Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.
    - Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:
    - Knowledge level (baseline) points can come from multiple activities at the knowledge level.
    - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
    - Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level points during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

- Verification required may include one of the following:
    - Descriptions of the critical attributes of the staff development.
    - Oral or written personal reflections.
    - Pre and post assessments of the individual staff person's

learning.
- Completion certificate with clock hours included

<u>Service to the Profession = 1 point per clock-hour</u>

- Verification required may include one of the following:
  - Minutes noting contributions to meetings and time spent at meetings.
  - An explanation of time spent on a school committee, council, or team such as:
    - Membership in the school or district PDC.
    - Serving as a member of the school's steering team.
    - Serving on a curriculum development committee.
    - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
  - Serving on an onsite team for another school or district and an explanation of the time spent.

- Level II – Application
  - Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

- Verification required may include one of the following: Independent observation such as:
  - Direct observation using trained observers or video/audio tapes.

- Structured interviews with participants and their supervisors.
- Evidence such as:
- Lesson plans.
- Pre and post samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

- Level III – Impact
  - Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

- Organizational Change = 3 X Level I point
  - Verification required may include one of the following:
  - Evidence of related district or school policy change.
  - Evidence of Level II application activities by others.
  - Revision of district, grade level, or content area curriculum.

- Student Learning = 3 Xs Level I point
  - Verification required may include one of the following:
  - Evidence of improved student academic performance.
  - Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

- Professional Development Points and Semester Credit Hours for Licensure Renewal
    - If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.
    - If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.
    - Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program, for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas:
        - Content Endorsement Standards
        - Professional Education Standards or
        - Service to the Profession

APPEALS PROCEDURE FOR AWARDING POINTS:

- All PDC decisions shall be in writing and should be sent to the participants within ten (10) working days of the decision.

- Any participant who is aggrieved by a decision of the PDC may appeal said decisions to the Council. Such appeal shall contain a copy of the notice from the PDC advising the participant of the decision. Also, the participant shall submit in writing the reasons why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.
- The appeal and its accompanying materials must be mailed or hand delivered to the chairperson of the Council no later than 30 working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.
- Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of five (5) working days prior to the regularly scheduled meeting.
- Within five (5) school days of making its decision on the appeal, the PDC shall deliver to the grievant in writing, its decisions on the appeals.
- If, upon receipt of the Council's decision, the individual wishes to continue his/her appeal, he/she may meet with the PDC at its next scheduled meeting to personally discuss why the plan does not meet the criteria for approval.
- Reg 91-1-206d

~~S.~~

From: Edward Kalas
To: KELLEY CLARK
Cc: SCOTT SPRINGSTON
Subject: RE: USD 443 PD Plan
Date: Wednesday, May 3, 2023 1:46:00 PM
Attachments: USD 443 PD Plan for SBOE Agenda 050323 .pdf
USD 433 PD Plan Signature page 050323.pdf

Kelley and Scott,

Congratulations. I will be adding your plan to the State Board agenda for June. The 5-year cycle for your plan and the expiration are still 2022-2027 and 7/31/2027 and I have adjusted the title page accordingly. I've included a signature page for the PDC Chair and the BOE president to sign and add to your plan. I don't need it for the State Board agenda because the dates are on the title page and I can use the email below as documentation. If you could send that page to me at your convenience, I will add it to your plan. Thank you for working with me on this. Ed

Ed Kalas
Education Program Consultant
Professional Development and Mentoring
ekalas@ksde.org
785-296-2198

Work Hours 7-6 Monday thru Thursday

From: KELLEY CLARK <CLARK.KELLEY@usd443.org>
Sent: Thursday, March 30, 2023 10:37 AM
To: Edward Kalas <EKalas@ksde.org>
Cc: SCOTT SPRINGSTON <SPRINGSTON.SCOTT@usd443.org>
Subject: USD 443 PD Plan

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good morning,

I have attached the revised Professional Development Plan for USD 443 – Dodge City Public Schools. The plan was approved by our local PDC on March 6, and was approved by our local Board on March 20. Please send confirmation that you received the plan, along with any instructions for future action.

Thank you,

Kelley S. Clark
Professional Development Coordinator
USD 443 – Dodge City Public Schools
District Office & Learning Center
2112 First Avenue

Dodge City, KS 67801
Office: (620) 471-2486
Cell: (620) 430-1386

Non-Discrimination Notice
USD 443 does not discriminate on the basis of race, color, national origin, sex, age, religion, military status, primary language, and/or disability. This non-discrimination notice applies to admission, employment, programs, activities, and providing equal access to Boy Scouts and other designated youth groups. A lack of English language skills will not be a barrier to admission and participation in the Career and Technical (vocational) and/or other educational programs of the school.

Aviso de No Discriminación
USD 443 no discrimina a base de raza, color, origen nacional, sexo, edad, religión, estatus militar, y/o discapacidad. Esta póliza de no discriminación también se aplica a admisión, empleo, programas, actividades, y provee acceso igualitario a Boy Scouts y a otros grupos designados para adolescentes.

Professional Development Plan
2022-2027

DODGE CITY PUBLIC SCHOOLS
Believe – Lead – Achieve

Dodge City Public Schools USD 443

Date Plan Approved by Local PDC: 03/06/2023
Date Plan Approved by Local Board of Education: 03/20/2023
Date Plan Approved by State Board of Education:
Date of Plan Expiration: 07/31/2027

BACK TO TOP

PLAN UPDATES

Page Number	Description of Change to the Professional Development Plan	Date Approved by PDC/BOE

BACK TO TOP

Table of Contents

Topic	Page (s)
SECTION ONE – PROFESSIONAL DEVELOPMENT COUNCIL (PDC)	**4**
Introduction	4
Membership	4
Responsibilities	7
Annual Training	8
Operational Procedures	8
SECTION TWO – THE DISTRICT/SYSTEM PROFESSIONAL DEVELOPMENT PLAN	**10**
Introduction	10
Assessment of In-service Needs	12
Identification of Goals & Objectives to Achieve In-service Needs	13
Identification of Activities & Actions to Achieve Goals & Objectives	13
Evaluative Criteria to Determine Success in Meeting In-service Needs	13
Reporting Results of Evaluation of In-service Needs	14
Amending the Professional Development Plan	15
SECTION THREE – INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP)	**16**
Introduction	16
IPDPs for Licensed Professionals Living or Working in the District but Not Employed by the District	18
Appealing the Non-approval of an IPDP by the PDC	18
SECTION FOUR – AWARDING PROFESSIONAL DEVELOPMENT POINTS FOR RE-LICENSURE	**20**
Documenting Professional Development Activities	21
Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters	26
USD 443 Non-Discrimination Statement & Grievance Procedure	26

Appendix A: RADAR Protocol for Identifying & Recommending Relevant Professional Development Activities	
Appendix B: Standards for Professional Learning Planning Tool	
Appendix C: Learning Labs	
Appendix D: License Renewal & Salary Enhancement	
Appendix E: License Renewal Process	
Appendix F: Grievances	

BACK TO TOP

Section One

Professional Development Council (PDC)

Introduction

The Professional Development Council or PDC for Dodge City Public Schools is a representative group of educators and administrators who advise the District Personnel and Board of Education in matters concerning the coordination, implementation and operation of Dodge City's Professional Development Plan.

FUNCTION OF THE PROFESSIONAL DEVELOPMENT COUNCIL

- Establish and maintain a Professional Development Council.
- Identify the broad in-service education needs of USD 443.
- Secure adequate representation by district personnel on the PDC.
- Participate in annual training related to roles and responsibilities of council members, including implementation.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

REPRESENTATION

The PDC includes at least as many teachers as administrators, and both are selected solely by the group they represent according to the procedures outlined in the "Term and Selection" section below.

TERM AND SELECTION

The term of office for regularly elected Professional Development Council Members is three years. The term runs from July 1 to June 30. In order to maintain consistency in handling the district's in-service needs, an individual is able to serve multiple terms as long as regular attendance at regularly scheduled meetings occurs.

BACK TO TOP

A regularly scheduled election shall be held in **May 2023** for the **term beginning in July 2023**. Thereafter, a regularly scheduled election for all positions shall be held **every three years** according to the following procedure:

1. Elections must take place in May, prior to the end of the academic year, in election years.
2. The Professional Development Coordinator emails all licensed personnel to solicit candidates.
3. If only one candidate runs, a regular vote is still held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
4. If no candidates volunteer, the Professional Development Coordinator contacts building administrators for candidate recommendations. The Professional Development Coordinator then contacts each recommended candidate to determine willingness to run. Upon identification of a candidate, a regular vote is held according to steps 5-8 in order to ensure that the appropriate licensing group selects representation.
5. The Professional Development Coordinator creates an electronic ballot including names of all eligible candidates who are representative of the district's licensed personnel.
   - Certified Teacher PDC Ballot
   - Administrator PDC Ballot
6. The Professional Development Coordinator emails the electronic ballot to all licensed personnel for voting in their grade band assignments and, for at large positions, based on their licensing status (teachers only).
7. If, after contacting building administrators, still no candidates are identified, the Deputy Superintendent for Curriculum and Instruction will appoint a representative of the appropriate group from within the Professional Learning Steering Committee.
8. At the conclusion of the voting window, the Professional Development Coordinator notifies all licensed personnel of election results via email.

TEACHER MEMBERS (*Voted on only by other licensed teachers.*)

Number of Representatives	Representative Groups
1	PreK/Elementary School Teacher
1	Middle School Teacher
1	High School Teacher
1-3	At Large Teacher(s) – In addition to seeking at-large candidates via email to all licensed teachers, candidates are solicited from within the Professional Learning Steering Committee.

BACK TO TOP

ADMINISTRATION MEMBERS (*Voted on only by other licensed leaders.*)

Number of Representatives	Representative Groups
1	PreK/Elementary Administrator
1	Middle School Administrator
1	High School Administrator
1	Central Office Administrator

RESIGNATION AND REPLACEMENT

A member may resign at any time. A letter of resignation must be written and submitted by the resigning member to the PDC Chairperson. The resigning member's constituency shall immediately be notified by the PDC of the existing vacancy and an emergency vote held according to selection procedures outlined above. The newly elected replacement shall serve the remainder of the resigning member's term and the position included as part of the next regularly scheduled election.

If, at any time, a member is removed from PDC, a replacement member will be elected according to the procedures outlined above.

SELECTION OF OFFICERS

The officers of the PDC consist of a 2nd Vice-Chairperson, a 1st Vice-Chairperson, and a Chairperson. All officers shall be elected each year on or before the October regular meeting. They shall be elected by a simple majority of those members present provided there is a quorum for the meeting.

TERMS OF OFFICE

All officers hold office for one (1) year. In order to maintain consistency in handling the district in-service needs, officers may be re-elected.

RESIGNATION

Any officer may resign from office at any time, provided a letter of resignation is submitted to the PDC.

VACANCIES

Vacancies in officers' positions are filled by a majority vote of those members of the PDC present during the meeting at which any resignation is effective, provided a quorum is present. The newly elected replacement shall serve the remainder of the resigning officer's term and the position included as part of the next regularly scheduled election.

BACK TO TOP

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

DUTIES OF OFFICERS

A. Chairperson-Designee

1. Presides at all regular meetings.
2. Calls and presides at all special meetings
3. Serves as an ex-officio non-voting member of any committee.
4. Appoints PDC members to Ad Hoc Standing committees, subject to the approval of the standing committees and the PDC.
5. Represents the PDC at all appropriate public functions or appoints a PDC member to represent the PDC.

B. 1st Vice-Chairperson

1. Fulfills all the duties of the Chairperson in the Chairperson's absence.
2. Carries out all other duties assigned by the Chairperson.

C. 2nd Vice-Chairperson

1. Fulfills all the duties of the Chairperson in the absence of the Chairperson and 1st Vice-Chairperson.
2. Carries out all other duties assigned by the Chairperson.

PDC SUPPORT FUNCTIONS

Although not members, the Professional Development Coordinator and the HR Specialist support the PDC in a variety of ways:

Professional Development Coordinator

- Monitors PDC membership to ensure maintenance of proper ratio.
- Coordinates PDC member elections.
- Advises PDC on professional development matters.
- Provides updates on Professional Development/PDC matters to Board of Education and District & Building Administrators.
- Conducts annual PDC training.

BACK TO TOP

Human Resource Specialist

- Maintains PDC records.
- Takes PDC minutes and creates meeting agendas.
- Submits annual PDC training documentation to KSDE.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

All PDC members must participate in annual training conducted by the Professional Development Coordinator. Training consists of introduction/review of KSDE professional development regulations and a review of the District Professional Development Plan. Annual PDC training must be held **prior to October 1** each year. The purpose of the training is to ensure understanding by all members regarding:

- Roles and responsibilities of council members, including responsibilities under KSDE regulations.
- Connections between components of the District Professional Development Plan and KSDE regulations.

The Human Resource Specialist maintains documentation of participation in annual PDC training.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

MEETINGS

- A minimum of one meeting per month is held August through June.
- Special meetings may be called by the Chairperson or majority of the PDC.
- At the start of each school year, all regular meeting dates are posted in each building and on the district web site.
- Notification of all extra meetings shall be given at least five (5) days prior to the meeting.
- Except in the amending procedure, all decisions by vote shall be a simple majority, provided

there is a quorum present.

- A simple majority of the entire PDC membership shall constitute a quorum.
- The PDC has the right to review a member's representation after absence from three (3) regularly scheduled meetings. Such review may result in a request for a replacement from that member's respective group.
- Agenda items may be added.

RECORDS AND MAINTENANCE OF RECORDS

- PDC meeting records and materials are kept on file by the Human Resources Specialist.
- The Human Resources Specialist records the minutes of PDC meetings.
- Information about individual in-service points will be shown on each individual's plan on Frontline Professional Growth. It is the responsibility of the professional educator to maintain and record the total instructional development points in order to meet terms and agreements of the negotiated contract.
- The Professional Development Council meets once per month to review in-service activities. In the event that more information is required for the committee to approve a particular activity, the Human Resources Specialist will contact the professional educator for the information. The professional educator will then have the span of the next 2 meetings to present the requested information to the committee or the activity in question will be denied.
- Individual records of approved professional development activities are housed in the Frontline Professional Growth management system.
- Transcripts for salary advancement and/or recertification may be obtained through completion of the proper form available in each building.
- USD 443 uses the RADAR form for identification and recommendation of professional development activities (Appendix A). The Professional Development Coordinator keeps completed RADAR forms on file in the Academic Services office.

BACK TO TOP

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Introduction

USD 443's recommending body for professional development activities is the district Professional Learning Steering Committee (PLSC). The mission of USD 443's Professional Learning Steering Committee (PLSC) is to provide informed recommendations to the PDC regarding an annual professional learning plan that:

1. Meets the needs of all educator groups.
2. Aligns with district goals.
3. Impacts student achievement.

The PLSC is comprised of representatives from across grade-level and content-area educator groups. Every building selects at least one representative to serve on the Steering Committee. Committee members utilize the RADAR Protocol for Identifying & Recommending Relevant Professional Development Activities (Appendix A) for the identification, recommendation & evaluation of district in-service activities. The Steering Committee meets at least three times per academic year to review district professional development goals established by the PDC, assess in-service needs, analyze relevant professional development data, and identify differentiated annual goals & objectives for their representative groups that align with the larger PDC goals.

The PDC uses the following steps recommended by Learning Forward for developing professional learning plans as outlined in "Professional Learning Plans: A Workbook for States, Districts, and Schools" *:

1. *Analyze student learning needs.*
2. *Identify characteristics of community, district, school, department, and staff.*
3. *Develop improvement goals and specific student outcomes.*
4. *Identify educator learning needs and develop goals and objectives.*
5. *Study research for specific professional learning programs, strategies, or interventions.*
6. *Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.*
7. *Implement, evaluate, and sustain the professional learning*.

USD 443's RADAR Protocol for Identifying & Recommending Relevant Professional Development Activities (Appendix A) provides the framework by which the PLSC identifies professional development activities for recommendation to the PDC. This framework provides a consistent structure that ensures all recommended activities are:

- Relevant to educators.
- Aligned to professional development goals established by the PDC, as well as goals set forth in the District Strategic Action Plan and Building Strategic Action Plans.
- Data-driven.
- Action-oriented.
- Results-oriented with targets aligned to improvement in both *educator* practice and *student* achievement.

Upon identification of recommended activities, PLSC members submit completed RADAR forms to the Professional Development Coordinator for initial review and feedback. Once the Professional Development Coordinator determines that all elements of the RADAR form are complete, the Professional Development Coordinator submits it to the Deputy Superintendent for Curriculum and Instruction for final review. Upon initial approval by the Deputy Superintendent, the Professional Development Coordinator submits the RADAR form to the PDC for final approval.

Additionally, any USD 443 staff member may complete a RADAR form to request a professional development activity. Individuals submit completed forms via the "RADAR Protocol Continuous

BACK TO TOP

Feedback Loop" (Appendix A, p. 5).

Consideration for each phase of the district's Professional Learning Cycle (RADAR Protocol – Appendix A, p. 2) should be included in all professional learning planning. Once the PDC approves RADAR forms, detailed planning of activities is completed utilizing the Standards for Professional Learning Planning Tool (Appendix B). Use of the RADAR Protocol Planning Tool and Standards for Professional Learning Planning Tool ensures alignment of professional learning to:

- Student learning needs.
- PDC professional development goals.
- District Strategic Action Plan.
- Standards for Professional Learning.

* Killion, J. 2013. Professional learning plans: A workbook for states, districts, and schools. Oxford, OH: Learning Forward (See Table 1, page 6)

Assessment of In-service Needs

Goals outlined in the 5-year District Strategic Action Plan (DSAP) serve to guide determination of district-level in-service needs. The District Leadership Team, under the guidance of the Deputy Superintendent for Curriculum and Instruction, analyze student performance data on state-level assessments (ELA KAP, Math KAP, KELPA), as well as teacher perception data from the Inclusive MTSS Implementation Scale (IMIS) and KSDE Component Baseline Analysis (CBA), in order to determine district academic and climate targets.

2021-2026 DSAP GOALS

- **Academic Goal 1:** On or before the spring 2026 state KAP assessments (ELA & Math), 80% of all USD 443 students will score at or above Performance Level Descriptor (PLD) level 3.
- **Academic Goal 2:** For the duration of 5 years, beginning in the 2021-2022 school year and ending in the 2025-2026 school year, 15% of English learners will score an overall proficiency determination of Proficient (Level 3) annually on the KELPA.
- **Climate Goal 1:** Increase the Collective Teacher Efficacy by staff from 3.87 to 4.50 by October 2025.
- **Climate Goal 2:** Increase the overall Behavior and Social Emotional Implementation Rating [IMIS] from a 2.84 to 4.25 by 2026.

Professional Learning Steering Committee members review long-term DSAP goals, as well as annual targets identified in meeting those goals, regularly. PLSC members analyze relevant data (KAP, KELPA, IMIS, etc.) in order to review progress toward targets and identify annual professional development recommendations for submission to PDC via the RADAR Protocol Continuous Feedback Loop.

BACK TO TOP

Identification of Goals & Objectives to Achieve In-service Needs

The PDC identifies goals and objectives based on the in-service needs recommended by the Professional Learning Steering Committee. PDC may use additional forms of data (e.g. FastBridge universal screener, curriculum-based assessments, feedback surveys, etc.), when determining the goals and objectives that will lead to improved educator knowledge & skills, and increased student learning.

The "Relevance" section of the RADAR Protocol Planning Tool (Appendix A, p. 6) is also useful in the identification of goals and objectives to achieve in-service needs. Additionally, building administrators report patterns they observe in the goals and objectives set within staff members' Individual Professional Development Plans (IPDPs). As the Deputy Superintendent and Professional Development Coordinator analyze patterns across buildings, other professional learning goals and objectives may emerge. They then report these patterns to the PDC who utilize the information as they work to develop district goals.

Identification of Activities & Actions to Achieve Goals & Objectives

Activities and actions to achieve professional learning goals and objectives are recommended to the PDC by the Professional Learning Steering Committee via the submission of yearly RADAR Protocol Planning Tools. As described above, PLSC members submit forms to the Professional Development Coordinator for initial review and feedback. Upon verification of form completion, the Professional Development Coordinator submits RADARs to the Deputy Superintendent for further review and initial approval. Once the Deputy Superintendent approves the forms, the Professional Development Coordinator submits the RADARs to PDC for final review and approval.

In addition to determining the recommendation of *initial* activities, the "Action-oriented" section of the RADAR form (Appendix A, p. 9) addresses the *implementation* support and accountability measures required in order to transfer learning into practice. The "Alignment" section of the RADAR form (Appendix A, p. 7) ensures that all professional learning goals correlate with goals outlined in the District Strategic Action Plan, as well as with other important guiding factors (e.g. Kansas Curricular Standards, evidence- based practices, etc.).

Evaluative Criteria to Determine Success in Meeting In-service Needs

The "Data-driven" (Appendix A, p. 8) and "Results-driven" (Appendix A, p. 10) sections of the RADAR Protocol Planning Tool work collectively to identify the measures by which levels of success in meeting in-service needs are evaluated, as well as the anticipated outcomes for both educator practice and student achievement. At the end of the academic year, Professional Learning Steering Committee members analyze data from the measure(s) identified on their representative groups'

BACK TO TOP

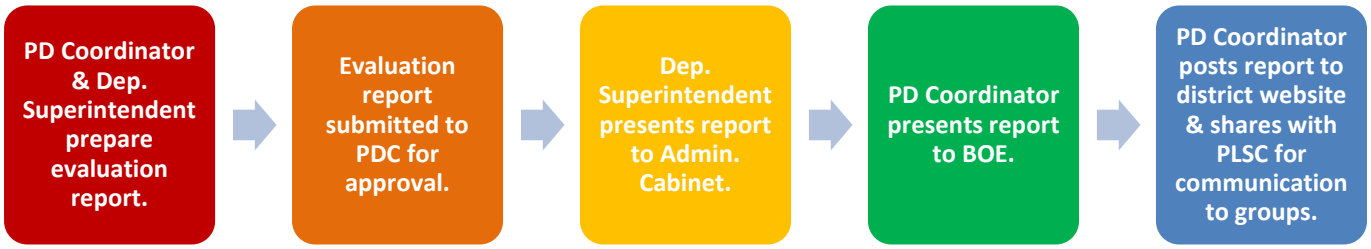
RADAR forms to determine the degree to which identified goals were met. Additionally, the district Professional Development Coordinator emails a feedback survey to each participant at the end of any professional development activity. The Professional Development Coordinator reviews and sorts responses in preparation for analysis.

The Professional Development Coordinator and Deputy Superintendent for Curriculum & Instruction analyze the determinations of the PLSC, as well as responses to teacher feedback surveys. The Professional Development Coordinator reports the results of this data analysis to the PDC who determine whether adjustments to the in-service goals or action plan are warranted.

Reporting Results of Evaluation of In-service Needs

Communication of annual professional learning goals and objectives is the responsibility of Professional Learning Steering Committee Representatives. PLSC members communicate approved recommendations to their representative groups, building administrators, and Building Leadership Teams. Educators, administrators, and BLT members submit questions and input via the RADAR Protocol Continuous Feedback Loop (Appendix A, p. 5). In-service goals and objectives established by the PDC are also uploaded to the district web site.

Upon approval of the evaluation report by the PDC, the Deputy Superintendent presents the report to the Administrative Cabinet. The Professional Development Coordinator and Deputy Superintendent then present it to the Board of Education. Finally, the Professional Development Coordinator posts the annual report to the district website and shares it with PLSC members for communication to their representative groups.



BACK TO TOP

Amending the Professional Development Plan

AMENDING PROCEDURES

This document may be amended in the following manner:

- The Board of Education of PDC may initiate amendment proposals. Such proposals shall be made in writing to the PDC.
- The PDC may adopt amendments to this In-service Education Plan by two-thirds (2/3) majority vote of the total PDC members. Further, provided that these amendments have been introduced in writing at the preceding regular meeting.
- An amendment must be approved by the Board of Education prior to submission to the State Department of Education.

BACK TO TOP

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Introduction

In order to create Individual Professional Development Plans (IPDP) tailored to the unique needs of each teacher and designed around goals that are specific to the educator, teachers complete the following steps *in collaboration with their evaluating supervisor*:

1. Analyze student achievement data to identify learning strengths and gaps.
2. Teachers in their first year of employment with USD 443 complete a Needs Assessment three times per academic year. Results of the Needs Assessment should be reviewed after completion, and any necessary adjustments to the IPDP made.
3. Identify any points needed for licensure renewal.
4. Review Building Strategic Action Plan goals and outcomes.
5. Set professional learning goals that will build educator knowledge and skills related to instruction in the targeted area(s).
6. Determine individual professional development strategies. Consider:
    - District-provided staff development opportunities
    - Instructional coaching
    - Learning Labs
    - In-service opportunities provided by Southwest Plains Regional Service Center
7. As needed, use the RADAR Protocol for Identifying & Recommending Relevant Professional

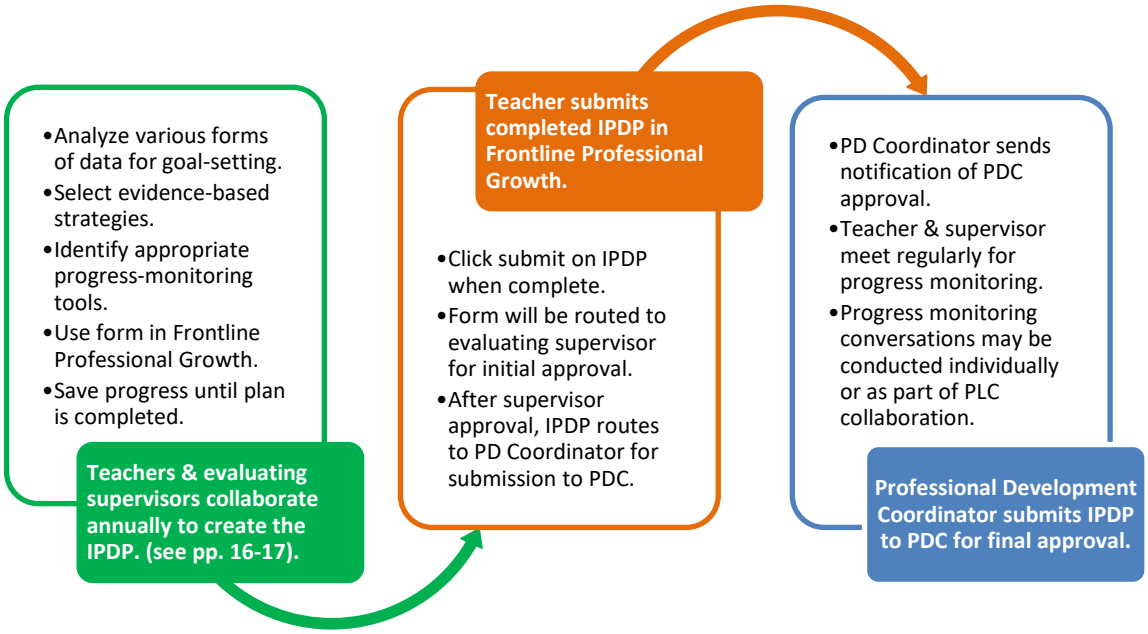
Development Activities (Appendix A) to request in-service activities related to the desired knowledge and skills. Teachers may collaborate with PLSC representatives or building administrators, if needed, to complete RADAR forms.

Evaluating supervisors will work with teachers at the beginning of each academic year to create IPDPs using the Individual Professional Development Plan form located in the district's Frontline Professional Growth management system. Teachers and principals monitor progress toward IPDP goals throughout the year during PLCs, as well as in individual meetings between teachers and building principals. Possibilities for progress-monitoring tools include:

- Student performance on formative and summative assessments.
- Documentation of strategies, and reflection on success, in a professional journal.
- Instructional coaching logs.

IPDP forms submitted through the Frontline Professional Growth management system require initial approval by the evaluating supervisor. Once approved by the evaluating supervisor, Frontline automatically forwards the IPDP to the Professional Development Coordinator who presents submitted forms to the PDC for final approval at the next regularly scheduled meeting. IPDPs must be submitted to the PDC for approval **prior to December meeting each year**.

Building principals train new hires on the use of the Frontline Professional Growth system at the first building-level meeting during New Teacher Orientation week prior to the start of the school year. At this time, principals acquaint new hires with the point-request process, as well as set professional learning goals and create IDPDs and with new teachers.



BACK TO TOP

IPDPs for Licensed Professionals Living or Working in the District but Not Employed by the District

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

The Assistant Superintendent for Elementary Education acts as the "advisory administrator" (in place of the evaluating supervisor) for any non-USD 443 teacher who works or resides within the district and seeks to file an Individual Professional Development Plan (IPDP) with the local PDC for licensure renewal purposes. In order to create IPDPs tailored to the unique needs of each teacher and designed around goals that are specific to the educator, teachers complete the following steps with the advising administrator:

1. Review personal professional development needs, goals, and outcomes; including the need for points for licensure renewal.
2. Set professional learning goals that will build educator knowledge and skills related to instruction in the targeted area(s).
3. Ensure alignment of goals and outcomes with state regulations and guidelines.

The advising administrator will work with teachers at the beginning of each academic year to create IPDPs using the Individual Professional Development Plan form located in the district's Frontline Professional Growth management system.

Forms submitted through the Frontline Professional Growth management system require initial approval by the evaluating supervisor. Once approved by the evaluating supervisor, Frontline automatically forwards the IPDP to the Professional Development Coordinator who presents submitted forms to the PDC for final approval at the next regularly scheduled meeting.

IPDPs must be submitted to the PDC for approval **prior to the December PDC meeting** each year.

Appealing the Non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

BACK TO TOP

If the PDC does not approve an IPDP, an employee may appeal the decision through the following process:

- The Professional Development Coordinator sends notification of PDC's non-approval of the IPDP, along with an explanation of denial, to the teacher within one week of the PDC meeting.
- Employee must email the Human Resources Specialist within two (2) subsequent PDC meetings notifying the Council of the appeal and stating the reasoning.
- Upon receipt of the notification email, the Human Resources Specialist notifies the employee of any clarification and/or documentation necessary to aid in the appeal.
- Employee must submit the documentation requested to the Human Resources Specialist prior to the next regularly scheduled PDC meeting.
- Human Resources Specialist reports the appeal, including any documentation, at the next Professional Development Council following the employee's submission.
- Human Resources Specialist notifies the employee of the Council's decision regarding the appeal within one week of the PDC meeting.
- If the PDC denies the appeal for approval, the employee may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

BACK TO TOP

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded
three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

USD 443 PROFESSIONAL DEVELOPMENT REQUIREMENTS

Negotiated Agreement Article No. 7 – Staff Development Programs

The staff development programs of Unified School District 443 shall be operated within in-service guidelines issued by the Kansas State Department of Education. In-service is defined as training, development, and evaluation activities undertaken by certified employees for the purposes of improving instruction, increasing student achievement, and enhancing general job skills.

All certified teachers will be expected to obtain a minimum of 20 in-service points per year. This may be accomplished through in-service planned and directed by either a group or an individual. Training may occur either inside or outside of the teacher contract day. Failure to accomplish the minimal in-service standard shall result in a written report to the administrative supervisor.

BACK TO TOP

Participation in all Professional Development activities provided by the district within the certified employee's contract day is expected. Additionally, all USD 443 employees are required to take the state-mandated Annual Compliance Tests (Blood Borne Pathogens, Sexual Harassment in the Work Place, Hazard Communications, Slips, Trips and Falls Prevention, Suicide Prevention, Bullying Prevention and Homeless Education) to address relevant changes to laws, regulations and Board policies.

Category Profile for Activities:

Content Standards: Activities for what you teach-Primary field of teaching or endorsed content areas.
Professional Standards: Help in your Profession but not necessarily in your field of teaching: the model standards generic to the success of all students regardless of content area.
Service to the Profession: See definition below.

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)

Documenting Professional Development Activities

FRONTLINE PROFESSIONAL GROWTH MANAGEMENT SYSTEM

Building administrators provide training to teachers new to USD 443 as part of the building orientation portion of New Teacher Orientation Week that takes place prior to the new academic year. Training focuses on the creation of IPDPs, as well as the process for requesting professional development points.

REQUESTING PROFESSIONAL DEVELOPMENT ACTIVITIES

Any teacher may request points for any activity paid for at personal expense and completed on personal time **provided the activity meets the definition of professional development as set forth by KSDE**. In order to ensure that an activity meets this definition, the PDC recommends – but does

not require – that teachers complete a RADAR Protocol for Identifying & Recommending Relevant Professional Development Activities (Appendix A) and receive approval from the PDC **prior** to registering for an activity and/or incurring any associated cost. Completed RADAR forms should be submitted to the supervising administrator who will review the form and route it to the Professional Development Coordinator for submission to the PDC. *Please note: An approved activity must still be entered into Frontline Professional Growth to receive PD Points*.

91-1-206 Professional development plans for licensure renewal	**CONTENT**	**PROFESSIONAL EDUCATION**	**SERVICE TO THE PROFESSION**
KNOWLEDGE *What do you know now that you did not know before?*	1 pt. = 1 contact hour	1 pt. = 1 contact hour	1 pt. = 1 contact hour
APPLICATION *What knowledge are you applying in the classroom or to policies, that you expect will improve student outcomes or behavior?*	**2 X** Knowledge Level Points	**2 X** Knowledge Level Points	1 pt. = 1 contact hour
IMPACT *How has student performance improved?* *What has positively changed about the program?*	**3 X** Knowledge Level Points	**3 X** Knowledge Level Points	1 pt. = 1 contact hour

KNOWLEDGE LEVEL POINTS

If a person documents completion of an in-service activity, the person shall be awarded professional development points *equal to the number of clock hours completed*.

APPLICATION LEVEL POINTS

If a person who has earned points for completion of an in-service activity later verifies that he or she has applied the skills of knowledge gained, the person shall be awarded *two times (2X) the number of Knowledge Level professional development points* that were earned for completion of the original in-service activity. **It is recommended knowledge gained be conducted for a minimum of six weeks before submitting for PDC for points. Application of the knowledge gained as a result of any professional learning activity shall be evidenced by the submission of an Application Point Request Form.** The Application Point Request Form must be accessed through the finalized Knowledge Point Request for the original activity (located in the "Recently Completed" section of the individual's Learning Plan in Frontline). Upon submission, the form will go to the PDC for review.

IMPACT LEVEL POINTS

If a person who has earned points for application of knowledge or skills learned through in-service

activities verifies that application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded *three times (3X) the number of Knowledge Level professional development points* that were earned for completion of the original in-service activity. **Impact of the application gained as a result of any professional learning activity shall be evidenced by the submission of an Impact Request Form.** The Impact Request Form must be accessed through the finalized Application Point Request for the original activity (located in the "Recently Completed" section of the individual's Learning Plan in Frontline). Upon submission, the form will go to the PDC for review. Impact Level Points should be submitted after one semester of applying for the knowledge points.

SERVICE TO THE PROFESSION POINTS

A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock hours served. The person shall be awarded *one point for each clock hour of service*. The person shall submit verification of service to the Professional Development Council.

EDUCATIONAL BOOK STUDY

Knowledge Points

- Points awarded according to roster attendance
- Meeting dates/times
- Blog dates/times
- Evidence of Learning (notes, outlined, response journal, etc.)
- Narrative on how it applies to a goal on the IPDP and the other regulatory requirements
- Copy of the cover of book and roster submitted to committee for approval

Application Points

- Follow Application Level Points process on page 22.

Impact Points

- Follow Impact Level Points process on page 22-23.

LEARNING LABS

Knowledge and Application level points are available for in-person and virtual participation in Learning Labs. (See Appendix C.)

ONLINE LEARNING – WEBINARS – TWITTER CHAT

A RADAR Protocol for Identifying & Recommending Relevant Professional Development Activities form (Appendix A) must be submitted to the Professional Development Coordinator and approved by the

Deputy Superintendent for Curriculum & Instruction prior to any district-funded activity.

Knowledge Points

- Points awarded according to documentation
- Time log - detailed dates/times
- Narrative on how it applies to a goal on the IPDP and the other regulatory requirements
- One time submission at the end of the school year

Application Points

- Follow Application Level Points process on page 22.

Impact Points

- Follow Impact Level Points process on page 22-23.

OUT OF DISTRICT INSERVICE

A RADAR Protocol for Identifying & Recommending Relevant Professional Development Activities form (Appendix A) must be submitted to the Professional Development Coordinator and approved by the Deputy Superintendent for Curriculum & Instruction prior to any district-funded professional development.

Knowledge Points

- Documentation of training time must be sent to the Human Resources Specialist in Human Resources at the District Office. The HR Specialist will present submitted documentation to the next PDC meeting for final approval. If the Human Resources Specialist initiates a request for documentation, there will be a 30 day window for the requested documentation to be received in the Human Resources Office. If not received within the window, the point request will be denied and will have to be resubmitted.

Application Points

- Follow Application Level Points process on page 22.

Impact Points

- Follow Impact Level Points process on page 22-23.

COLLEGE CREDIT – TRANSCRIPTS – RENEWAL

When you take college credit classes, you need to apply for an official transcript from the issuing institution and have it sent to the Human Resource Office at the Administration Building. All college courses must be submitted on Frontline Professional Growth under a **College Course** form. The Human Resource Office uses the transcript as official documentation of college credit for movement

BACK TO TOP

on the salary schedule, as well as for your professional development transcript. Once every five years, when you renew your educator certificate/license, you need to submit the renewal application online at www.ksde.org. KSDE sends the renewal application to the Human Resources Office for verification. The Human Resources Office uploads the official college transcript(s) you have provided, along with your official professional development transcript.

Check the status of your certificate on the state website at www.ksde.org. Go to Certification/Licensure and select Licensure Database. You may renew your certificate up to six months prior to the expiration date.

It is possible to renew your teaching certificate/license based on experience. If you have received a master's degree, you may do this twice during your career. If you choose to renew in this manner, you do not need to submit any points, graduate credit or professional development. You must document at least three years of experience during the certificate/license you are renewing to use this option.

FRONTLINE PROFESSIONAL GROWTH TRAINING FOR NEW HIRES

Building principals train new hires on the use of the Frontline Professional Growth system at the first building-level meeting during New Teacher Orientation week. At this time, principals acquaint new hires with the point-request process, as well as set professional learning goals and create IDPDs and with new teachers.

APPEALS PROCESS FOR NON-APPROVAL OF PROFESSIONAL DEVELOPMENT

If the Professional Development point request is denied by PDC due to the event not meeting the definition of "in-service" or "service to the profession," or due to lack of documentation, the employee may appeal the decision through the following process:

- Employee must email the Human Resources Specialist within two (2) subsequent PDC meetings notifying the Council of the appeal and stating the reasoning.
- Human Resources Specialist will notify the employee of any clarification and/or documentation necessary to aid in the appeal.
- Employee will submit the documentation requested to the Human Resources Specialist.
- Human Resources Specialist will report the appeal, including any documentation, at the next Professional Development Council following the employee's submission.
- Human Resources Specialist will notify the employee of the Council's decision regarding the appeal.

For more information, see Appendix D: License Renewal & Salary Enhancement and/or Appendix E: License Renewal Process.

BACK TO TOP

Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

ANNUAL COMPLIANCE ONLINE TRAINING & TESTS

The Annual Compliance Tests (Blood Borne Pathogens, Sexual Harassment in the Work Place, Hazard Communications, Slips, Trips and Falls Prevention, Suicide Prevention, Bullying Prevention and Homeless Education) are required for every employee in USD 443 and are mandated by the State to address relevant changes to laws, regulations and Board policies. The online training and assessments will be taken yearly. *Each online test will be worth .25 points.* **In-service points will be awarded for the initial time the tests are taken**, after that no points will be awarded for subsequent years *unless there is new information being presented*.

For more information, see Appendix D: License Renewal & Salary Enhancement and/or Appendix E: License Renewal Process.

DODGE CITY SALARY SCHEDULE MOVEMENT

It is possible to move on the salary schedule using Professional Development Points. *Twenty Professional Development Points is equal to one college hour.* Refer to the current USD 443 salary schedule to determine the necessary points needed for movement on the salary scale. After a teacher moves to the next level on the salary scale, new points from that level forward must be earned for the next advancement.

Non-Discrimination Statement & Grievance Procedure

USD 443 NON-DISCRIMINATION STATEMENT

USD 443 does not discriminate on the basis of race, color, national origin, sex, age, religion, military status, primary language, and/or disability. This non-discrimination policy applies to admission,

BACK TO TOP

employment, programs, activities, and providing equal access to Boy Scouts and other designated youth groups. A lack of English language skills will not be a barrier to admission and participation in the Career and Technical (vocational) and/or other educational programs of the school.

GRIEVANCES

A grievance may be filed using the procedure found in Appendix F.

BACK TO TOP

Appendix A



RADAR

RELEVANT • ALIGNED • DATA-DRIVEN • ACTION-ORIENTED • RESULTS-DRIVEN

DODGE CITY PUBLIC SCHOOLS
Believe – Lead – Achieve

USD 443
Professional Development

Believing IN TEACHERS Leading THE WAY Achieving FOR STUDENTS

KELLEY CLARK
Professional Development Coordinator USD 443 – Dodge City Public Schools clark.kelley@usd443.org

BACK TO TOP

Learning Forward
Standards *for* Professional Learning

Dodge City Public Schools is committed to providing professional learning opportunities that meet Learning Forward's Standards for Professional Learning.

- Learning Communities
- Resources
- Learning Designs
- Outcomes
- Leadership
- Data
- Implementation

Professional learning that increases educator effectiveness and results for all students:

…occurs within **learning communities** committed to continuous improvement, collective responsibility, and goal alignment.

…requires prioritizing, monitoring, and coordinating **resources** for educator learning.

…integrates theories, research, and **models of human learning** to achieve its intended outcomes.

…aligns its **outcomes** with educator performance and student curriculum standards.

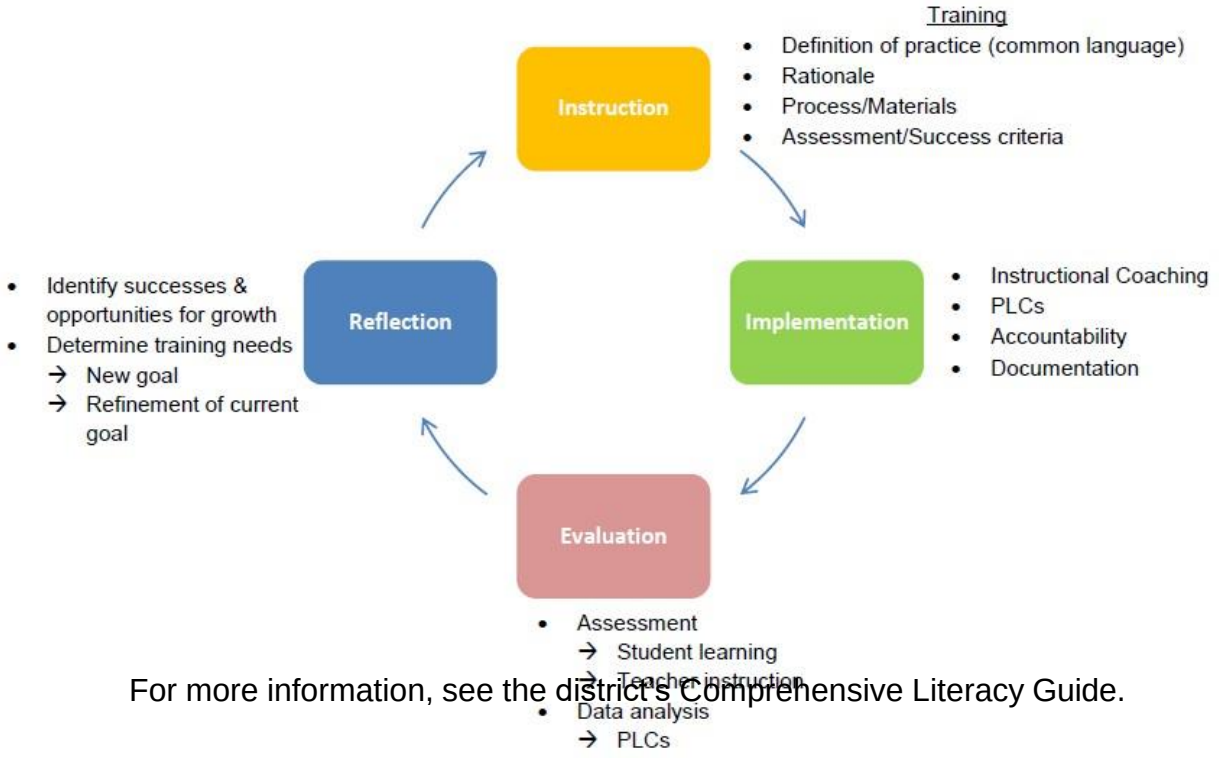
…requires skillful **leaders** who develop capacity, advocate, and create support systems for professional learning.

…uses a variety of sources and types of student, educator, and system **data** to plan, assess, and evaluate professional learning.

…applies research on change and sustains support for **implementation** of professional learning for long term change.

BACK TO TOP

USD 443
Professional Learning Cycle



For more information, see the district's Comprehensive Literacy Guide.

BACK TO TOP

Guidelines *for* Identifying *and* Planning Professional Learning

This Professional Development Planning Guide is designed to provide the framework by which professional development plans at the district, building, and individual levels may be created. This framework provides a consistent structure for identification of professional learning needs at all levels, establishment of improvement goals and outcomes, planning and delivery of relevant professional learning opportunities, and implementation and evaluation of the effectiveness of professional learning.
The following are recommended steps for developing professional learning plans as outlined in “Professional Learning Plans: A Workbook for States, Districts, and Schools” by Learning Forward*:

1. *Analyze student learning needs*.
2. *Identify characteristics of community, district, school, department, and staff*.
3. *Develop improvement goals and specific student outcomes*.
4. *Identify educator learning needs and develop goals and objectives*.
5. *Study research for specific professional learning programs, strategies, or interventions*.
6. *Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs*.
7. *Implement, evaluate, and sustain the professional learning*.

Consideration for each phase of the district’s Professional Learning Cycle (see previous page) should be included in **all** professional learning planning. Use of the RADAR Protocol Planning Tool and Standards for Professional Learning Planning Tool ensures alignment of professional learning to:

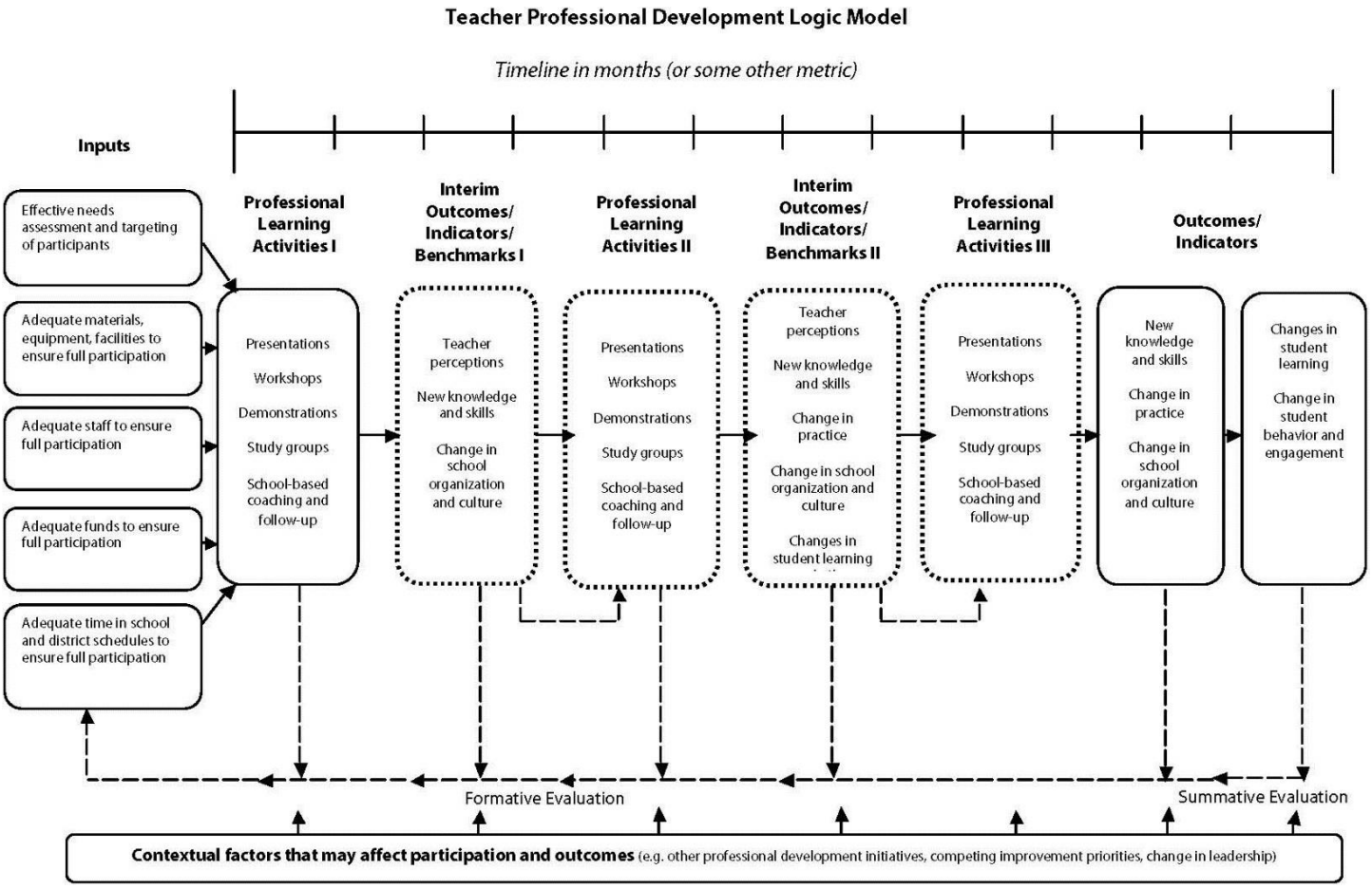
- Student learning needs.
- District Strategic Action Plan.
- Standards for Professional Learning.

* Killion, J. 2013. Professional learning plans: A workbook for states, districts, and schools. Oxford, OH: Learning Forward (See Table 1, page 6)

BACK TO TOP

Using *the* RADAR Protocol *to* Identify *and* Plan Professional Learning

Step 1: Use the Teacher Professional Development Logic Model (below) as a pre-planning guide when considering any professional learning experience.



Haslam, M.B. January 2010. Teacher professional development evaluation guide. Prepared for National Staff Development Council (page 15)

Step 2: Complete a RADAR Protocol Planning Tool (p. 11 or 12) for initial considerations.

Step 3: Submit the completed RADAR Tool to the appropriate person in the Continuous Feedback Loop (p. 5) for initial consideration & progression through approval process.

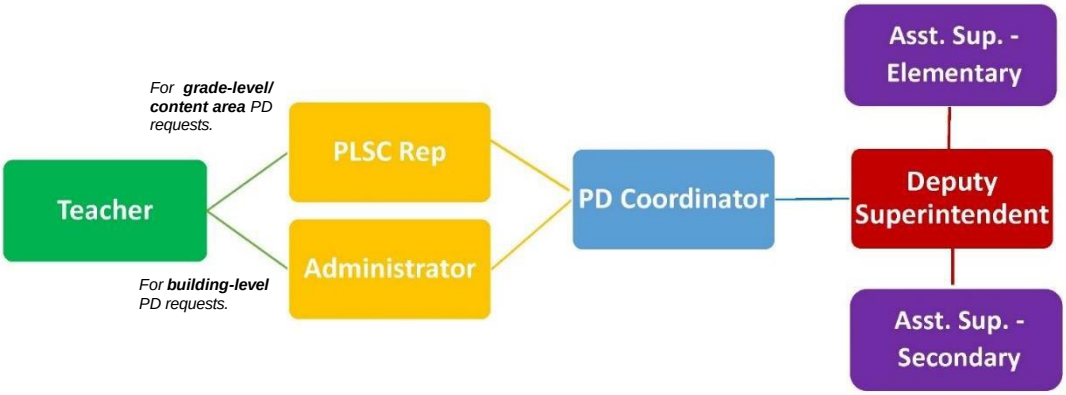
Step 4: *Upon approval by the Deputy Superintendent*, complete the Standards for Professional Learning Planning Tool for detailed planning to ensure standards alignment.

BACK TO TOP

DODGE CITY PUBLIC SCHOOLS
Believe – Lead – Achieve

RADAR PROTOCOL
CONTINUOUS FEEDBACK LOOP





- As the RADAR form progresses through the approval process, the form may be returned for additional information/adjustment and resubmission.
- The Professional Development Coordinator will send an email notifying the person initiating the RADAR form whether the request was approved or denied.
- *If the request is denied*, the reasons for denial will be included in the email. The initiator may appeal the decision and provide additional information for consideration.
- *If the request is approved*, the Professional Development Coordinator will email a Standards for Professional Learning Planning Tool to any necessary individuals to begin the planning process.

BACK TO TOP

Using *the* RADAR Protocol *to* Identify *and* Plan Professional Learning

Relevance

Relevant
What is the learning topic/goal(s)? What need(s) does this meet & for whom?

QUESTIONS FOR CONSIDERATION

Briefly describe:

- What *student* learning needs indicate the necessity for this professional learning? What data was used to identify the need and what did analysis show?
- What *educator* learning needs indicate the necessity for this professional learning? What data was used to identify the need and what did analysis show?
- What is/are the *goal(s)* of this professional learning?
- Do *participants* recognize the need for this professional learning? If not, how will recognition of the relevance of this professional learning be achieved?

LEARNING FORWARD STANDARDS for PROFESSIONAL LEARNING ALIGNMENT

- Data

BACK TO TOP

Using *the* RADAR Protocol *to* Identify *and* Plan Professional Learning

Alignment

Aligned
How is this learning aligned to state, district, &/or building goals?

QUESTIONS FOR CONSIDERATION

Briefly describe:

- How is this professional learning aligned to the *District Strategic Action Plan*?
- Where does further alignment occur?
  - Kansas Curricular Standards
  - KESA goals
  - Research
  - Educator evaluation rubric
  - School Improvement Plan
  - Other
- How will alignment be made explicit for participants?

LEARNING FORWARD STANDARDS *for* PROFESSIONAL LEARNING ALIGNMENT

- Learning Communities
- Learning Designs
- Outcomes

BACK TO TOP

Using *the* RADAR Protocol *to* Identify *and* Plan Professional Learning

Data-driven

Data-driven
What data will be used to determine need & monitor progress? How will it be used?

QUESTIONS FOR CONSIDERATION

Briefly describe:

- What data will be used to monitor progress?
  - FastBridge – Which specific tests/reports?
  - eWalkthrough
  - Intervention progress monitoring tools (e.g. PAST, QPS)
  - Other
- How often will data be collected? By whom?
- To whom will progress monitoring data be reported? How will progress be communicated to *educators*?

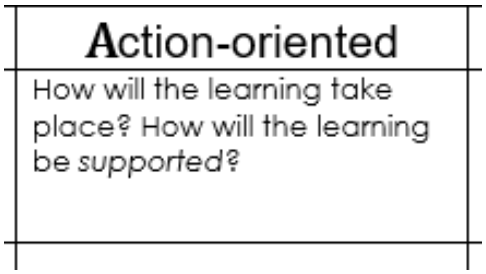
LEARNING FORWARD STANDARDS *for* PROFESSIONAL LEARNING ALIGNMENT

- Data
- Learning Communities

BACK TO TOP

Using *the* RADAR Protocol *to* Identify *and* Plan Professional Learning

Action-oriented



QUESTIONS FOR CONSIDERATION

Briefly describe:

- How will the initial learning take place?
- How will the learning be supported? What additional levels of professional learning will be necessary?
  - Instructional coaching
  - Peer groups
  - Administrator feedback
  - PLCs
  - Other (study groups, demonstrations, additional meetings, etc.)
- How will educators be held accountable for implementation?
- What support might leadership need?

LEARNING FORWARD STANDARDS *for* PROFESSIONAL LEARNING ALIGNMENT

- Learning Communities
- Leadership
- Implementation

BACK TO TOP

Using *the* RADAR Protocol *to* Identify *and* Plan Professional Learning

Results-driven

Results-driven
What is the anticipated impact on students?

QUESTIONS FOR CONSIDERATION

Briefly describe:

- What will success look like?
- What will be the difference in *student* achievement?
- What will be the difference in *educator* practice?
- What skills and knowledge will participants be expected to demonstrate following the professional learning?
- What *interim* outcomes will be benchmarks as indicators of progress toward success?

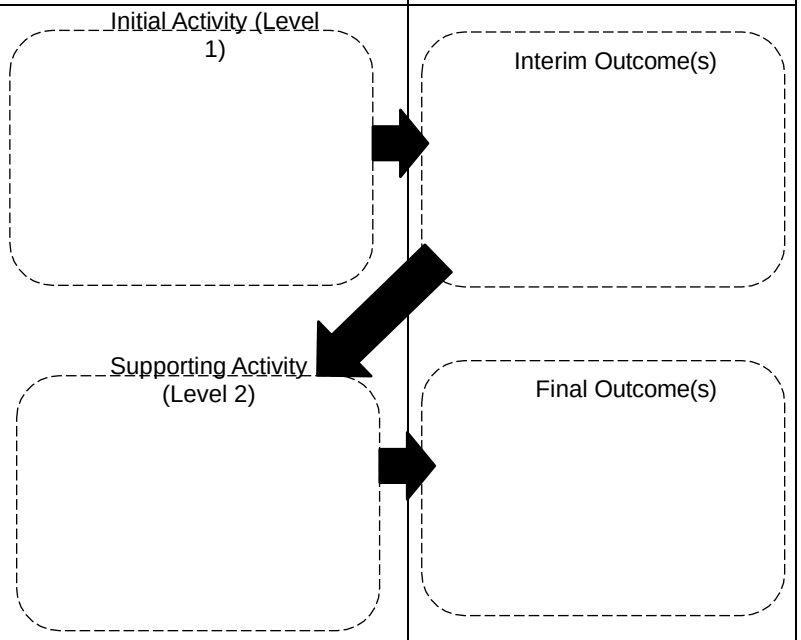
LEARNING FORWARD STANDARDS *for* PROFESSIONAL LEARNING ALIGNMENT

- Data
- Outcomes

BACK TO TOP

TITLE OF PROFESSIONAL LEARNING ACTIVITY:

RADAR Protocol Planning Tool v. 1

Relevant	**A**ligned	**D**ata-driven	**A**ction-oriented	**R**esults-driven
What is the learning topic/goal(s)? What need(s) does this meet & for whom?	How is this learning aligned to state, district, &/or building goals?	What data will be used to determine need & monitor progress? How will it be used?	How will the learning take place? How will the learning be *supported*?	What is the anticipated impact on *teachers*? On *students*?
				

BACK TO TOP

TITLE OF PROFESSIONAL LEARNING ACTIVITY:

RADAR Protocol Planning Tool v. 2

R elevant	**A** ligned	**D** ata-driven
What is the learning topic/goal(s)? What need(s) does this meet & for whom?	How is this learning aligned to state, district, &/or building goals?	What data will be used to determine need & monitor progress? How will it be used?

A ction-oriented	**R** esults-driven
How will the learning take place? How will the learning be *supported*?	What is the anticipated impact on *teachers*? On *students*?
ACTIVITY 1	**BENCHMARK 1**
ACTIVITY 2	**BENCHMARK 2**
ACTIVITY 3	**FINAL OUTCOME(S)**

BACK TO TOP

Appendix B

Standards *for* Professional Learning Planning Tool

Professional learning that increases educator effectiveness and results for all students…		
LEARNING COMMUNITIES: …occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	How will educators work together to: • Hold themselves and their colleagues accountable for all students' success? • Advance the goal(s) of the district, school, team, and/or individual? • Bridge the knowing-doing gap (transfer professional learning into classroom practice)?	
LEADERSHIP: …requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	• What role will district, building, and team leadership play in the success of this learning? • What supports will be necessary for leadership at different levels? • How can leadership promote educators' commitment to this learning?	

BACK TO TOP

RESOURCES: …requires prioritizing, monitoring, and coordinating resources for educator learning.	What resources are necessary to ensure the success of this professional learning? • Personnel • Funding • Material • Technology • Time What are potential challenges?	
DATA: …uses a variety of sources and types of student, educator, and system data to plan, asses, and evaluate professional learning.	Consider student, educator, and system data: • What data indicates the need for this professional learning – student needs *and* corresponding educator needs? • How will we use the data to support high-quality instruction? • How will we use data to assess teachers' progress toward *implementation* of new classroom practices? • How will we use data to evaluate professional learning to determine its impact on teacher practice and student learning?	

BACK TO TOP

LEARNING DESIGNS: …integrates theories, research, and models of human learning to achieve its intended outcomes.	Factors to consider when selecting the learning design(s): • What is the intended outcome – based on student and educator learning needs? • How will educators be assisted in moving beyond comprehension of the surface features of a new idea or practice? • How will we promote active engagement – learners interacting with the content and with one another? • How will learners be engaged in applying the learning?	Possible Learning Designs • Face-to-face • Online: Synchronous • Online: Asynchronous (on-demand) • Hybrid • In-service • Simulation • Lesson study • Presentation • Study groups
IMPLEMENTATION: …applies research on change and sustains support for implementation of professional learning for long-term change.	How will we provide on-going support in order to sustain implementation and address challenges of practice? • Instructional coaching • PLCs • Co-teaching • Peer support &/or study groups	

BACK TO TOP

OUTCOMES: …aligns its outcomes with educator performance and student curriculum standards.	• How does this professional learning align with educator performance &/or student curriculum standards? • What could a performance task, checklist, or rubric to measure teacher proficiency look like? • What are the benchmarks of progress towards final proficiency? • What is the role of *non-evaluative* feedback in this professional learning? How will it be given? By whom?	
Other considerations:		

BACK TO TOP

Appendix C

DODGE CITY PUBLIC SCHOOLS
Believe – Lead – Achieve

USD 443

Professional Development

Believing IN TEACHERS Leading THE WAY Achieving FOR STUDENTS

Learning Labs

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

PREPARED BY KELLEY CLARK – USD 443 PROFESSIONAL DEVELOPMENT COORDINATOR

BACK TO TOP

WHAT ARE LEARNING LABS?

Learning Labs are opportunities for teachers to participate in high-quality professional development in the setting that matters most – the classroom. In a Learning Lab, a small group of teachers visits the classroom of a colleague, the Learning Lab "host," in order to observe a carefully planned lesson as it is presented to students. Participants then have an opportunity to discuss their observations and collaborate on ways in which they could incorporate instructional strategies in their own lessons.

HOW DO LEARNING LABS WORK?

Each Learning Lab is open to a maximum of eight (8) in-person visiting teachers. Registration is on a first-come, first-served basis. The district provides half-day substitute coverage to each Learning Lab participant and the Lab host teacher. The district Professional Development Coordinator or the appropriate grade-level Instructional Coach facilitates all Learning Lab discussions in order to ensure a safe, neutral space for participants and host to ask questions and give/receive feedback. The building Instructional Coach and/or Administrator may also attend.

Preview

On the day of the Learning Lab, visiting teachers meet with the Learning Lab host prior to the lesson to preview lesson components, hear an overview of the planning process, and get a list of key elements to look for during the demonstration lesson.

Lesson Presentation

After the Learning Lab host previews the lesson with visiting teachers, the group observes the host teacher demonstrate the lesson in the classroom with students. Participants note instructional moves and student responses that stand out to them.

Debrief

Upon completion of the lesson, visiting teachers "debrief" with the Learning Lab host. This is an opportunity for participating teachers to discuss instructional moves and student responses that they noticed, and to ask any follow-up questions they may have. It is also an opportunity for the host teacher to receive feedback from visiting teachers, with students' response to instruction being the focus.

Implementation

Participants bring relevant curriculum planning materials with them to the Learning Lab. Any remaining time is allotted for teachers to begin incorporating instructional strategies learned into an upcoming lesson of their own. Beginning the planning process in the Learning Lab allows participants to collaborate with the host teacher, and with each other, as they work to apply the learning to their own instruction.

BACK TO TOP

HOW IS THE LEARNING SUSTAINED?

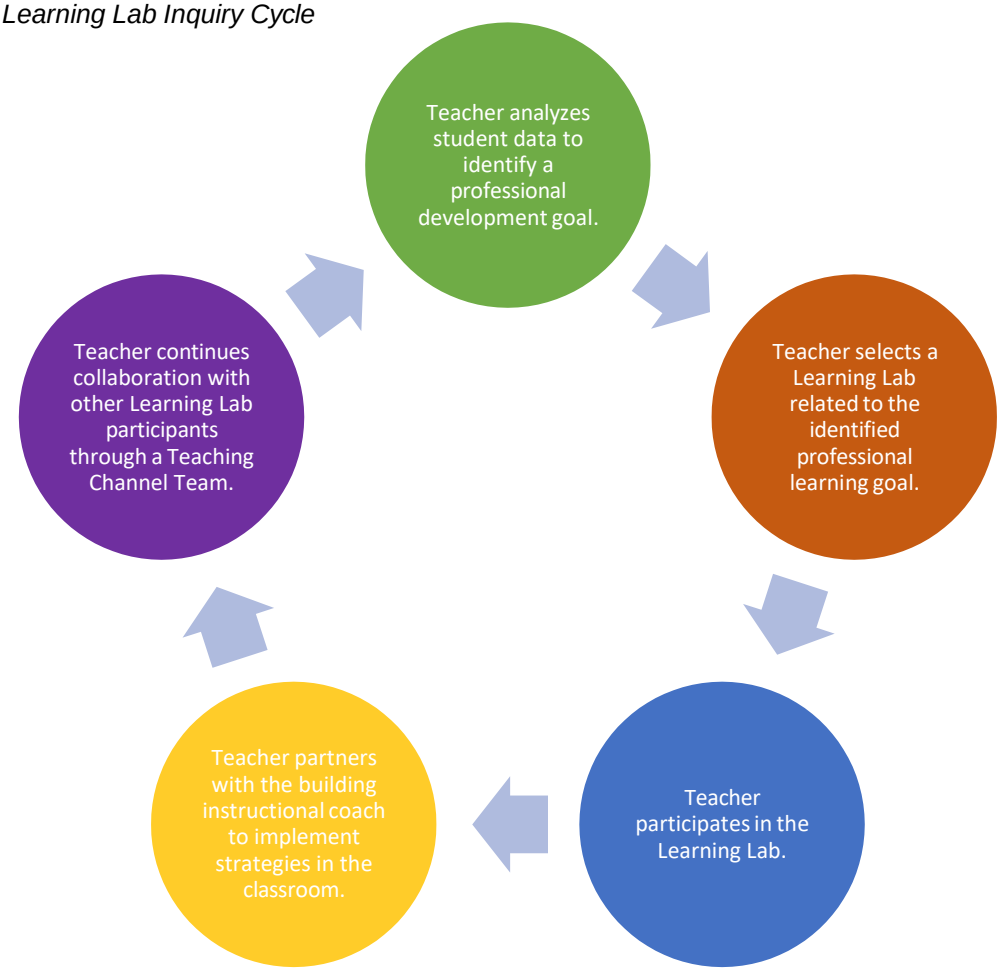
Instructional Coaching

After the Learning Lab, participants collaborate with their building Instructional Coach to implement new strategies in their own classrooms. This can be done through partnership in a full or partial instructional coaching cycle.

Teaching Channel Teams

Ongoing collaboration with other Learning Lab participants is achieved through Teaching Channel™ Teams. Each Learning Lab host facilitates a Team in the district's Teaching Channel™ platform. Participating teachers are able to engage in discussion boards, upload content for feedback, and view materials and resources uploaded by the host teacher.

The Learning Lab Inquiry Cycle



BACK TO TOP

LEARNING LAB HOSTS

Teachers interested in becoming Learning Lab hosts complete an online application. Applications must include the following:

- Learning Lab topic of interest.
- Reason for topic selection.
- Length of teaching experience related to the topic.
- Professional development/continuing education related to the topic.

Applications are submitted to the district Professional Development Coordinator for initial review, with final selection of host teachers determined by the Deputy Superintendent for Curriculum and Instruction.

Learning Lab host requirements:

- In fall of the school year, attend Learning Lab training provided by the district Professional Development Coordinator.
  - **(Date) (Time) (Location)**
- Attend quarterly host meetings facilitated by the district Professional Development Coordinator.
- A minimum of one (1) ½-day Learning Lab presented *each quarter*.
  - Dates are selected by the Learning Lab host and must be submitted to the district Professional Development Coordinator by **(Date)**.
  - The Professional Development Coordinator works with hosts to avoid scheduling conflicts between Labs in order to increase the likelihood for substitute coverage.
- Collaborate with building and/or grade-level instructional coach to plan Learning Lab presentation lessons.
- Video all Learning Lab lessons, as well as preview and debrief meetings, for upload to the related Learning Lab Team on the USD 443 Teaching Channel™ platform.
- Facilitate the related Learning Lab Team – including Discussion Board, responding to questions, and uploading relevant materials and resources – on the USD 443 Teaching Channel™ platform.
  - The district Professional Development Coordinator will monitor registration of participants in Learning Lab Teaching Channel™ Teams.

BACK TO TOP

VIRTUAL PARTICIPATION IN LEARNING LABS

Participants who are unable to attend a Learning Lab in person may join a virtual Learning Lab Team on the district's Teaching Channel™ platform. The Learning Lab host facilitates the related Team and is responsible for uploading videos of the preview meetings, demonstration lessons, and debrief meetings, as well as monitoring the Team Discussion Board.

Learning Lab participants maintain access to the Team for the entire school year.

LEARNING LAB CONTENT & SCHEDULING

Scheduling

Each Learning Lab host will offer a minimum of one (1) Learning Lab *per quarter* that is open to all teachers in the relevant grade(s) and/or subject area(s).

Learning Lab Topics

Topics*	Lab Grade-Level Bands
Biography-Driven Instruction	PreK-K; 1st-2nd; 3rd-5th; 6th-8th; 9th-12th
Academic Discourse	PreK-K; 1st-2nd; 3rd-5th; 6th-8th; 9th-12th
Explicit Vocabulary Instruction	PreK-K; 1st-2nd; 3rd-5th; 6th-8th; 9th-12th
Classroom Management	PreK-K; 1st-2nd; 3rd-5th; 6th-8th; 9th-12th
Reading: Word Recognition Strategies*	PreK-K; 1st-2nd; 3rd-5th
Note: **All Learning Lab topics are available in **all** grade-level bands **except** Reading: Word Recognition, which is available in PreK-5th grade-level bands only.*	

The district Professional Development Coordinator will publish the Learning Lab schedule by **(Date)**, including enrollment links and deadlines. *Registration for each Learning Lab will be on a first-come, first-served basis*. Any registrations received beyond the maximum number of participants will be placed on a waiting list, and notice of additional availability due to cancellation will be made in the order the registrations are received.

BACK TO TOP

LEARNING LAB PROFESSIONAL DEVELOPMENT POINTS

In-person Participants

- *Knowledge Points* – Following the session, each Learning Lab will be available as an event in Frontline for in-person participants to request Knowledge Points for the half-day session attended. All in-person Learning Labs earn **3 Professional Development points**. Verification of attendance is made via the sign-in form available at the beginning of each session.
- *Application Points* – Upon completion of an instructional coaching cycle with the building Instructional Coach, participants may request Application Points worth two (2) times the value of the Knowledge Points earned from attendance at the original in-person Learning Lab. All Application Point requests for in-person Learning Labs equal **6 Professional Development points**. Verification of completion is made via submission of an Instructional Coaching Log in Frontline.

Virtual Participants

- *Knowledge Points* – Each Learning Lab Teaching Channel™ Team will be available as a quarterly event in Frontline for virtual participants to request Knowledge Points for *completion of all Team activities*:
  - View Preview Discussion video.
  - View Demonstration Lesson video.
  - View Debrief Discussion video.
  - Post at least one (1) original comment/question to the Team Discussion Board.
  - Respond to at least one (1) other member's post on the Team Discussion Board.
  - Create a lesson plan incorporating a strategy from the Learning Lab. All virtual Learning Lab Teams earn **3 Professional Development points**. *The building administrator, who must confirm that the participant has fulfilled all necessary Learning Lab Team requirements, verifies completion*.
- *Application Points* – Upon completion of an instructional coaching cycle with the building Instructional Coach, participants may request Application Points worth two (2) times the value of the Knowledge Points earned from participation in the original virtual Learning Lab Teaching Channel™ Team. All Application Point requests for virtual Learning Lab Teams equal **6 Professional Development points**. Verification of completion is made via submission of an Instructional Coaching Log in Frontline.

Note: Teachers may only request points for a particular virtual Learning Lab Team once per school year.

BACK TO TOP

Appendix D

LICENSE RENEWAL & SALARY ENHANCEMENT

LICENSURE RENEWAL REQUIREMENTS 91-1-205

A. AN APPLICATION FOR RENEWAL

B. THE LICENSURE FEE

C. VERIFICATION MEETING ANY OF THE FOLLOWING REQUIREMENTS

BACHELOR'S DEGREE
160 POINTS
Earned under an approved IDP.
80 of the 160 points must be a college or university credit.
(1 college hour = 20 points)

ADVANCED DEGREE
120 POINTS
Earned under an approved IDP. An educator can renew on points only or a combination of semester credits and points.

If the educator is retired and participating in an educational retirement system, the point requirement is half the required points for the Bachelor and Advanced Degree Level.

PDC approval is *not* required for the following:

Graduate Degree
An Educator with a graduate degree and having at least three years of accredited experience during the term of the professional license being renewed. This can be done twice.

Endorsement
If the educator completed a program for an additional endorsement or license (new field, school specialist or leadership) and can provide an official transcript to verify at least 8 hours were part of an approved program.

National Board
If the educator completed the requirements for/or possesses a National Board Certification assessment process through the National Board of Professional Teaching Standards during the term of the professional License being renewed.

BACK TO TOP

Appendix E

LICENSE RENEWAL PROCESS

Educators can use a combination of college credit and professional development points to renew their certificate/license. This is based on currently license educators with a five-year license. (Teacher Licensure – KSDE Site www.ksde.org)

A five year professional license may be renewed by completing one of the following during the term of the professional license:

1) If the applicant holds a graduate degree: Earn 120 professional development points awarded by a Kansas local professional development council under an approved individual development plan. If retired and participating in an educational retirement system, earn 60 professional development points.

OR

2) If the applicant does not hold a graduate degree: Earn 160 professional development points awarded by a Kansas local professional development council under an approved individual development plan, including at least 80 points for college credit. If retired and participating in an educational retirement system, earn 80 professional development points, including at least 40 points for college credit

OR

3) If completing a program to add a new teaching, school specialist or school leadership endorsement, apply eight semester credit hours (taken during the validity of the license being renewed) of the approved program towards renewal.

OR

4) Verify three years of accredited experience during the current professional license IF the applicant holds a graduate degree. This type of experience renewal may be used only twice in the applicant's career. Choose "License Lookup" at www.ksde.org (Educators>Licensure) to check how many times this option has been accessed if eligible.

OR

5) Complete all components of the National Board for Professional Teaching Standards assessment for National Board Certification.

OR

6) To move to an accomplished teaching license, achieve National Board Certification.

OR

7) Transitional License: Educators who have been out of practice and whose Kansas license has been expired for over six months, you may be eligible to apply for a one-year nonrenewable transitional license. The transitional license will allow you to accept a full-time job for one school year while you complete renewal requirements during that school year.

BACK TO TOP

Appendix F

GRIEVANCES

USD 443 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging noncompliance with Section 504 of the Rehabilitation Act of 1973 in any program or activity administered by the District. The following have been designated as Section 504 Coordinators:

- *Title VI, Age Discrimination Act, Section 504 or other pertaining to Employment*: Executive Director of Human Resources, 2112 1st Avenue, Dodge City Kansas 67801 (620) 371-1004.
- *American Disabilities Act, Section 504 or other pertaining to facilities*: Executive Director of Business & Operations, 2112 1st Avenue, Dodge City Kansas 67801 (620) 371-1001.
- *Title IX, Section 504 or other pertaining to students*: Assistant Superintendents of Elementary or Secondary Education, 2112 1st Avenue, Dodge City, Kansas 67801, (620) 471-2111.

Any person who believes he or she has been subjected to discrimination on the basis of disability in a program or activity administered by USD 443 may file a grievance under this procedure. Retaliation against a person who files a complaint of discrimination on the basis of disability pursuant to the grievance procedure, or persons who participate in related proceedings, is prohibited.

GRIEVANCE PROCEDURE

Grievances must be submitted to the appropriate Section 504 Coordinator within 30 calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action.

A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. A complaint form is available.

The Section 504 Coordinator (or his/her designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of the USD 443 relating to such grievances. The Section 504 Coordinator shall maintain the confidentiality of the person who files a complaint.

The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri, 64114, (816) 268-0550.

From: Laura Batson
To: Edward Kalas
Subject: Leavenworth USD453 PD Plan
Date: Friday, May 19, 2023 1:36:39 PM
Attachments: scan_laura.batson_2023-05-19-07-38-51.pdf

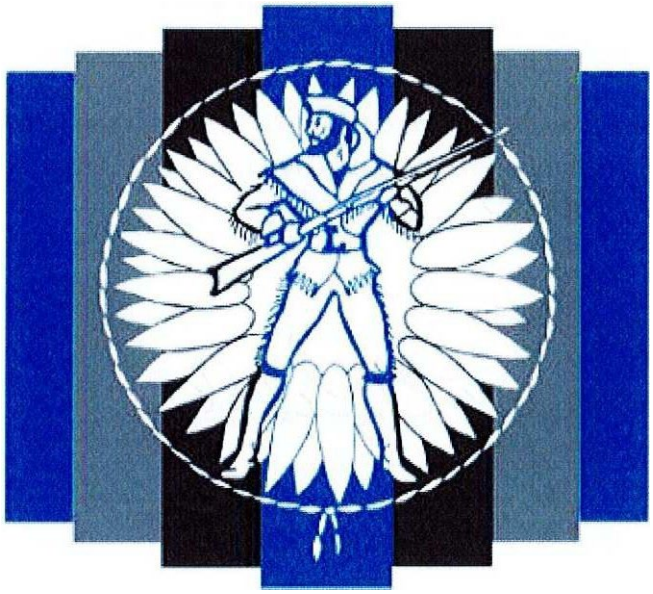
EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Here is a signed copy of our plan.

Thank you for help with this,
Laura

--
Laura Batson Ed. S.
Director of Teaching & Learning
Leavenworth USD 453
200 N 4th Street • Leavenworth, KS 66048
p. (913) 684-1400 • f. (913)684-1407
Preparing every student for success in every classroom, every day





Professional Development Plan
Leavenworth USD 453
2022-2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 453 Professional Development Council approved the following plan according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education at its meeting held on _____ /. _ mD!t, O .

PDC Chair: -fl--'"-<F--.L·>-dle _____

5/18/23
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Table of Contents

Topic	Page
Introduction	5
Professional Development Plan	6
Part One - Professional Development Council (PDC)	7
Professional Development Council	7
Professional Development Council Membership	8
Membership Process	9
Responsibilities	10
Annual Training	11
Operational Procedures	11
Part Two -In-service Education Plan	13
Purpose	14
Process for Assessing Professional Leaming Needs	14
Process for Identifying Professional Leaming Goals and Activities	15
pi•oce•s f foYEv•a1uatiYit Pi•ofes•sioffaITeainiffg•Goals	15
Amending the Professional Development Plan	16
P:a rt Three -Indvidal Pofesional Dvelopment Pan (IPD)	16
1 IIF jjose	17
Process for Creating Individual Professional Development Plan	17
Process for Implementing Individual Professional Development Plan	18
Individual Professional Development Plans for Non-District Teachers	19
Appeal Process	21
Earning Professional Development Points	21
Awarding Professional Development Points	23
Resource Links	26



Introduction

Leavenworth Public Schools believes that strong schools provide continuous professional development of their teachers and other staff. Highly effective professional learning for educators could include attending a formal workshop, watching a webinar, participating in a student learning-focused PLC, or completing a peer observation. In order for professional development to be effective, educator learning must directly relate to student learning.

In order to accomplish that, Leavenworth USD 453 believes the following:

- Educators' commitment to students, all students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.
- Professional Development is a vital resource to improve a teacher's instructional practice

Highly effective professional development is structured to include:

- Supports progress toward the district's mission, vision, and strategic plan
- Results and evidence-based practices
- Align to the district, building, and individual goals to increase student achievement
- [ncorporate Standards for Professional Learning
- Directly connect to improving instructional practice
- Use strategic reflection as a tool to inform and improve professional practice
- Embed content or classroom-specific learning opportunities
- Actively engage educators directly in total participation techniques to practice and receive feedback of new learning
- Offer opportunities for collaboration that positively shift instructional culture

- Model effective instructional strategies and learning models
- Provide individualized support and feedback during the implementation of new learning
- Commit intentional, sustained time for teachers to learn, practice, implement, and reflect

Leavenworth USD 453 Professional Development Plan

The district's professional development plan is a resource for Leavenworth USO 453's educators to facilitate their own professional learning. This document contains an overview of our professional development goals, a plan to meet those goals, and a process for individual educators to develop their own professional development plan, as a part of their annual goal-setting cycle, in order to improve instructional practice for our students' learning.

Purpose

The purpose of a professional development plan is to support Leavenworth USO 453's ce1tified staff in reaching our vision of *Preparing Every Student for Success in Every Classroom, Every Day,* and making progress toward our strategic plan goals.

Goals Overview

The Leavenworth Public Schools are committed to engaging and empowering teachers to improve their professional practice. The district professional development plan will include structures for individual, building, and district-determined professional learning and will reward those activities providing evidence of ongoing staff development aligned with the mission, strategic plan, academic focus, and school improvement plan; increased teachers' skills in pedagogy and instructional strategies; and increased student success. District professional development goals are adopted with each strategic plan cycle and are reviewed annually by PDC.

Goal 1: *Provide opportunities/or educators to increase their knowledge and skills in school improvement*

Increase knowledge of the school improvement process (KESA), results-based staff development; research-based teaching strategies; diagnosing student learning based on data; improving school climate; data handling and disaggregation of data; performance assessment; and site council training.

Goal 2: *Provide opportunities for educators to increase their knowledge and skills in highly effective literacy instruction.*

Developing, aligning, and evaluating curriculum, teaching strategies, and pedagogy with emphasis on authentic engagement, management skills, comprehensive assessment planning, and expanding learner-focused approaches.

Goal 3: *Increase knowledge and skills in the use of technology as an educational tool.*

Using technology to expand learning; using computers and mobile devices as an instructional, engagement, and management tool; using technology as an instructional resource; using computers and mobile devices for assessment, technology and information literacy for students and teachers; and technological applications in vocational education.

Goal 4: *Increase knowledge and improve skills in engaging families and caregivers in creating partnerships to improve student learning.*

Developing relationships with stakeholders to determine, adopt, and implement family engagement strategies as a core instructional resource for improving student learning.

Goal 5: *Provide opportunities for the development of other professional growth.*

Developing educational leadership skills; developing interpersonal skills; increasing staff motivation and morale; participation in professional organizations; increasing knowledge in subject and content areas; developing site-based management, practicing professional ethics; keeping up-to-date with school laws and legal rights of students and staff.

Part One: District Professional Development Council (PDC)

The Leavenworth USO 453 Professional Development Council shall establish a District In-service Education Plan that shall meet the professional development needs of teachers. This plan shall comply with all the regulations of the State Plan for In-service Education KAR 91-1-215 through 219 as adopted by the Kansas State Board of Education.

Purpose

1 he purpose of Lhc Pwfcssiorw.1Dc,,-clupmcnl Cuuncil is 11) assess Lhc cJucational nccJs of staff in orJcr Lu pbn, implement, anJ c\·aluatc the cffccliYcncss of lhc district's professional dc,,-clopmcnl plan. PDC representatiYes gather unJ pruYide feedback tn communicate the prnfessitinal neeJs of teaching stuff, work \\'ithin the Professitmal Gnmih pwgram it) track unJ appn)\·e prnfessinnal learning pnints for staff re-liccnsurc, and aJ,,-ocatc for highly cffccliYc professional dc,,-clopmcnt opportunities lo meet the nccJs of a di,,-crsc staff.

In addition tn the policies and pwcedures t.lescribed below, the PDC de,,-elops and maintains a District Professional DeYeh1pment Plan that is apprn\·ed by the local schnol bnard of eJucation and meets the criteria establishcJ by the Kansas SL.:ite }3parJ. fhcse criteria arc:

(1) Establishment of a Professional Development Council;
(2) An assessment of staff development needs;
(3) Identification of goals and objectives;
(4) Identification of activities;
(5) Evaluative criteria; and
(6) Procedures for awarding professional development points.

Members of the PDC also participate in annual training related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

PDC :\lembership:

The Professional Development Council creates, coordinates, and administers the District Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-led professional learning and staff development. This group represents both certified teachers and administrators. The PDC has up to twenty members and follows the

operational procedures and processes below. Membership includes up to two educators from each of the district's eight buildings, including a teacher representative elected from the specialized programs at Nettie Hartnett Education Center. Representatives will be selected by the group they represent. As per Kansas Professional Development Regulation 91-1-217, the council will consist of as many or more teachers as administrators. Leavenworth USO 453's PDC will include at least twice as many teachers as administrators. To ensure this ratio, Leavenworth's PDC will only have up to four administrator representatives that will be voted upon by their peers during the pre-service admin advance. All other PDC members will be certified teachers. The district's Director of Teaching and Learning will ensure this ratio is followed.

Current PDC Membership List

Membership Process/or tlte professional development council includes:

- A Professional Development Council (PDC) shall be established in accordance with State Board regulations.
- Potential PDC members will attend an informational overview then complete a Google Form indicating interest in becoming a PDC Member.
- PDC membership will consist of up to 20 voting members, up to 2 teachers from each of the 8 buildings and up to 4 administrators from the entire district.
- The licensed leaders/administrators will meet and select up to 4 members.
- Each building can have up to two voting teacher representatives, other staff can attend and offer opinions but will not be formal decision-making members.
- PDC members must be voted on by their peers. Ballots will be sent to all teachers by the first of September.
- Results of the PDC election will be communicated no later than two business days after the close of the voting period.
- PDC Members serve a two-year term, with the option of re-election or resigning, as desired.
- lf a vacancy occurs, an email will be sent to the selected building's teacher staff asking for volunteers who would be interested in fulfilling the term. A ballot will be sent to their peers to determine the representative.

PDC Responsibilities

KAR 91-1-217. In-service education professional development council.

(bl Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and

(3) to develop a five-year plan that maybeapproved by the governing body of the educational agency and is based upon criteria established by the state board.

Responsibilities a,u/ operational procedures of the professioual development council include:

- Participate in PDC annual training which will be completed during the first meeting of each year
- Attend monthly PDC meetings which will be established during the first meeting of each year
- Develop procedures for PDC processes and operations
- Approve professional development points in Professional GrO'vvth
- Develop/monitor the district's five-year professional development plan based on school improvement plans and needs assessments
- Assist in crafting and administering district wide needs assessment surveys
- Analyze results of the needs assessments to determine trends in professional learning needs
- Analyze the progress of the district professional development plan.
- Facilitate teacher understanding of how professional development points are awarded
- Assist staff **in** using Professional Grov.rt:h website
- Train new staff in Professional Grov.rt:h plan during New Teacher Academy or pre-service PD
- Serve as a liaison between the district and individual schools by sharing information with staff and bringing questions to the council
- Provide input, needs, and feedback for district professional development needs
- Provide feedback and opinions for using district, state, and federal professional development funds
- Review and approve Leavenworth USD453 Five Year Professional Development Plan
- Actively advocate for the professional learning needs of the educators you represent

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Each member of the PDC must receive training each year related to roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. The PDC will train one member and that member trains the rest of the PDC on that information or each member will be trained individually or as part of a class. Training can be internal or external to the PDC and there are no content or time requirements if the appropriate regulations are covered. All Leavenworth USO 453 PDC members receive annual PDC training during the first meeting of each year. The district's Director of Teaching works with Greenbush Education Service Center to receive updated training and then will train Leavenworth's PDC. Documentation of this training will be entered into Professional Growth website and documented with sign in sheets. During this training, PDC members will also receive training on Professional Growth website. The PDC training completion will be entered into Professional Growth as documentation.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Meetings:

It is an expectation that all PDC members attend and actively participate in regularly scheduled meetings. PDC's initial meeting, which will be held by the last week of September, will be used to complete annual training, gain nominations for the PDC chair for the year, and to schedule remaining meeting dates. Online survey form ballots to elect the PDC chair will be emailed to each PDC member no later than one week after the initial PDC meeting of the year. As a general practice, PDC will meet monthly during the school year either in person at the Board of Education building or virtually via live video conferencing. Additional meetings can be scheduled as needed or

by request. The PDC chair as well as the Director of Teaching and Leaming will be available to meet more often with PDC members as needed or requested on an individual basis.

All meeting date notifications will be communicated using Google calendar invitations sent by the PDC chair. Individual meeting agendas will be established by the PDC chair, sent to members, and posted in the Professional Development Council shared drive. Any educator may submit agenda items for PDC consideration up to three days before the established meeting date. The PDC representative(s) in each building will follow up with the educator to communicate any decision or needed additional information. Minutes of any meetings will be housed in the shared PDC Google Drive and shared upon request.

Voting:

When a PDC matter requires a decision to be made, the chair will facilitate a discussion among members to reach consensus. lf consensus cannot be reached, a vote will occur requiring two-thirds agreement for a final decision to be made if a quorum of at least 50% of the current roster of members is present. If at least two-thirds agreement cannot be reached, then the subject is tabled for further discussion and reflection. For a decision that is time sensitive and must be made, simple majority vote will determine the outcome. In case of a tie, the chair will make the final decision.

Documentation:

PDC members will have access to the Professional Development Council shared Google Drive. This platform is where all training videos, documents, and completed sign in sheets will be housed. Frontline's Professional Growth is the program the district uses to enter, track, and award professional development points. Each PDC member will be responsible for entering their own building-specific workshops. District representatives will be responsible for entering any district-wide workshops. The PDC will collectively be responsible for approving professional development points as well as any individually requested points or credits.

Communication:

The PDC chair will be responsible for communicating regularly with the team as well as sharing the district's Professional Development Plan and any changes to the USO 453 Board of Education. The district's Google Suite will be used for email, calendar invitations, and shared presentations. All PDC members are invited to attend board meetings, but the Director of Teaching and Leaming will be responsible for communicating any board actions concerning professional development to the PDC chair for further dissemination. When PDC is presenting to the board, all members will be encouraged to attend and participate.

Part Two: In-service Education Plan

The Leavenworth USO 453 Professional Development Council shall establish a District In-service Education Plan that shall meet the professional development needs of teachers. This plan shall comply with all the regulations of the State Plan for In-service Education KAR 91-1-215 through 219 as adopted by the Kansas State Board of Education.

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approvedin-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Purpose

l'he purpose of Lcm-cm\'Orth CSD 453's In-ScrYicc hJucalicin Plan is to outline lhc planncJ learning opporlunitics rroYiJeJ to its certified staff as a means tn imprnye stuJent learning. The plan \\'ill include opportunities for staff to participate in professional learning at a Jistrict, builJing, or inJiyiJual le\ el.

l'hc PDC shall ensure that teachers' professional dcYclopmcnt nceJs iJentificd through the Kansas EJucalion Systems Accreditation (KES1\), Results Based SlaffDcYclL)pmcnt, anJ the EYcry StuJcnt Succeeds .\ct arc rncl.

Process for determining the professional learning needs includes:

- PDC will conduct an annual Title II Needs Assessment survey using an electronic form that will be sent out in April. The PDC will collaborate to create the survey during their March PDC meeting. Final survey questions will be sent to all PDC members prior to dissemination and will be located in the PDC shared Google Drive where all members can make comments and suggest edits. The data will be compiled by PDC and then shared with each member's respective building. The survey may be collected using Google forms, Thought Exchange, personal interviews, focus group discussions, or by any other opinion gathering method.
- All certified staff will be able to provide input by completing the survey. At the end of the survey there will be an invitation to share additional perceptions with any PDC member or Teaching & Learning staff member. Any staff member needing additional suppo11 with operating Google Suite programs can request assistance through a building technology member or PDC member.
- Assessment data, such as KAP, ASQ, ACT, FastBridge, are used as an additional needs assessment resource for professional learning planning.
- Informal data gained from stakeholder perception surveys, interviews, and focus groups can be used as an additional needs assessment resource for professional learning planning.
- Identified areas of focus must align to the district's strategic plan, school improvement goals, overall mission and vision of the school district, and any additional areas as defined by local, state, and national education expectations.
- Building leadership teams, district leadership teams, and administration will determine if a specific area of interest directly supports school improvement initiatives.
- District and building goals are reviewed and updated annually usmg current assessment, survey, and observational data and aligned to the district's strategic plan and building KESA school improvement goals.
- Building leadership teams submit updated action plans to KESA DLT and PDC.

- The In-Service Education Plan will be submitted to the state board of education by the superintendent, or their designee, by August 1st of the school year in which it is to be enacted.

Process for identifying professional Leaming goals mu/ activities includes:

- The district's professional development goals are established as part of the strategic plan process and approved by the local board of education.
- All certified staff members will have the opportunity to be involved in the creation and provide feedback to the district's professional development goals prior to their adoption through building based meetings, online surveys, and focus group discussions.
- District wide professional development offerings will be determined by the Director of Teaching and Learning based on the needs assessment findings, input from leadership teams, and fiscal limitations.
- Any professional learning activity that aligns to one of the district's approved goals is an approved option for a teacher to choose to use for their personal professional development plan and is eligible for earning PD points towards re-licensure.

Process for evaluating professional learning goals includes:

- Growth toward building and district goals will be measured at least three times a year and any potential growth will be recorded on district and building school improvement action plans.
- Potential measurement tools include data sources such as student assessment scores, total number students **in** tiered intervention programs, attendance rates, and student discipline data.
- Additional measurement tools include resources such as perception surveys, observational data, and stakeholder perceptual data.
- District data will be formally presented after each benchmarking period, with a minimum of three times a year to the district cabinet and district leadership teams. District leadership team members will share the data with their respective buildings with a follow up discussion occurring at the next regularly scheduled PDC meeting.
- Assessment data will be disaggregated by subgroup including areas such as building, grade, race, economic status, exceptionalities, and absenteeism status to determine potential discrepancies in any subgroups.
- Any noted discrepancies, gaps in expected student growth, or other presenting concerns will be explored by the PDC annually to determine if any changes to the in-service educational plan or professional development goals need to occur.

- TheIn-Service Education plan may be updated at any time as determined by PDC as needed based on cu1Tent measurement data.

Amending the In-service education plan:

PDC will formally review the in-service education plan annually during the second quarter of each academic year. Assessment data used to determine the impact of the professional learning goals will be explored by PDC to evaluate if there is a need to amend the professional development plan. PDC will use this data to discuss and make recommended changes to the plan. PDC will vote to fonnally amend the plan, record any changes along with the date of change on the Plan Updates section located at the beginning of this document.

Part Three: Individual Professional Development Plans <IPDP}

Leavenworth USO 453 is committed to providing staff with professional learning opportunities that will improve instructional practice and effectiveness. Individual educators will create a personal professional development plan PDP in collaboration with their supervisor as a means to continually improve their skills to meet student learning needs.

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 {b) shall develop a plan that includes activities in one or more of the following areas:

{1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

{c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Purpose

The purpl)se of an IndiYidual Prnfessinnal DeYelopment Plan (PDP) is to outline an educator's instructional goals am.I the steps needed to reach that goal.

An c<lucator's Professional DcYclopmcnt Plan (PDP) will consist of personal goals that support district and buil<ling school imprnYement goals.*r\ll* certified staff are re4uired tu reYiew and update personal goals annually in *Talent Ed Perform,* regardless of if the empluyee is on eyaJu:.ition or not. Personul goals can be changed, renewed, or updated at any lime with supcrYisor approyaJ.

Process for creating a professional development plan includes:

- Certified staff will complete a self-assessment, located in your Talent Ed Perform account, to identify possible areas of focus no later than October 15.
- Certified staff will collaborate with their supervisor to discuss their self-assessment and identify at least two goals for the year in the areas of either content endorsement, professional education, or service to the profession that align to the district and building's school improvement goals.

- Certified staff members will collaborate with their supervisor to create individual personalized professional learning plan, *located in your Talent Ed Pe,form account,* for their two specific goals. The action plans should include proposed activities and indicators from knowledge, application, and/or impact levels, resources needed, timeline, and expected outcomes and be completed no later than December **1,** as defined by district negotiated agreement.
- If an individual certified staff member's IPDP's timeframe is multiple years, the review and any changes will need to be completed by December **l** as well.
- IPDP plans will be electronically signed and submitted by both the educator and their supervisor in *Talent Ed Perform.*
- Certified staff will share a copy of their individual plan with the PDC representative(s) from their building.
- The PDC Council will be responsible for final approval of individual professional development plans for their building.
- PDC members will be available to any staff member for additional support in the creation or logistics of entering their goals into their individual professional development plan in *Talent Ed Pe,form.*

Considerations for individual professional development plans include:

- Consider your strengths and opportunities for growth in each of the domain areas of Student Leaming, Content Knowledge, Instructional Practice, and Professional Responsibility
- Consider your re-licensure requirements
- Consider your needs to make progress in building or district goals
- Consider your own personal areas of interest
- Ensure that each plan contains content in one or more of the following: content area, professional standards or service to the profession.

Process for implementing (ll) individual professional development phm include:

- Accepting professional responsibility for your own personal development
- Actively engage in professional learning opportunities offered within the district
- Implement new learning repeatedly over time
- Seek and accept feedback and support during implementation of new learning
- Advocate for your personal professional learning needs with your supervisor

Appealing the non-approval of an IPDP by PDC

> **KAR 91-1-206. Professional development plans for license renewal.**
> (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Individual Professional Development Plans for certified educators who live or work in the community but are not employed by the district

> **KAR 91-1-206. Professional development plans for license renewal.**
> (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.

Process for completing an out of district individual professional development plan:

- Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
- Determine professional development goals that are based upon identified needs.
- Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
- After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Earning Professional Development Points

Professional development points are classified in three areas at three distinct levels and may also be used as part of an educator's licensure process. There is no limit to the number of professional development points an employee can earn. An in-service education professional development activity is for the purposes of improving the performance of these personnel in their positions as defined by KAR-91-1-205(d). Service to the profession means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content that directly relates to licensure of educators or the accreditation processes as defined by KAR 9 l- l-205(k).

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of dock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;or

{3} other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of dock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCIIOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING TIIE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS

KAR 91-1-205(d)

SERVICE TO THE PROFESSION MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY. OR CONTENT, OR THAT DIRECTLY RELATES TO UCENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES OR PROFESSIONAL ORGANIZATIONS

KAR 91-I-205(k)

Appealing the non-approval of an IPDP by PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Learning Experiences, Levels, and Categories			
Levels and Categories	***Characteristics***	***Evidence***	***Point Award Examples***
Content and Professional Education Standards			
Knowledge *What do you know that you didn't know before?*	Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is Has attended a workshop or conference or read or heard about new knowledge/skills	Participation in activities that increase participants' knowledge/skill and content and/or professional practices	*1 point = 1 clock hour* Attendance with reflection of workshops or conferences, visits to other schools - 1 point = 1 contact hour of learning time

	Has knowledge but hasn't yet applied or practiced the knowledge/skiIls		Study groups - (PLC) I point = 1 contact hour of discussion time Reading professional journals or books - I point/hour of reading time plus reflection
Application *What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes orbehavior?* *Extended time period required, nine weeks* *Pre-Approval required* *Reflection and artifacts presented to PDC*	Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity Engages in dialogue about how to improve or enhance use of skill, strategy or behavior	Evidence and/or artifacts that illustrate application of the strategy	*2x the knowledge level points mvarded for specific strategy* Evidence could include items such as: feedback from a teammate, instructional facilitator or supervisor, notes or video from feedback sessions, lesson plans, video of lesson using strategy, logs, artifacts representative of strategy use. Evidence will be documented over time and should not reflect only one time use.
Impact *How has student performance improved?* *What has positively changed about the program?* *Extended time period required, semester* *Pre-Approval required* *Reflection and artifacts presented to PDC*	Able to correlate the goal to sn1dent learning or school improvement Uses student achievement results to guide use and adaptation of strategy Trains or coaches others in use of the strategy	Evidence and/or artifacts that demonstrate impact from the strategy	3x the knowledge level points awarded for specifie strategy Evidence will be documented over time and reflect a change in practice. Evidence could include: Improved student academic performance Positive changes in student behaviors Revision of district, grade level, or content area curriculum to include use of strategy

Process for earning knowledge level professional development points includes:

- All district or building level sponsored professional development will be entered into Professional Growth by your building's PDC representatives. Please make sure you sign in during each of these opportunities.
- PDC representatives from each building will mark the activity complete and upload a scanned copy of the agenda and sign-in sheets to the district shared PDC drive. All originals are sent to the Human Resources Department at the district office.

- Individuals are encouraged to seek out and request to attend external professional development opportunities aligned to their individual PDP.
- Continuing education college level credit requests are to be entered by individual employees using the Prior Approval Form, within Professional Growth, for approval.
- Evidence, such as a transcript or workshop completion certificate, is required for any eternal professional development points to be awarded.

Process for earning application level professional development points includes:

- Individuals requesting application-level points, will need to submit a request for approval through Professional Growth that outlines the specific strategies, resources, and artifacts that will be identified for prior approval to your building's PDC representative and your building administration.
- Complete the Application-Level form in Professional Growth.
- Implement your plan and collect evidence and when the nine weeks are complete, submit an activity reflection and evidence to your building's PDC representative for approval.
- PDC representatives will bring your request to the next district PDC meeting for final approval and communicate the team's decision to you.
- Application- and Impact-level points are not available for Service to the Profession opportunities.

Process for earning impact level professional development points includes:

- Individuals requesting impact level points, will need to submit a request for approval that outlines the specific strategies, resources, student data shifts, and artifacts will be identified for prior approval to your building's PDC representative and your building administration.
- Complete the Impact Level form in Professional Growth.
- Implement your plan and collect evidence and when the semester is complete, submit an activity reflection and evidence to your building's PDC representative for approval.
- PDC representatives will bring your request to the next district PDC meeting for final approval and communicate the team's decision to you.
- Impact level points are not available for Service to the Profession opportunities.

Professional responsibilities associated with professional development points includes:

- Monitor your Professional Growth account for accuracy each semester.
- Understand what is needed for re-licensure.

- Understand requirements for lateral movement on district approved salary schedule located within the district's negotiated agreement.
- Include professional development workshops in your IPDP action plans.
- Monitor your progress toward your IPDP goals.

Leavenworth USD 453 Professional Learning Examples			
	Whole Group	***Small Group***	***Individual***
Content and Professional Education Standards			
Knowledge *What do you know that you didn't know before?*	Guest presenter at your campus Convocation Mandated Training One building, One book	PLC Cohort Participation Book Study Groups Mentoring	College Course Conference Attendance Triads Literacy, Technology, and Leadership Pathways
Application *What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?*		Completing Mentoring assignments and providing reflection Triad observations and reflections Cohort reflections Implementation of new learning model or lesson design	Implementation of Structured Literacy Components Implement building initiative strategy MTSS implementation Instructional shifts due to Redesign Launch
Impact *How has student performance improved?* *What has positively changed about the program?*		PLC progress toward building school improvement goals	Action Research project Peer coaching

Awarding Points in Three Levels

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I - Knowledge

Points awarded at one PD point per contact hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per contact hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per contact hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent and significant contributions made while holding an office or serving on a committee for an educational organization.

Level II - Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills= 2 Xs Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

Level III - Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has changed about the program?

Organizational Change = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.

- Revision of district, grade level, or content area curriculum.

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds a master's or other advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted. The PDC will determine the appropriateness of college credit prior to awarding points.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, E.g. for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas: *Content Endorsement Standards, Professional Education Standards or Service to the Profession.*

Resource Links

KSDE PDC Information

Learning Forward's Standards for Professional Development

Annual Training Example

PDC Completion Training Form Example

Current PDC Membership List

Informational Overview

Interest form

Entering Professional Growth Workshop

Professional Growth Profiles

Professional Development Points Resource Document

Rclicensure Requirements

License Renewal Tips

External Professional Development Request fo1m

Workshop Completion Certificate Information

From: Edward Kalas
To: Jim Bradshaw
Subject: Lutheran Schools of Kansas PD Plan for addition to the State Board June agenda
Date: Wednesday, May 3, 2023 1:36:00 PM
Attachments: Lutheran Schools PD Plan Final 050323.docx

Jim,

I have done the final, final review to approve your plan. As we discussed today, I removed the graphic and reg citation for providing IPDP services for those who live or work in your district since you all will not be doing that. Since your PDC
has already approved the plan, I will be able to get it on the June agenda for approval.

Congratulations. Thank you for working with me on this. Ed

Ed Kalas
Education Program Consultant
Professional Development and Mentoring
ekalas@ksde.org
785-296-2198

Work Hours 7-6 Monday thru Thursday

From: Jim Bradshaw <jbradshaw@kslcms.org>
Sent: Wednesday, March 29, 2023 10:43 AM
To: Edward Kalas <EKalas@ksde.org>
Cc: Shane Carter <scarter@ksde.org>; ksdistrictpdc@gmail.com
Subject: Final PD Plan for Lutheran Schools of Kansas
Importance: High

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Good morning, Ed!

Our PDC met yesterday afternoon, Tuesday, March 28, and approved the final version of the PD Plan for the Lutheran Schools of Kansas (see attached).

Thank you for your assistance through this process!

Jim

Jim Bradshaw
Assistant to the President for Education and Youth

LCMS Kansas District
1000 SW 10th Avenue
Topeka, KS 66604
785.357.4441 (office)
785.249.6352 (mobile)

From: Edward Kalas <EKalas@ksde.org>
Sent: Wednesday, February 15, 2023 5:29 PM
To: Jim Bradshaw <jbradshaw@kslcms.org>
Cc: Shane Carter <scarter@ksde.org>
Subject: Notes from PD Plan In-person Walkthrough 020923

Here's the full plan. Please submit your final, PDC-approved version to me by 3/31/2023. If you need any clarification, please let me know. Ed

Ed Kalas
Education Program Consultant
Professional Development and Mentoring
ekalas@ksde.org
785-296-2198

Work Hours 7-6 Monday thru Thursday

Professional Development Plan

Lutheran Schools of the LCMS Kansas District
District: Z0026

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

Signature Page

The professional development plan for the Lutheran Schools of the LCMS Kansas District has been reviewed and approved for submission to the Kansas State Department of Education.

Angela Achong 03.28.23

_____

Chair - LCMS Professional Development Council Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Table of Contents

		Page
Section One:	Professional Development Council	4
Section Two:	Lutheran Schools of the LCMS Kansas District - Professional Development Plan	11
Section Three:	Individual Professional Development Plans	15
Section Four:	Awarding Professional Development Points for Re-Licensure	19
Signature Page		25
Appendix:	Awarding Points - LCMS Kansas District Reference List	26
	Professional Development Council Members	29
	What is the *PDP Toolbox*?	30
	Licensure Renewal FAQs	42
	Professional Development Regulations	44
	Forms	50

Section One

Professional Development Council (PDC)

Introduction

The Professional Development Council (PDC) plan for the Lutheran Church-Missouri Synod (LCMS) Kansas District and the professional development plans for the local Lutheran schools are critical for developing the quality of education in our Lutheran schools. The mission of the PDC is to support the professional growth of educators as they help all students achieve high standards of learning.

The PDC writes, coordinates, and administers the Lutheran Schools of Kansas District professional development plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional development.

ESTABLISHMENT of the PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

The Lutheran Schools of Kansas are governed by local congregations who are members of The Lutheran Church-Missouri Synod. The synod is not an ecclesiastical government exercising legislative or coercive powers but respects the individual congregation's right to self-government. The schools operated by the local congregations are, therefore, autonomous. The Kansas District of the LCMS (an extension of the Synod) is an advisory body to the local congregations/schools.

The Professional Development Council (PDC) of the Lutheran Schools of Kansas operates under the governance of the LCMS Kansas District through its Board of Directors with oversight from their contracted Executive Director (Superintendent). A PDC Director (licensed Kansas educator) for the Lutheran schools may also be subcontracted through the LCMS Kansas District Board of Directors as an additional resource to the District PDC.

The PDC is composed of teachers and will monitor the professional development activities of Kansas Lutheran schools. All PDC members will have a current Kansas teaching license.

The focus of staff development is determined at each individual school. Schools and other educational entities may provide professional development opportunities through in-services, workshops, guest speakers, conferences, etc. Each school regularly reviews and submits building goals that focus on meeting standards in accordance with State accreditation. The building goals are submitted to the Executive Director and forwarded to the *Greenbush Professional Development Planning (PDP) Toolbox.* A teacher may only use goals from the school where he/she is employed.

All educators affiliated with the Kansas District must have an account on *the Greenbush PDP Toolbox.* License renewal information, point request submissions and professional development transcripts will be kept on this database. The PDC regularly meets to discuss and award points according to what educators have submitted through the *PDP Toolbox*.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria: (1) Be representative of the educational agency's licensed personnel; and (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The Lutheran Schools of Kansas are governed by local congregations who are members of The Lutheran Church-Missouri Synod. The synod is not an ecclesiastical government exercising legislative or coercive powers but respects the individual congregation's right to self-government. The schools operated by the local congregations are, therefore, autonomous. The Kansas District of the LCMS (an extension of the Synod) is an advisory body to the local congregations/schools.

The PDC for the Lutheran Church Missouri Synod – Kansas District is composed of six representatives from the State accredited Lutheran K-8 schools in Kansas. By August 15 every year, each building will elect a representative PDC liaison through a vote cast by all licensed educators on each faculty. No licensed building administrator may serve as the liaison. Election results will be recorded and will be submitted by each building administrator to the Executive Director by August 31. The names received will constitute a ballot for a general election, generally held annually in October at the Lutheran professional educator's conference.

The District PDC, therefore, are members elected by the collective gathering of Kansas licensed educators at the October conference. The ballot will be a listing of the building level PDC liaisons, whose names were previously submitted to the Executive Director. Two members with a majority of votes cast will be elected annually at the conference business meeting and will then serve a 3-year term on the committee. A member may serve consecutive terms. The remaining four members of the committee will continue in their three-year term of service. There will always be more teachers than administrators on the six-member committee. All election results are duly recorded in the LCMS Kansas District Educators Conference business meeting minutes and are digitally stored with the Lutheran Center of the LCMS Kansas District.

If a vacancy is created within a given year following the annual October conference, the position will be filled by the liaison who received the next highest total of votes at the business meeting.

All PDC members will receive training at the first regularly scheduled PDC meeting conducted following the October conference. The District PDC Director will attend all regularly scheduled meetings of the District PDC. It is at this same meeting that an annual election of the PDC chair and the recording secretary positions will be held. The Executive Director, the PDC Director, all District PDC members and all building liaisons will receive the meeting minutes of all regularly scheduled meetings of the District PDC for communication purposes at the building level. These meeting minutes will also be digitally stored at the Lutheran Center of the LCMS Kansas District.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities: (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219; (2) to develop operational procedures; and (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The PDC will meet approximately six times each year (dates and times determined by the PDC). These meetings may be in person at the Lutheran Center of the LCMS Kansas District or may be held remotely. The Director may schedule a summer workday to address the licensure renewal needs of the educators. All other requests are completed on an as needed basis throughout the year.

PDC - COUNCIL RESPONSIBILITIES

The council is responsible for the following tasks for the Lutheran schools in Kansas:

- The PDC will ensure that any updates to the Professional Development Plan are submitted to KSDE in August, as prescribed by KSDE guidelines.
- The PDC will inform schools of the state requirements and updates for teaching certification, recertification, and licensure renewal.
- The PDC awards professional development points based on in-service activities that meet approved school goals.
- The PDC tracks college/university credits submitted by educators through *Greenbush's PDP Toolbox.*
- When an eligible educator requests licensure renewal, the PDC Chair submits the official Professional Development transcript to the Executive Director to be uploaded to KSDE.
- The PDC maintains regular communication with individual school administrators and staff liaisons regarding licensure changes, expiring licenses of staff members, and district professional development opportunities.
- The PDC addresses questions and provides direction to those educators who are completing professional development requests.
- The PDC Chair ensures that the PDC receives at least annual training.
- The "Points Requests" section of *Greenbush's PDP Toolbox* will be monitored at regular PDC meetings to track all PDC points requests for use on official transcripts. As "Points Requests" are submitted, they are reviewed by the members of the district PDC for consideration and approval.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities: (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

The members of the Professional Development Council will participate in annual training as offered by KSDE and/or through the *Greenbush* service center at the first regularly scheduled meeting following the annual October Lutheran professional educators conference. Training will relate to the roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219. Following annual training, all committee members will provide additional training for any new members at their first meeting of the PDC. All training sources will be cited in regular meeting minutes by the appointed secretary of the PDC. The PDC Chair will ensure that every PDC member has met the annual training requirements. Attendance at all meetings will be recorded as a part of the minutes. A digital record of all minutes will be stored at the Lutheran Center of the LCMS Kansas District.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities: (2) to develop operational procedures.

Officers: The Professional Development Council (PDC) of the Lutheran Schools of Kansas will operate under the governance of the Lutheran Church-Missouri Synod (LCMS) Kansas District through its Board of Directors with oversight from their contracted Executive Director (Superintendent). The PDC Chair and secretary will be appointed annually by a majority vote of the PDC elected members at the first regularly scheduled PDC meeting following the annual October Lutheran professional educators conference.

Meetings: The PDC will meet approximately six times a year (dates and times determined by the PDC). These meetings may be in person at the Lutheran Center of the LCMS Kansas District or may be held remotely. The Director may schedule a summer workday to address the licensure renewal needs of the educators. All other requests are completed on an as needed basis throughout the year.

Voting: Any action item at a PDC meeting requiring a vote by the six member committee will be rendered by a show of hands. The PDC Chair will cast the deciding vote, in the event of a tie.

Documentation: The Lutheran Schools of the LCMS Kansas District subscribe to *Greenbush's PDP Toolbox*. The *PDP Toolbox* helps educators set their goals for license renewal and tracks professional development progress to ensure necessary objectives are met and requirements are submitted on time. Evidence for workshop attendance, training documents, and notes are all saved in the toolbox to keep everything in one easy-to-access place for simple and seamless relicensing. The educator is responsible for regular submissions to the toolbox.

Communication: The PDC members receive notification of regularly scheduled meetings through email. The PDC Chair, in consultation with the Director, is responsible for the meeting

agenda. The PDC secretary records all meeting activity. The Director submits a quarterly report to the Executive Director for the LCMS Kansas District Board of Directors.

Approvals: The professional development plan is reviewed annually by the PDC and submitted to the LCMS Kansas District Board of Education. The approved plan is posted on the LCMS Kansas District www.kslcms.org

PROCESS FOR REVIEWING EDUCATOR POINT SUBMISSIONS AND LICENSURE RENEWAL

The Lutheran Schools of Kansas subscribe to the *PDP Toolbox* of the Greenbush Educational Service Center. Educators earn professional development points quickly and easily through the online professional development sessions, offered free to PDP Toolbox users at www.greenbush.org/pdp-toolbox. In order to familiarize users with PDP Toolbox and the training resources available, educators can access '*What is the PDP Toolbox?*' located in this documents Appendix.

A summary of the point submission and licensure renewal process is, as follows:

1. Each educator is responsible for submitting point requests.

- Educators will attend professional development activities and request Professional Development Points.
- Conferences, workshops, and other professional development activities are discussed and approved at the building level.
- All activities must support a consortium, building, or personal goal.
- According to State guidelines, religion/theology workshops do not count toward teacher licensure.
- Educators will verify all information is current and correct in the PDP Toolbox.

Note: Professional development activities may be completed independently but should be vetted at the building level for logistical approval and assurance that they meet the definition of in-service education or service to the profession. A book study is an example of this type of professional development.

2. Educators need to secure the correct form when requesting *Professional Development Points*

- Forms may be found on the PDP Toolbox. https://pdptoolbox.org/index.cgi
- Points are awarded through the completion of activities related to an approved goal.
- See the Appendix for a list of the allowable points established by the PDC.

University level graduate courses are awarded points based on semester hours. Teachers submit a knowledge form and provide the necessary information from the college/university. In order for these points to receive a final approval, educators must secure OFFICIAL college transcript(s) and submit them to the Director at ksdistrictpdc@gmail.com.

Points will not be approved without this documentation. 1 semester of college credit = 20 professional development points

3. **Educators Complete Activities for Service to the Profession Points**

- Service to the Profession points is awarded for opportunities to serve a school or district by participating on curriculum committees, etc.
- Points earned for service cannot be moved to the application or impact level on professional development transcripts.
- Points can be awarded for participation in professional organizations.
- Activities usually take place outside of normal school hours.
- Educators who present at workshops can receive compensation if it is service to the profession.
- Service to the profession activities may include presenter for in-service (prep time included), Professional Development Council work, accreditation committee work, cooperating teacher, etc.
- Point requests are to be submitted within 30 days of the completion of the activity.

Artifacts of the service activity may include one of the following: minutes noting contribution to meetings, explanation of time spent on the school committee, serving on an onsite team for another school, etc.

4. **The PDC is responsible for awarding points**.

If a request is denied, the educator will be informed of the reason for the denial through the PDP Toolbox. If additional information or clarification is needed, the PDC will contact the educator through PDP Toolbox, email, or phone.

Analyze Progress: It is crucial that educators upload evidential documentation to the PDP Toolbox as activities are completed. This allows the Professional Development Council to verify completed activities. Educators are advised to review the PDP Toolbox regularly to ensure they are making progress toward licensure. The period for a professional license in Kansas is five years. Therefore, it is imperative that each educator monitors his/her progress.

5. **Applying for Re-Licensure**:

Educators will want to start the re-licensure process **six months** in advance of the expiration date!

- When educators are ready to renew their license, they will want to check PDP Toolbox to make sure they have enough points and/or credits to renew.
- Educators are asked to send an email to ksdistrictpdc@gmail.com letting the PDC know that the individual is ready to begin the renewal process.
- Educators are required to follow KSDE licensure renewal protocol and pay ALL associated fees.

Form 3a - Renewal of a five-year Professional License - online application process: https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL

- Click on License Applications. Scroll down to see the numerically ordered list of application forms and find Form 3a, *Application to Renew a Professional (Five-Year) License*.

- Follow the instructions to complete the form and meeting the requirements. The District will be notified when the educator has applied for licensure through KSDE.

6. District will Upload Transcript to KSDE

- KSDE will email the Executive Director and the Director to request the uploading of the transcript to the KSDE authenticated applications website. Form 3a will be selected from the KLAS list of pending applications. The link to the applicant will be selected and the Executive Director will complete the requested information and then choose the submit button.
- The license application process for the educator cannot continue until the previous step has been completed and submitted for the applicant.
- All inquiries regarding this process can be emailed to KLAS@ksde.org.

7. Completion of the Process

It is the responsibility of the educator to ensure all KSDE requirements are met, complete the KSDE process, pay the fees, and keep the license current. The LCMS Kansas District office is not responsible for the failure of the applicant to successfully complete this process.

The period of the professional license is 5 years. An educator is expected to complete the renewal process to secure a new license **prior to its expiration date**. Digital copies of licenses are available at www.ksde.org.

Educators can print new licenses from this website:

a. Go to "License Lookup".
b. Enter your first and last name or your educator ID.
c. Your licensure information will appear. Toward the top of the screen, you will find "Print License". Click on this and print.

Kansas Teaching Licenses may be emailed to ksdistrictpdc.com in PDF form. A hard copy of the current educator's Kansas Teaching License must be on file at the Kansas District office. This copy should be mailed to:

Kansas District Office
Attention: Teacher License
1000 SW 10th Avenue
Topeka, KS 66604

OTHER TYPES OF LICENSES

Although the professional license is most common, the Kansas State Department of Education has several other types of licenses available. These licenses include, but are not limited to: Initial License, Exchange License, Transitional License, and Provisional License. Each license has its own paperwork, deadlines, and requirements. The KSDE website (www.ksde.org) is the best resource for specific questions about each type of license. Each educator is responsible for knowing what license he/she has and meeting all requirements.

Section Two

Lutheran Schools of the LCMS Kansas District Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs. *(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected. (b) Procedures for development of an in-service plan shall include the following: (1) Establishment of a professional development council; (2) an assessment of in-service needs; (3) identification of goals and objectives; (4) identification of activities; and (5) evaluative criteria. (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective. (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan. (e) An approved plan may be amended at any time by following the procedures specified in this regulation. (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.*

KAR 91-1-217. In-service education professional development council. *(b) Each council shall have the following responsibilities: (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.*



1. Assessment of in-service needs

The Kansas District Lutheran Schools will determine strengths and weaknesses in the district. A committee of principals and other educational leaders will be used to determine these strengths and weaknesses and develop a district-wide plan. The committee will receive input from staff, parents/guardians, and church members (when appropriate) from each school through a needs survey. Teachers in each building will also be given the opportunity to discuss needs at faculty meetings. Each school's Day School Committee (school board) will provide input as well. Additionally, data will be analyzed to determine strengths and weaknesses. Each principal will list the needs from his/her building on a shared Google template to keep on file.

The principals/school leaders of the Kansas District will meet remotely during April of each school year to discuss the results of the needs assessment. To ensure that the needs of all district students are being addressed, the Professional Development Council should review the needs assessment results at the May PDC meeting.

The needs the district will focus on will be determined by importance and commonality. KESA and State needs will be the priority. Areas that are deemed important by several schools will also be considered. The school principals will meet remotely between May 15 and May 31 to develop the district-wide plan. The annual review by the PDC will occur prior to July 1.

Committee agendas/meeting minutes will serve as the documentation for determining the district-wide goals. These goals will be entered into the PDP Toolbox, so all staff have access to them for professional growth purposes.

2. Identification of goals and objectives to achieve in-service needs

Because the Kansas Lutheran Schools district is unique, needs assessments at each school are used to determine common district-wide goals. The committee, after looking at information from each school, will determine the best goals to meet the needs of the entire district. Since every school goes through the KESA process and has affiliation with the Kansas Department of Education, those goals will be a priority.

Each building system within the Kansas District Lutheran Schools will annually identify strengths and needs, correlating staff's evaluation of professional development to identify gaps in students' learning and the related gaps in staff knowledge and skills. Goals and objectives will be the desired result in improved student learning. Goals should be based upon *strengths* as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specific time frame. Goals should also focus upon the teacher's knowledge and skills related to specific curriculum areas. They should clearly align with student performance goals.

Each building administrator looks at the following questions to identify effectiveness in his/her own building:

- How well are all students meeting the standards?
- Does instruction align with state and building curriculum content and standards?
- What is currently being done to assist students reach the curriculum standards?
- What is not being done?
- Who are the students or student groups that need particular attention?

District-wide professional development will be scheduled on a regular basis to improve student performance and meet the needs of the district.

The Professional Development Council is developing a rubric to determine if the district-wide goals are being met.

A Verification of District Goals sheet will be kept on file at the district office. These goals will also be entered into the Greenbush PDP Toolbox once the district goals have been determined. There is annual training on the Toolbox for every staff member at the beginning of each school year.

Building level goals will also be kept on file at the district office and entered into the Greenbush PDP Toolbox once they have been determined. The due date for these goals is August 1 of each year.

3. Identification of activities and actions to achieve goals and objectives.

Criteria for selecting professional development content, strategies and/or activities may include researching strategies for appropriateness of content. The Executive Director and the Professional Development Council will determine appropriate professional development for the district. The principal committee may also submit requests to the Executive Director. These requests will be kept on file at the district office. Professional development will be determined based on the needs of the district.

Each individual school is responsible for providing professional development for needs they see at their building. These individual goals and professional development activities will be submitted to the Professional Development Council to be kept on file. They will also be entered into the PDP Toolbox.

4. Evaluative criteria to determine levels of success in meeting the in-service needs.

Review of student data, including achievement, social-emotional wellness, etc., the building administrator may determine the level of success in meeting building goals. Additional professional development can be engaged as needed. Data will be collected, evaluated, and shared with school leadership and staff.

5. Reporting results of evaluation of in-service needs

The local school governing authority, parents and all other stakeholders will have access to the evaluation of in-service needs. It will also be available to the Kansas District PDC, upon request. A link to the evaluation will be posted on the Kansas Lutheran Schools website. Parents will be informed through newsletters, emails, or parent communication that this document is available to them. Each parent handbook will also include this information: www.kslcms.org

Amending the Professional Development Plan

The Kansas District Lutheran Schools plan is reviewed annually to evaluate local and system effectiveness for closing gaps and meeting goals and objectives. The Kansas District Lutheran Schools plan will be submitted to the state board by August 1 of the school year for the plan to become effective. If it is determined the plan needs to be changed, it will be amended using the procedures specified through KAR.

Any changes to the PD Plan that are made will be added to the Plan Updates form at the beginning of the plan. It will include a description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas: (1) Content endorsement standards as adopted by the state board; (2) professional education standards as adopted by the state board; or (3) service to the profession. (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes. (c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan. (3) The plan is reviewed and approved by the local professional development council. (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.



Individual Professional Development Plan

The Professional Development Plan is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on educators than their personal professional development.

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IPDP, once it is signed, from getting to the PDC for an approval decision.

Documentation of this process is also important. Forms used should be in the plan, whether that is in an appendix or in the body of the plan. If the plans are electronically documented, how staff are trained to use the system should be referenced in the plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Suggested steps for completing an Individual Professional Development Plan:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your individual needs

Identify personal professional development needs (pp. 50-51) - including acquiring points for licensure renewal.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

4. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

5. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Summary:

- All educators will write SMART goals based upon activities planned by your school for the next five years in alignment with the school improvement goals that are part of your KESA activities. These goals may also include other building, system and/or individual goals. Goals may be developed in a collaborative manner as a part of an annual teacher in-service dedicated to this purpose.
- The Individual Professional Development Plan (IPDP) should include goals or clear statements of what the educator wishes to know and be able to do because of the professional development. In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession. A standard IPDP form is available in the **Appendix (p. 52)**.
- Building leaders will receive from each licensed educator their IPDP at the building level. Following building level approval, the signed IPDP will be electronically submitted annually to the PDC Director for each licensed educator no later than August 15.
- The PDC will review IPDPs at the next regularly scheduled meeting following August 15. Approval of IPDPs will be noted at the bottom of the form.
- The LCMS Kansas District will print a copy of the approved IPDP for placement in the educators file at the LCMS Kansas District office.
- A copy will be electronically uploaded by the Director to the *PDP Toolbox*.

~~IPDPs for Licensed Professionals who live or work in the district but are not employed by the district~~

~~KAR 91-1-206. Professional development plans for license renewal.~~

~~*(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.*~~

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

If a person is unable to attain approval of an individual professional development plan through the Kansas District Professional Development Council, the person may request to personally meet with the Executive Director and the PDC to work out disagreements. If they cannot come to an agreement, the person may appeal to the licensure review committee of the KSDE for a review of the proposed plan.

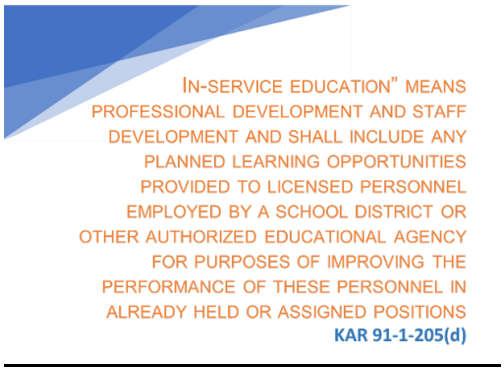
The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education. (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed. (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following: (1) Independent observation; (2) written documentation; or (3) other evidence that is acceptable to the PDC. (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following: (1) Independent observation; (2) written documentation; (3) evidence of improved student performance; or (4) other evidence that is acceptable to the PDC. (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council. (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.



SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS

KAR 91-1-205(k)

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE

KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Professional Development Points for Licensure Renewal

PROFESSIONAL DEVELOPMENT POINTS

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal. Hours for knowledge gained at conference sessions that meet the definition of in-service activities and are documented are eligible. Simply attending a conference does not meet the state requirements. Points are awarded through the completion of activities related to the goals listed below. Educators may earn in-service points in three areas:

- Content Endorsement Standards: Professional development opportunities that are **directly related** to the content you are teaching (i.e., Science, Math, Social Studies)
- Professional Education Standards: Professional development opportunities that benefit you as an educator, but are not directly in a particular content area (i.e., technology, discipline, safety)
- Service to the Profession: Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of our professional educators. Examples include opportunities to serve a school or the district by participating on various committees or providing leadership.
- All teachers are expected to participate in professional development activities to ensure that they are continually improving in their profession.
- All teachers are expected to complete and submit points requests through the PDP Toolbox. The PDP Toolbox requires teachers to choose which area of in-service points the activity met.
- Teachers are encouraged to attend annual PDP Toolbox training.
- All teachers must monitor their own progress in the PDP Toolbox.
- College/University Credit: Taking a graduate class or workshop (for credit)

LEVELS OF PROFESSIONAL DEVELOPMENT POINTS

There are three levels for awarding points: knowledge, application, and impact. For each of the three levels, there are no limits on the number of points that may be earned.

Level I – Knowledge (how professional or staff development has led to increased knowledge): Points awarded on a one-point per hour basis provided the individual verifies that he/she has learned something because of the professional development activity. Most of the points the PDC awards are at this level.

- Sample Activities: workshops, in-services, book studies, conferences, CPR training (once in a five-year cycle)
- Documentation to the PDC Chair: direct observation, certificate of attendance, personal reflection, interview, lesson plan, workshop handouts
- Relevance: Must address a consortium, building, or personal goal

Level II – Application (how it has been applied in practice): Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2X the original knowledge level points are awarded.

- Sample Activities: Utilizes a specific strategy in the classroom over a period of at least a quarter.
- Documentation to the PDC Chair: evidence/artifacts which show actual use of the strategy (lesson plans, student work, projects, pictures), peer observation.
- Must show that the knowledge was used on a regular basis in the classroom.

Level III – Impact (what the results of that practice have been): Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3X the knowledge level points are awarded.

- Sample Activities: Over a period of at least one semester
- Documentation to the PDC Chair: pre/posttests to show impact, lesson plans, grades, book tests, discussions with the school principal, training for other staff.
- Must show evidence of impact in the classroom (pre/posttests)

A teacher may earn points at all three levels. He/she may attend a six-hour workshop and receive 6 points. By completing the requirements for the application points, an additional 12 points may be awarded (2X the knowledge points). After showing that learning has improved because of the changes in his/her classroom, the teacher could be awarded an additional 18 points (3X the knowledge points). This would allow the teacher to get a total of 36 points. This entire process would take a year or longer.

KSDE REQUIREMENTS FOR AWARDING POINTS

- Bachelor's Degree: 160 points (80 of the points **must** be college/university graduate credit)
- Advanced Degree: 120 points (any combination of points and/or graduate credit)
- 1 point = one contact hour
- 1 semester college credit = 20 professional development points
  (3 credits = 60 points)

POINTS REQUESTS

Each teacher will be required to match their points requests to a goal. These goals can be chosen from the following categories:

- Consortium/District
- Building
- Personal

Consortium Goals:

On a yearly basis or more frequently, the Kansas District will provide conferences and other training. Schools may submit their specific training requests to the Executive Director.

1. School Improvement

   - Provide opportunities for educators to increase their knowledge and skills in school improvement.
     - LEAs may address areas such as the following: increase knowledge of the school improvement process, results-based staff development, research-based teaching strategies, diagnosing student learning based on data, improving school climate, date handling and disaggregation of data, performance assessment, and site council training.

2. Curriculum and Instruction

   - Provide opportunities for educators to increase their knowledge and skills in curriculum and instruction.

- LEAs may address areas such as the following: developing curriculum, aligning the curriculum, evaluating the curriculum, teaching strategies, teaching higher order thinking skills, management skills, comprehensive assessment planning, developing performance-based assessments, and expanding learning-focused approaches.

3. Technology

- Provide opportunities for educators to increase their skills in the use of technology as an educational tool.
  - LEAs may address areas such as the following: using technology to expand learning, using computers as an instructional/management tool, using technology as an instructional resource, using computers for assessment, computer literacy for teachers and students, and technological applications in vocational education.

4. Student Development

- Provide opportunities for educators to increase their knowledge and to improve their skills in student development.
  - LEAs may address areas such as the following: using technology to expand learning, using computers as an instructional/management tool, using technology as an instructional resource, using computers for assessment, computer literacy for teachers and students, and technological applications in vocational education.

5. Professionalism

- Provide opportunities for the development of professionalism.
  - LEAs may address areas such as the following: developing educational leadership skills, developing interpersonal skills, increasing staff motivation and morale, participation in professional organizations, increasing knowledge in subject and content areas, developing site-based management, practicing professional ethics, and keeping up to date with school laws and legal rights of students and staff.

6. Mentorship

- A requirement of K.A.R. 91-1-203, a mentoring program should provide opportunities or new and experienced teachers to grow professionally and improve their teaching.
  - By selecting this goal, you must either be serving as a mentor or be a mentee in need of mentoring for movement from the Kansas Initial License to the Kansas Professional License. Mentors may elect to receive "Service to the Profession" points for their service as a mentor, provided that local PDC policies and regulations allow. Mentees should track their activities through the Mentorship goal to have a transcript ready should KSDE need this information when applying for the Professional License.

Building Goals:
Because of the diversity of schools in our district, the focus of staff development is determined at each individual school. Goals will include a system-wide focus as annually determined by the PDC. Schools may provide professional development opportunities through in-services, workshops, guest speakers, and conferences. Each school has submitted goals that they are focusing on as a building. These goals are listed in the *PDP Toolbox*. A teacher may only use goals from the school where he/she is employed and the District-wide goals. Principals give initial approval as goals align with building objectives that may include KESA activities.

Personal Goals:
Most of the activities/events a teacher participates in will fall under one of the goals provided for you. If a school is receiving training on a specific topic and it does NOT fall under one of the goals provided, the principal is responsible for creating a school goal and instructing his/her staff to use that goal for the training.

It should be noted that all personal goals and activities attached to that goal MUST be approved by the principal PRIOR TO submitting them to the PDC.

Signature Page

The professional development plan for the Lutheran Schools of the LCMS Kansas District has been reviewed and approved for submission to the Kansas State Department of Education.

Angela Achong 03.28.23

_____

Chair - LCMS Professional Development Council Date

Appendix A

Awarding Points - Reference List

LCMS Kansas District

NLSA/KESA Training	Can go to a one-day training up to 7 hours	April 19, 2022
NLSA/KESA Work	Can receive up to 20 hours in total for both accreditations per cycle - use the service to the profession form	Apr. 19, 2022
TEC 21	Choice of either taking it for college credit or hours, not both - if they take it for hours, they need to fill out a knowledge form each month - if they take it for college credit - one Notification of College Credit Earned form at the end.	May 4, 2021
KAIRS Conference	Choice of either 7 daily points or 2 college credits.	May 4, 2021
Mandatory Reporter Training	Could receive up to 2 hours	May 4, 2021

NLSA/KESA Accreditation	A visiting team member would receive ½ a point/hour for a max of 10 points	Feb. 15, 2021
NLSA/KESA Accreditation	A team chair would receive an additional 5 points for a maximum of 15 total points	Feb. 15, 2021
Mentoring	One point per hour is awarded for the mentor.	Feb. 16, 2018
Student Teacher Supervisor	One point per hour while participating in a student teacher program	Feb. 16, 2018
Curriculum Review Team	Maximum of three hours - for the purpose of evaluating new curriculum for adoption by a school	Aug. 5, 2016
Alignment of KESA to Curricular Areas	One point per hour spent. In curricular work.	Feb. 13, 2015
Professional Workers Conference	One clock hour per hour spent in approved sessions.	Feb. 13, 2015

CPR/First AID/ AED/ EpiPen	One time during a licensure cycle	Nov. 1, 2010
Self Directed Book Study	One hour = one point to three clock hours unless evidence can be shown that there was a workbook, discussion group, etc. that would require extra time. One form at the end of the book. Detailed reflection of the whole book.	Nov. 6, 2009
Book Study with Reflection	Submit one form at the end of the book on one form with a reflection per chapter. For a maximum of 10 points. Can receive up to 50 points per license cycle from book studies.	Oct. 1, 2020 June 27, 2022

Appendix B

Professional Development Council Members

(October 2022)

DIRECTOR	Lottie Lee	Home: 913 426 0395 ksdistrictpdc@gmail.com
2023	Angie Achong Zion Lutheran School 301 S Eleventh St. Independence, KS 67301	School: 620 332 3332 aachong@zionindy.com
2023	Gwen Thomas Holy Cross Lutheran School 600 N. Greenwich Rd. Wichita, KS 67206	School: 316 684 4431 gthomas@hcwichita.net
2024	Andrea Kosmicki Topeka Lutheran School 701 SW Roosevelt Topeka, KS 66606	School: 785 357 0382 kosmicki@topekalutheran.org
2024	Terry Harries Good Shepherd Lutheran 206 South 17 Marysville, KS 66508	School: 785 562 3181 tharries@goodshepherdks.org
2025	Margie Krzensinski Hope Lutheran School 6308 Quivira Rd. Shawnee, KS 66216	School: 913 631 6940 krzensinski@hopelutheran.org
2025	Miranda Mondary Hope Lutheran School 6308 Quivira Rd. Shawnee, KS 66216	School: 913 631 6940 mondary@hopelutheran.org

Appendix C

What is the PDP Toolbox?

The Professional Development Planning (PDP) Toolbox is an online tool that:

- Coordinates and documents professional learning
- Warehouses and streamlines the documentation and validation process for recertification points (license renewal)

As a learning professional you may add your own goals, request professional learning opportunities, and request your own professional development points.

What Types of Learning Can Earn Points?

The most common ways to earn points include the following:

- Attending professional development opportunities (1 point per hour of contact learning)
    - o Professional development at our school
    - o Professional development at Greenbush
    - o Professional development offered across the state and nation
- Enrolling in college courses related to education (20 points per credit hour)
- Reading professional journals or books (1 point per hour of reading time and reflection)
- Applying new knowledge (see section below titled What are Application Points?)
- Making impact with new knowledge (see section below titled What are Impact Points?)
- Serving others in the profession (see section below titled What are Service to Profession Points?)

The list above is not exhaustive. You should consult with your administrator and the Professional Development Council (PDC) about other potential points opportunities.

PD Points in Detail

There are 4 levels of points:

- Knowledge Points
- Application Points

- Impact Points
- Service to Profession Points

What are Knowledge Points? Knowledge points answer the question: What do I know now that I didn't know before? (1 hour of learning = 1 point)

Characteristics of Knowledge Points:

- Has expanded knowledge of the indicated goal and can describe, discuss, or explain what it is
- Has attended a workshop or conference or read about a new knowledge/skill
- Has knowledge but hasn't yet applied or practiced it

Evidence of Knowledge Points:

- Participation in activities that increase your knowledge/skill about content and/or professional practices

What are Application Points? Application points answer the question: What am I doing that I didn't do before? (2X Knowledge Level Points)

Characteristics of Application Points:

- Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity
- Engages in dialogue with peers about how to improve or enhance use of skill or behavior.

Evidence of Application Points:

- Evidence and/or artifacts that illustrate application of the strategy
    - o Notes or videos from feedback sessions from a peer coach or supervisor
    - o Lesson plans or management plans
    - o Videos or logs
    - o Artifacts representative of project
- Evidence should be documented over time and not reflect only One-time use.

What are Impact Points? Impact points answer the question: What is the result of your newly acquired knowledge and skill in terms of impact on students, other adults, or program or policy development? (3X Knowledge Level Points)

Characteristics of Impact Points:

- Able to correlate the goal to student learning and school improvement
- Uses student achievement results to guide use and adaptation of strategy
- Trains or coaches others in use of the strategy

Evidence of Impact Points:

- Evidence and/or artifacts that demonstrate impact from the strategy
  - o Improved student academic performance
  - o Positive changes in student behaviors
  - o District or school policy change
  - o Application activities by others
  - o Revision of district, grade level, or content-area curriculum
- Evidence must be documented over time and reflect a change in practice

What are Service to Profession Points? Service to Profession Points answers the question: How have I served others in the profession? Service to Profession Points is NOT available for doubling or tripling like Knowledge points.

Characteristics of Service to Profession Points:

- Participation in activities that help others in the profession expand their expertise Examples of Service to Profession Points:
- Mentoring student teachers (1 point per hour of mentoring time)
- Service on accreditation teams (1 point per hour served)
- State and consortium committees, offices or committees in professional organizations, local committee work (1 point per hour served)
- Workshop presentations (1 point per hour of presentation including preparation time)

Getting Started with the PDP Toolbox

You will need a computer with Internet access and a web browser such as Google Chrome or Mozilla Firefox. You will need to obtain a username and password from your principal. The username and initial passwords are set by the Director. Passwords must be changed when logging on. The educator is responsible for remembering the password.

To sign in go to: https://pdptoolbox.org

1. Enter our district number, username, and password. Then click [Sign in]. You are now logged into the PDP Toolbox.

2. Please verify that your name and district are listed at the top left-hand corner of the page.

Checking your PDP Toolbox Preferences

At the top of the page is a "Your Preferences" link that allows you to change your personal information and password. It is strongly suggested that you change your password during your initial session with the PDP Toolbox.

Ensuring your PDP Toolbox Matches Your License

● Under Preferences – Make sure your PDP Toolbox name matches the full legal name as it appears on your teaching license/certificate.

● Under Preferences – Enter your Current Certificate Expiration date and the period of your license. To find this information you can look at the paper version of your license. You can also find this information by going to the KSDE page: www.ksde.org. Then click on "Teaching & Learning" and choose "License Lookup."

To see your PDP Toolbox activity, click [Your Account].

The PDP Toolbox is divided into three sections:

Upcoming Activities – Organizes and provides the structure and accountability for professional development

Goals – Supports the individual development plan

Points Request – Supports the process of requesting points for professional learning. You can generate your educator transcript needed for re-licensure here.

Working with Upcoming Learning Events

Learning Events are staff development activities that are eligible for PDC transcript points to be used for re-licensure. Such activities would include any professional development workshops, college coursework, district activities, etc.

When Learning Event Requests are submitted, they are reviewed by designated personnel (typically your building Principal) in the district for approval and then returned to you.

1. Sign into the program as described earlier so that you can view the PDP Toolbox: Staff main page.

2. The section 'Upcoming Learning Events' will be found in the upper left portion of this page. This section shows previously submitted requests, their status, and activity date. You are also able to submit new requests here. The Status column provides a quick

overview of the location for each individual Request in the approval process for your District.

The terms used within the Status column:

● Approved: The Event has been approved for participation.

● Disapproved: The Request has been denied for participation.

● Notified: Staff is invited to participate in a Learning Event coordinated by a Learning Coordinator.

● Pending: The Learning Coordinator/s are reviewing the Request.

● Resubmitted: The staff member has edited and resubmitted the Request for approval.

● Saved: New Request information has been saved but not submitted by the staff member for approval.

● Submitted: The Request has been sent by the Staff member but has not been reviewed for approval.

The "Professional Development Information" Box:

Click on 'Select Goal' to align the request to the appropriate goal.

a. School Improvement – addresses areas such as: school improvement process, results-based staff development, research-based teaching strategies, diagnosing learning based on data, improving school climate, data handling, performance assessment, site council training

b. Curriculum & Instruction – addresses areas such as: developing curriculum, aligning the curriculum, evaluating curriculum, teaching strategies, management skills, comprehensive assessment planning, developing assessments, expanding learner-focused approaches

c. Technology – addresses areas such as: using technology to expand learning, using computers and mobile devices as instructional/management tool, using technology as an instructional resource, using computers and mobile devices for assessment, technology literacy for teachers and students, technological applications in vocational education

d. Student Development – addresses areas such as: developing student motivation and responsibility, working with disruptive students, teaching self-control, developing counseling skills for teachers to use with students, identifying student, parental, and community needs

e. Professionalism – addresses areas such as: developing educational leadership skills, developing interpersonal skills, increasing staff motivation and morale, participation in professional organizations, increasing knowledge in subject and

content areas, developing site-based management, practicing professional ethics, keeping current on school laws and legal rights of students and staff

f. Mentorship – addresses areas such as: mentoring a new teacher and serving in the role of cooperating teacher for a student teacher

In the Support box, enter an explanation of how the learning event supports the goal chosen.

Choose the appropriate category from the drop-down menu.

i. Content – Learning about topics taught in classes (e.g., Math, Science, ELA, Welding, Economics)

ii. Professional Education – Learning about the knowledge, competency, and skills necessary to perform in a role/position

iii. Service to Profession – Assists other adults in acquiring instructional systems, pedagogy, or content that relates to licensure, accreditation, or professional organization

Then, enter the number of Contact Hours. This number should represent only times where learning was planned to occur. Travel time cannot be included in this number. Unless the event included a “working lunch”, mealtime should not be included in this number. Point values of 7 and over for a 1-day event will likely be scrutinized. This does not mean you cannot have an event worth more than 7 points, but it does mean that you should be confident in the evidence you provide later.

e. Enter the Conference/Activity Location

f. Check all that apply:

i. District Requested – You have been requested by an administrator to attend the event

ii. Personal Request – You want to attend the event out of your own interest

iii. College Credit – You will receive college credit

iv. Non-Contract Hours – The event will extend beyond your contracted work time

Submit for Approval button. You will briefly see a message that says “Submitting Learning Event Request for approval -- please wait...” then the PDP Toolbox main page will reappear. Your submission will then go to your building administrator for approval.

Editing Saved or Returned Learning Events

1. Click on the event from those listed below the Upcoming Learning Events section.

2. If applicable, review any comments made by the person(s) evaluating the request.

3. Edit or add additional information to the fields as needed.

4. When finished editing, click on the appropriate button at the bottom of the screen.

a. 'Resubmit for Approval' when the request has been returned for correction or additional information.

b. 'Submit Comment' when information has only been added to the 'Comments' box at the bottom of the form.

Deleting a Request from the List of Learning Events

1. Click on the event listed under 'Event.'

2. Click on the 'Delete' button located at the bottom of the form. Note: Only the person originating a request can delete it from the program.

Tracking Your Points

The "Points Requests" section of the PDP Toolbox allows you to submit and track all PDC points requests for use on your official transcript. As Points Requests are submitted, they are sent to the members of the district Professional Development Council (PDC) for review and approval.

Sign into the program as described earlier so that you can view the PDP Toolbox: Staff main page. The section 'Points Requests' will be found in the lower portion of this page.

This section shows:

- Previously submitted requests
- Current total of approved points
- Levels of requests submitted – Knowledge (K), Application (A), or Impact (I)
- Request status
- Not Submitted – Learning event that is available for points request
- Saved – Request added to account, but not submitted to the PDC
- Submitted – Sent to PDC for review and action
- Resubmitted – Staff person changed request and provided update to PDC. This can only be done while the request has 'Submitted', 'Returned', or 'Disapproved' status.

● Pending – PDC Request Manager is reviewing the request. Changes cannot be made.

● Agenda – PDC Members are reviewing requests. Changes cannot be made.

● Chair: PDC Chairperson is reviewing the request. Changes cannot be made.

● Returned: PDC Chairperson has sent the request back to the staff person.

● Disapproved: PDC Chairperson has declined the request.

● Approved: PDC Chairperson has granted the request.

● Approved, Old Points: Points approved before your current licensing period.

● Activity date

Requesting Points

The Points Request box populates in 1 of 3 ways:

1. Events that originated in the Upcoming Activities box will drop into the Points Request box after the date of the activity passes. The event will remain there with a “Not Submitted” status until you click on the event title and request points. (See steps below).

2. Group events that your administrator created (e.g., from district In-Service days or Late Start Wednesdays) will appear in the Points Request box once your administrator has added the information to the toolbox. The event will remain there with a “Not Submitted” status until you click on the event title and request points. (See steps below).

3. You can also create new learning events that do not require leave permission or registration (e.g., reading professional journals) by clicking NEW in the Points Request box. The first 3 boxes will be like the ones described earlier in this manual.

● Activity Title

● Activity Description

● Points

● Date

● Date and Time Description

● Goal

● Category

● College

If the learning event originated by numbers 1 or 2 described above, these fields will already be populated by information entered by you (via Upcoming Activities) or by

your administrator (via Group Learning events): Activity Title, Activity Description, Points, Date, Date and Time Description, Goal, Category, and College.

If the event originated by number 3 described above, you will have to complete those fields. The remaining field to complete before requesting points is the Post-Activity Information box.

Post-Activity Information

Evidence and reflection is an important component in the points request process. You should do this as soon as possible instead of letting months pass after the event.

1. In the EVIDENCE box, list all the physical artifacts you have from the learning. Evidence could include but is not limited to:

- Notes (handwritten or typed)
- Handouts collected
- Shared PowerPoints
- Printed agendas
- Work logs
- Certificates of completion

** Remember, you can easily create digital files of paper documents by using the email function on the school's copy machine.

** Once in your email inbox, you can save the digital files to your computer and then upload them to the PDP Toolbox.

** ** Evidence should be able to be produced upon the request of either your PDC or KSDE

** ** If you have digital artifacts to serve as evidence, those can be uploaded by clicking the [Choose Files] button.

2. In the REFLECTION box, type the reflection of your learning.

Essential questions for reflection include:

- What do I know now that I didn't know before? (Knowledge level points)
- What am I doing now that I couldn't or didn't do before? (Application-level points)

● What changes have occurred in school or district programs, among my colleagues, or in student performance, participation, or behavior because of my learning? (Impact level points)

● How have I served others in the profession? (Service to the Profession level points)

** ** Reflection should be meaningful and thorough

3. Once all of the information has been entered, click the Submit for Approval button.

4. You will briefly see a message that says “Submitting points request for approval --please wait...” then the PDP Toolbox: Staff main page will reappear.

5. Your new PDC Points Request has been saved to the Activity list and sent to the PDC Chairman next.

6. The number in the colored box for each activity indicates how many points you have requested for that activity at that level. Clicking on the Activity title will allow you to access all requests submitted for that individual activity.

7. The ‘Save Only’ button at the bottom of the screen is provided so that you can return later and enter or edit information prior to submitting the request.

To Edit Saved or Returned Points Requests

1. Click on the Request you are choosing to edit or review from those listed in the Activity portion of the Points Requests section.

2. If applicable, review any comments made by the person(s) evaluating the request.

3. Edit or add additional information to the fields as needed.

4. When finished editing, click on the appropriate button at the bottom of the screen.

a. ‘Resubmit for Approval’ when the request has been returned for correction or additional information.

b. ‘Submit Comment’ when information has only been added to the ‘Comments’ box at the bottom of the form.

To Request Application Points

Application points cannot be requested until you have an approved Knowledge of points. Application cannot reflect a single use of knowledge but needs to be multiple applications across time.

1. On your main Toolbox page, click MOVE TO APP in the column to the right of the activity title.

2. Once on the application page:

a. Add information to the Application description box. Remember these guidelines:

i. Characteristics of Application Points: Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity.

ii. Evidence of Application Points: Evidence and/or artifacts that illustrate application of the strategy. Evidence should be documented over time and not reflect only one-time use.

3. Enter the number of knowledge points you are multiplying to convert knowledge points into application points. PLEASE NOTE: This number defaults to the original number requested for knowledge points. The default number may be correct, or you may have to alter it to fit the actual knowledge (learning) time. For example, if you attended a 6-hour conference that consisted of six 1-hour breakout sessions, and you are applying a strategy used in one of those breakout sessions, you would replace the 6 with 1 (to reflect the learning you are multiplying, not the entirety of the conference).

4. Enter the date and date description information.

5. Enter the evidence and upload any additional documentation. Evidence could include:

a. Notes or videos from feedback sessions from a peer coach or supervisor

b. Lesson plans or management plans

c. Videos or logs

d. Artifacts representative of project

6. Answer the reflection question meaningfully: What can I do now that I didn't do before?

7. Click Submit for Approval.

To Request Impact Points

Impact points cannot be requested until you have an approved Application of points. Impact must be documented over time and reflect a change in practice.

1. On your main Toolbox page, click MOVE TO IMP in the column to the right of the activity title.

2. Once on the impact page:

a. Add information in the Impact description box. Remember these guidelines:

i. Able to correlate the goal to student learning and school improvement, uses student achievement results to guide use and adaptation of strategy

ii. Evidence of impact points: Evidence demonstrates impact from the strategy

3. Enter the number of application points you are multiplying to convert application points into impact points. PLEASE NOTE: This number defaults to the original number requested for

knowledge points. The default number may be correct, or you may have to alter it to fit the actual application time.

4. Enter the date and date description information. Remember, impact cannot reflect a single use of knowledge, but needs to be multiple applications across time.

5. Enter the evidence and upload any additional documentation. Evidence could include:

a. Improved student academic performance

b. Positive changes in student behaviors

c. District or school policy change

d. Application activities by others

e. Revision of district, grade level, or content-area curriculum

6. Answer the reflection question meaningfully: What is the result of your newly acquired knowledge and skill in terms of impact on students, other adults, or program or policy development?

7. Click Submit for Approval.

A special thanks to Greenbush Southeast Kansas Education Service Center for sharing information and documents that assisted in the development of this section of the Appendix.

Appendix D

Licensure Renewal FAQs

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/28/22)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions: You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D).** You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**

You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?
A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?
Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. The PDC will continue to verify that the institution is appropriately accredited, the credit is semester credit hours, and the credit was received during the current license cycle.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?
Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?
The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). If an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language.
Regulations 91-1-215(f) and 91-1-206(a)

Appendix E

Professional Development Regulations

KAR 91-1-205.	**Licensure renewal requirements.**
KAR 91-1-206.	**Professional development plans for license renewal.**
KAR 91-1-211.	**Licensure review committee**
KAR 91-1-215.	**In-service education definitions.**
KAR 91-1-216.	**Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.**
KAR 91-1-217.	**In-service education professional development council.**
KAR 91-1-218.	**Awarding of professional development points.**
KAR 91-1-219.	**Expenditures for an in-service education program.**

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. (b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. (d) This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211
Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.
(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service

education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan,

but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix F

Forms

Professional Development Needs Survey

We want to be sure to provide the most relevant and effective professional learning opportunities to meet your needs. All responses are anonymous; please respond as honestly and completely as possible. Thank you for sharing your thoughts with us!

1. To which level are you primarily assigned?

   __PreK
   __Elementary
   __Middle School/Junior High

2. Which subject area(s) are you primarily assigned? (Mark all that apply.)

   __Elementary (all core subjects)
   __Special Education
   __English Language Arts
   __Mathematics
   __History, Government, Social Studies
   __Science
   __Fine Arts
   __Physical Education
   __Career and Technical Education
   __Other Elective Area

3. Rate the importance of each topic as it relates to your professional learning needs.

   Urgently Important

   Important, but not top priority at this time.

   Not important at this time

   __Utilizing instructional technology
   __Utilizing high impact instructional strategies
   __Utilizing data to drive instruction
   __Utilizing Professional Learning Communities (PLCs) to effectively plan and collaborate
   __Supporting the social and emotional needs of students
   __Increasing family and community engagement
   __Utilizing instructional technology
   __Utilizing high impact instructional strategies
   __Utilizing data to drive instruction
   __Utilizing Professional Learning Communities (PLCs) to effectively plan and collaborate
   __Supporting the social and emotional needs of students
   __Increasing family and community engagement

4. Please rate the importance of each topic as it relates to your own professional learning needs.

Urgently Important

Important, but not top priority at this time.

Not important at this time

__Content Area Standards and their Depths of Knowledge
__Adjusting curriculum maps to meet new needs
__Implementing Tiered Systems of Support to provide academic interventions
__Implementing Tiered Systems of Support to provide social and emotional interventions
__Utilizing formative and summative assessment data
__Implementing structured literacy and/or supporting struggling readers
__Content Area Standards and their Depths of Knowledge
__Adjusting curriculum maps to meet new needs
__Implementing Tiered Systems of Support to provide academic interventions
__Implementing Tiered Systems of Support to provide social and emotional interventions
__Utilizing formative and summative assessment data
__Implementing structured literacy and/or supporting struggling readers

5. What additional topics not mentioned do you also need professional development?

6. Please rank your preferred method to receive professional development.

This is my top preferred method.

I'm fine with this method, but it's not my top choice.

I do not enjoy or learn well with this method.

__On-Demand or asynchronous videos as an individual
__On-Demand or asynchronous videos as a small group or team
__Live webinars as a large group
__Live webinars as an individual or small group
__In person training as a large group
__In person training as an individual or small group
__Opportunity to choose my own topics
__On-Demand or asynchronous videos as an individual
__On-Demand or asynchronous videos as a small group or team
__Live webinars as a large group
__Live webinars as an individual or small group
__In person training as a large group
__In person training as an individual or small group
__Opportunity to choose my own topics

LCMS – Kansas District
Individual Professional Development Plan (IPDP)

Name		Signature	
Date		Bldg/School	
Social Security Number (last 4 digits only)		Teaching Assignment by Subject/Grade	

Principal's Signature	**Date**	**PDC Signature of Approval**	**Date**

I #	Related Goal(s)	D	S	I	Activities: Knowledge	Date(s)	C	P E	SP
1									
2									
3									
4									
5									

AREAS	**QUESTIONS**	EXAMPLES
Related Goal	What goal am I trying to reach to make me a better teacher?	To learn how to assess my students using DIBELS
D, S, I	Is this a district, school, or individual goal? (Put an "x" in the box of your choice.)	Since all of the teachers will be using DIBELS, it is a school goal.
Activities (Knowledge)	What am I going to do to reach my goal?	I will attend the two workshops that my school is offering.
Date(s)	What dates are the workshops offered?	9/07 or September 25 or 9/07 – 5/08
C, PE, SP	What type of goal is it? (Put an "x" in the box of your choice.)	
	Content: Does this directly relate to the subject I'm teaching?	6-Trait Writing Model
	Professional Education: Is this training that I need for my profession that does NOT deal with content?	Computer training, discipline, Bal-a-Vis-X
	Service to the Profession: Am I serving my school or district by working on a committee?	PDC, Board of Directors, District Committee work

THIS PAGE IS PURPOSELY LEFT BLANK

From:	Matt McKee
To:	Edward Kalas
Cc:	Joyce Frederiksen (jfrederiksen@allsaintswichita.com); Jamie Finkeldei; Kristin Schmitz
Subject:	year PD Plan
Date:	Wednesday, May 10, 2023 10:14:33 AM
Attachments:	image003.png Z0031 PD Plan Final Walkthrough-Final.docx

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Ed,

Thank you for your support. I am sharing our 5 year plan and signatures from our PDC Chair and our Diocesan School Council President.

Last time we visited you said this would be presented to the KBOE in June.

Matt McKee

Matt McKee
Assistant Superintendent| Catholic School Office
424 North Broadway | Wichita, Kansas 67202
O 316-269-3950 x000 | F 316-269-2486
CatholicDioceseOfWichita.org

Be Not Afraid, Go Forth Faithfully

Professional Development Plan

Catholic Diocese of Wichita
District/Z0031
2022-2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan

Approval

The Professional Development Council for the Catholic Diocese of Wichita (DBOE) approved the following plan, at its meeting held on May 8, 2023, according to K.A.R. 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Joyce Frederickson (Signature) Date: May 8, 2023

The Diocesan School Council approved the following plan, at its meeting held on May 9, 2023, according to K.A.R. 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Diocesan School Council President: Nick Lobb (Signature)

Date: May 9, 2023

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

Table of Contents

Part 1 - Professional Development Council (PDC)	Pages
A. Introduction	3
B. Membership	4
C. Responsibilities	5
D. Training	5
E. Operating Procedures	
Part 2 – The District/System Professional Development Plan	Pages
A. Assessments of In-Service needs	6
B. Identification of goals and objectives to achieve the in-service needs	7
C. Identification of activities and actions to achieve	7
D. Evaluative criteria to determine levels of success in meeting the in-service needs	7
E. Reporting results of evaluation of in-service needs	7
F. Amending the Professional Development Plan	8
Part 3 – Individual Professional Development Plans (IPDP)	
A. Individual Professional Development Plans (DPDP)	8
B. IPDPs for Licensed Professionals who live or work in the Diocese but are not employed by the Diocese	9
C. Appealing the non-approval of an IPDP by the PDC	10
Part 4 – Award Professional Development Points for Re-licensure	
A. Awarding Professional Development Points for Re-licensure	10
B. Matrix for award Points	11
C. Level 1 - Knowledge	11
D. Level 2 - Application	11
E. Level 3 - Impact	11

Appendix

Appendix A – Volunteer membership form	12
Appendix B – Sign in Sheet for trainings and meetings	13
Appendix C – Goal Forms and Training IDPD Forms on Frontline	15
Appendix D – Frontline Process for submitting points	15

Section One

Professional Development Council (PDC)

Introduction

The Catholic Diocese of Wichita is committed to providing effective, relevant, collaborative and sustainable professional learning for all educators and administrators. With a steadfast obligation to all students, professional development in the Catholic Diocese of Wichita supports our Core Values to increase students' communication, critical thinking, and social-emotional skills. Professional learning activities shall include implementation, facilitation, and evaluation of knowledge, skills, and concepts that create rigorous and relevant learning experiences for all students. Our diocese strives to enhance student well-being, increase program effectiveness, and strengthen our capacity to ensure every student has exemplary educators with professional growth provided.

Diocesan PDC Committee Vision – is to enhance professional relationships and provide quality educational services.

Diocesan PDC Committee Mission – is to provide quality, cost-effective, progressive educational services that are relevant and responsive through positive relationships and open communication. The core values of the Diocesan PDC Committee are:

- **Accountability –** We believe in responsible actions that influence the lives of our students, school communities and fellow workers.
- **Integrity –** We believe in honesty, dependability, respect and consideration of others.
- **Leadership –** We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence –** We believe in the commitment of each educator to contribute to the individual needs of our students and school communities in a manner that exceeds their expectations.
- **Stewardship –** We believe in responsible planning and management of resources.

Diocesan PDC Committee Purpose: The PDC writes, coordinates, and administers the Diocesan Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and diocesan-level professional and staff development.

The PDC represents both certified teachers and leadership. Each member is selected by the group he/she represents. Teachers can outnumber leadership, but leadership cannot outnumber teachers. The PDC has 8-12 members (4-8 teachers and 4 administrators).

In addition to policies and procedures, the PDC develops and maintains a Diocesan Professional Development Plan that is approved by the Diocesan School Council and meets the criteria established by the Kansas State Board. These criteria are:

(1) Establishment of a professional development council;
(2) An assessment of staff development needs;
(3) Identification of goals and objectives;
(4) Identification of activities;
(5) Evaluative criteria; and
(6) Procedures for awarding professional development points.

Members of the PDC also participate in **annual training** related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Membership

Our PDC represents 38 schools in a geographical area that makes up a quarter of the state of Kansas. We represent different types of schools from rural, to urban, to inner city; from PreK-5, PreK-8, 7-12 to 9-12; and from 1, 2 and 3 section schools. Our PDC is represented by 4-8 teachers and four administrators. To ensure representation the council is balanced with at least one representative teacher from our four regions (west Wichita, east Wichita, Southcentral, and Southeast), up to 4 at-large teachers, 3 at-large leaders/administrators and one leader from the district office.

PDC Membership Slots:

Group Represented	Licensed Teachers	Licensed Leaders
West Wichita	1	
East Wichita	1	
Southcentral	1	
Southeast	1	
At Large	Up to 4	3
District Office		1
	4-8	4

PDC Selection

PDC members serve a three-year term and may serve up to 2 consecutive terms. As members transition off the council, administrators and others solicit volunteers and nominations from around the Diocese. Principals are asked to engage their Building Leadership team and full faculty in the recruitment of volunteers.

By September of each year, the PDC Chair will send out an email about the selection of teachers for the PDC and meet with principals to help come up with the list of names for the teacher groups to choose from. The PDC Chair will send out a Google Form to each teacher based on his/her group and the at-large positions open. The PDC Chair will work with the principals to collect the votes and determine the names of the new PDC members based on the region or at-large.

Leaders will select their representatives at the August Back to School Principal Meeting

Volunteer forms can be found in Appendix A**.** The completed forms are maintained in a binder by the PDC chair.

If a vacancy occurs during the year, it will be filled using the same process described in the Operational Procedures below. Vacancies can be filled at any time during the school year.

Responsibilities

The PDC Council shall have the following responsibilities:

1. To participate in annual training related to roles and responsibilities of council members, including Responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
2. to develop operational procedures; and
3. to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Annual Training

Each member of the PDC receives training each year related to roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. The PDC training is done as a group during a meeting each fall. We use the training video provided by the state or a service center. If an individual is absent for the training, then they are trained virtually. A form is filled out to acknowledge training was completed and the form is kept in a binder with the PDC chair. See Appendix B. The PDC Chair is responsible for ensuring that all current members have received the training in the current year.

Operational Procedures

The Council meets on a quarterly basis during the school year at the Catholic School Office. Additional meetings are scheduled as needed; for example, if a summer meeting is needed to approve educator points for summer renewals. The meetings are held to approve points and to make appropriate planning decisions regarding professional development or to discuss suggested changes to procedures. PDC members are notified of meetings through email which include the agenda and they are also posted on the yearly calendar. Calendar invites are shared with all members by the PDC chair. Minutes of each meeting are emailed to all

diocesan schools.

Decisions are made by consensus or simple majority vote, assuming a quorum is present. A quorum is at least 6 members and must include as many teachers as administrator. If a tie should occur the PDC Chair may postpone the decision until more than a quorum is present or may call another vote electronically later.

In addition to policies and procedures, the PDC develops and maintains a Diocesan Professional Development Plan that is approved by the Diocesan School Council and meets the criteria established by the Kansas State Board of Education. PDC Plans and procedures, and minutes from each meeting, are stored electronically in a google document and a paper copy is kept in a binder by the PDC chair. Professional Development Plan forms are housed on the Diocesan Teacher Resource page and electronically in Frontline Education Professional Growth Platform or Greenbush Toolbox. All teachers in Southeast Kansas schools utilize Greenbush Toolbox and all other teachers have accounts to Frontline. All transcripts, forms, and documentation are stored in their corresponding system.

Officers

The PDC representatives, on an annual basis in the Fall, elect its officers, which include a Chair, and a Co-Chair. Vacancies can be filled at any time during the school year using the same process described above when making other decisions.

Description of duties here:

The PDC Chair will represent the PDC and its business at Diocesan School Council meetings.

Section Two

The District/System Professional Development Plan

The Professional Development Council of the Catholic Diocese of Wichita oversees the creation of a five year professional development plan. As demonstrated in the sections below, this professional development plan includes the following:

1. An assessment of in-service needs
2. Identification of goals and objectives
3. Identification of Diocesan level and school level activities
4. Evaluation criteria to determine the level of success
5. Reporting to the stakeholders about the success of the plan

While the creation, implementation, and evaluation of the plan is the primary responsibility of the PDC, the PDC works closely with the Diocesan Accreditation Team, Superintendent's Council, and Diocesan School Council on all aspects of the plan.

The Diocesan Professional Development plan is documented in a shared google doc, with a hard copy maintained by the PDC Chair.

Assessment of in-service needs

Coinciding with the Accreditation cycle, every five years a needs assessment is conducted at all schools. Information is gathered at the school level from focus groups, surveys, and book studies. Focus groups included students, teachers and administrators. The needs assessment is done either electronically or on paper, it is then collected and saved at the Catholic School Office.

The Diocesan Accreditation team, Superintendent's Council and the PDC review the needs assessment completed by all schools, the school improvement targets, and any related results-based staff development goals to determine Diocesan wide in-service needs.

The results are shared with all schools.

Identification of goals and objectives to achieve the in-service needs

The Diocesan Accreditation team, Superintendent's Council and the PDC review the needs assessment data, state assessment results, graduation rates, post-secondary success rates, and progress towards the five board outcomes to identify Diocesan wide goals and objectives. These goals and objectives are reviewed by various Stakeholder groups including local school councils and the Diocesan School council. These stakeholder groups provide feedback on the Diocesan plan.

The Goals and Objectives of the Diocesan Professional development plan are integral to the Diocesan KESA Plan. Both plans include the same two SMART goals, with specific objectives under each goal.

Electronic documentation is maintained by the Catholic School Office to provide for collaboration between the Diocesan Accreditation team, Superintendent's Council, Diocesan School Council and the PDC.

Identification of activities and actions to achieve the goals and objectives

The Diocesan Accreditation team, Superintendent's Council and the PDC utilize the SMART goals and objectives to identify a list of activities and actions to meet those goals. Researched-based professional development activities and interventions are utilized whenever appropriate. Specific documentation and enumeration can be found in the Diocesan KESA plan.

Evaluative criteria to determine levels of success in meeting the in-service needs

The Diocesan Accreditation team, Superintendent's Council and the PDC utilized the needs assessment, KESA requirements, board outcomes, the District Report Card and the District Accountability report to create evaluative criteria to determine levels of success for the District Professional development plan. The needs assessment for the next five-year cycle will also determine the success in meeting the in-service needs of teachers and whether new goals or continuation of current goals best meet the needs of our teachers.

Reporting results of evaluation of in-service needs

The Diocesan Accreditation team, Superintendent's Council and the PDC share the results of the evaluation with the teachers, the Diocesan School Council, individual school councils, and the KESA OVT (Outside visitation team) to ensure all stakeholders have ownership in the process and its outcomes.

Amending the Professional Development Plan

The Diocesan Accreditation team, Superintendent's Council and the PDC review the Diocesan Professional Development plan, and KESA plan, annually to close determined gaps and meet the plan goals and objectives. This is to ensure a focus on the immediate needs of our teachers and schools. If a change to the Professional Development plan is needed, it would be voted on by a simple majority of the PDC and promulgated to the schools and teachers through the accreditation team and principals. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans (IPDP)

Individual Plan for CDOWK's Evaluation Process

All forms can be found in the Frontline Education Professional Growth Program or through Greenbush Service Center.

Professional Goals for All Personnel

All employees must submit two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans (IPDP) in August of each year, or upon employment, if after August within a given year. The goals must be tied to professional responsibilities and be written as SMART Goals (S = Specific; M = Measurable; A = Attainable; R = Reasonable; T = Time-Bound). Goals will be reviewed as part of the annual evaluation and growth data by supervisors. Goals must be tied to either School-wide or Diocesan Goals. These school and Diocesan goals are taken from the KESA plan.

Goal statements should be written based on the following format: Time-Bound + Specific Statement of Activity + Measurement.

Example: By April 1, 2020 (Time-Bound), I will create a spreadsheet of students in our program that will track attendance, grades, completed courses, and number of courses still required as a way to monitor student activity and behavior toward achieving their diploma (Specific Activity), updated monthly for accuracy, and shared with all personnel at our site (Measurement is completion each month).

One or more of the required areas must be included in an individual's IPDP; content endorsement, professional standards, and service to the profession, in addition to the following plan activities:

1. **Collaborate with a designated supervisor**

   The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. **Assess your individual needs**

   Identify personal professional development needs - including acquiring points for licensure renewal.

3. **Determine your individual professional development goals**

   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

   Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**

   The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

   Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

   In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

   Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

   Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Determine Individual Professional Development Strategies and Write a plan

Teachers will utilize their goals to develop strategies and identify professional development opportunities that will help them meet their goals. Teachers are encouraged to use both district-wide and school-wide opportunities as appropriate. In addition, they can select university classes or individual professional development opportunities that address their needs.

Teachers will then compile their goals and strategies into their IPDP for the school year. IPDP forms are available in Frontline Education Professional Development Program or through Greenbush Tool Box. They will be available each August at Back-to-School meetings for all employees.

Analyze and Revise IPDP
IPDP must be submitted by the teacher to their supervisors by September 15. The supervisor will review and approve IPDP in Frontline. Once approved, the IPDP will go, electronically, to the PDC for review and approval. All IPDPs should be signed by both the individual and the supervisors prior to submission to the PDC. Rewrites of goals and strategies, as suggested by the PDC, should be re-submitted to supervisors and then to the PDC. Employees will be notified through Frontline Education Professional Development of approval status. Through the use of Frontline Education Professional Development, the submission of the form replaces the need for signatures.

Once approved, the IPDPs should be periodically reviewed to establish the basis for evaluation of the employee for that school year. Please keep documentation of progress toward achieving your goals throughout the school year for discussion purposes during the evaluation visit each year.

We will include evaluations after all Diocesan-wide conventions and PD opportunities. In addition, all teachers must complete an individual evaluation of every PD opportunity that they submit in Frontline Professional Development.

Training
All new PDC representatives are trained by the PDC Chair at an annual training that takes place early in the school year. Existing PDC representatives are also invited to attend the training if they feel they need additional support. At this training the philosophy of the Diocesan IPDP is discussed along with specific training on the necessary forms. Finally, specific functionality of the online programs (either Frontline or Tool Box) are discussed and tricks and tips for best utilization are shared. The PDC representatives then return to their buildings to train the teachers.
See Appendix C for PDC Training handouts and IPDP forms

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

Former Diocesan employees or other non-accredited private schools licensed staff can request the PDC to be added to Frontline and utilize our process. Teachers who fall into this category will be expected to:

1. Develop and submit their IPDP plan following the process outlined in the previous section. These points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession. They will utilize the same IPDP forms found in Frontline.
2. The principal at their former school, or school of residence, will approve the IPDP and submit it to the PDC for approval.
3. Training will be provided by the local PDC representative in the same manner as other teachers are trained.

4. PDC Chair will be the liaison with the staff and their schools in this process.

Appealing the non-approval of an IPDP by the PDC

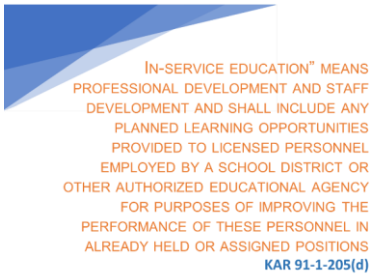
If a teacher's individual development plan is denied by the PDC, the teacher has the right to appeal to the Associate Superintendent who will discuss the situation with the PDC chair.

If that appeal is denied, licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either "in-service education" or "service to the profession".





Process for Licensed Personnel Applying for Professional Development Points

1. CDOWK promotes continued professional learning for all licensed employees. CDOWK's Professional Development Council will approve points for professional learning opportunities directly connected to professional assignments of CDOWK's licensed employees. Points will be determined on a case-by-case basis even if no PDC goal was written for that specific topic.
2. All CDOWK licensed personnel are required to use CDOWK's PDC for professional licensure requirements rather than districts where they might live, be housed, or assigned.
3. All licensed employees of CDOWK must utilize the Individual Professional Development Plan to receive PDC points on an official transcript to be used for license renewal through the Kansas Department of Education, including those using college credit to renew a license. College semester credit hours must

be approved by building principal and or associate superintendent prior to submission of points to the PDC.

4. To apply for points, participants must have an approved Individual Professional Development Plan (IPDP) on file in Frontline Education Professional Development.
5. Once a participant has accumulated a basic knowledge of new content or professional instructional practices, or developed points through service to the profession, a Level 1 Knowledge Form must be completed and submitted. All requests for points will be reviewed for approval.
6. Participants receive points based on KSDE's formula of 1 hour of in-service education or service to the profession equals 1 PDC point. College credit equals 20 PDC points as converted on the transcript. Documentation to support the number of requested hours is required for point approval. All PDC forms are located in the Frontline Education Professional Development Program or through Greenbush Service Center.
7. Participants wishing to <u>double</u> their Level 1 points through <u>application</u> of their new knowledge can submit a Level 2 Application Form after evidence of application is collected. Level 2 Form should be submitted following a minimum of six (6) months of implementation of the concepts identified in approved Level 1 Form.
8. Participants wishing to <u>triple</u> their Level 1 points through measuring <u>impact</u> can submit Level 3 Impact Form following the approval of Level 1, after data has been collected on student achievement.

See Appendix D for Forms on submitting points.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

Professional development points are awarded at three levels with no limits on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
    - Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

<u>In-service Education = 1 PD point per clock-hour</u>

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

<u>Service to the Profession = 1 point per clock-hour</u>

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
    - Membership in the school or district PDC.
    - Serving as a member of the school's steering team.
    - Serving on a curriculum development committee.
    - Providing staff development.
    - Samples of published articles or newsletters and an explanation of the time spent in writing.
    - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
    - Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas: content, professional standards, and service to the profession.

Appendix A
Form for PDC volunteers

DIOCESE OF WICHITA

Professional Development Committee (PDC)

Volunteer Form

Diocesan PDC Committee Vision – *is to enhance professional relationships and provide quality educational services.*

Diocesan PDC Committee Mission – is to provide quality, cost-effective, progressive educational services that are relevant and responsive through positive relationships and open communication. The core values of the Diocesan PDC Committee are:

- **Accountability –** We believe in responsible actions that influence the lives of our students, school communities and fellow workers.
- **Integrity –** We believe in honesty, dependability, respect and consideration of others.
- **Leadership –** We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence –** We believe in the commitment of each educator to contribute to the individual needs of our students and school communities in a manner that exceeds their expectations.
- **Stewardship –** We believe in responsible planning and management of resources.

Diocesan PDC Committee Purpose: The PDC writes, coordinates, and administers the Diocesan Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and diocesan-level professional and staff development.

Diocesan PDC Committee Membership: The PDC is consists of 10 members, 4 administrators and 6 teachers. The council is balanced with at least one representative from our four regions (west Wichita, east Wichita, Southcentral, and Southeast), at least one representative from rural, suburban and urban schools and at least two high school representatives. Council members serve three year terms, with the option of renewing their terms.

……

Name: _____

School: _____ **Assignment:** _____

Years of teaching experience: _____

……

1. Why do you want to serve on the PDC?

2. What skills will you bring to the PDC?

Due in the Catholic School Office by August 1.

Appendix B
PDC Training Verification Form

Catholic Diocese of Wichita

Professional Development Meeting

Date: [Date]

Time: [Time]

Facilitator: [Facilitator]

Type of Meeting: _____

In Attendance List all persons attending: in person or by zoom

Announcements
Enter Announcements

Next Meeting
Date | Time, Location

Appendix C
Teacher Training Handout

Earning PDC Points

A. PDC points earned must meet the following criteria:
   1. Points will be awarded according to the KSDE guidelines
      a. Level 1 Knowledge – One hour of "clock time" equals one professional development point.
      b. Level 2 Application – 2 times Knowledge Level points.
      c. Level 3 Impact – 3 times Knowledge Level points.
   2. Each college credit shall count as 20 professional development points.
   3. Knowledge Level points have to be earned during the life of the license (or matching the KSDE's criteria as published on its website at www.ksde.org). Application and Impact Level points may be based on knowledge earned in a previous licensure period.
   4. Points can be earned in any of the following three areas:
      a. Content – as defined by K.A.R. 91-1-202.
      b. Professional Education – as defined by KSDE Professional Education Standards.
      c. Service to the Profession – defined as any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
   5. Knowledge Level points must be used as baseline points for Application and Impact Level points.
   6. Points for "Service to the Profession" can only be counted at the Knowledge Level and cannot be multiplied for Application or Impact Level points.
   7. No limits exist as to the number of points that can be accumulated at any level within a licensure period.

Suggestions for Appropriate Requests

Unless your request for points is aligned with at least one goal on your approved IPDP, the request will not be approved.

1. Complete all sections of each form as applicable to your request.
2. Provide complete documentation in alignment with the list on each form.
3. When counting time spent in learning, do not include breaks and meals, unless a speaker presents during the mealtime.
4. All Application and Impact Level point requests must be supported by a copy of the original Knowledge Level form.

5. If you are turning in a log, be accurate in your time spent. Logs are accepted as documentation for committee work, study groups, special projects, classroom observations, etc. Logs are not accepted as documentation for workshops or formal professional development.

Steps to Re-licensure

Ready to Complete Your Individual Professional Development Plan?

1. Access the Frontline Education Professional Development https://www.frontlineeducation.com/pg-login
2. Complete the form, creating two professional goals: can be tied to CDOWK's vision and mission, CDOWK's core values, or professional goal tied to an area of individual need or interest.
3. Have your supervisor approve the form to indicate approval of the goals.
4. Submit form in Frontline Education Professional Development by Sept. 30.
5. All licensed employees must submit at least two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans in August of each year or upon employment if after August within a given year. The goals must be tied to professional responsibilities, licensure requirements, and be measurable as well as reasonable for annual evaluation. IPDP forms are available in Frontline Education Professional Development and will be reviewed at Back-to-School meetings for all employees. IPDP's are due to supervisors by Sept. 30 of each year.

Distinction Between Professional Responsibility and Professional Growth:

Evaluation and PDC goals need to include new knowledge for the licensed person writing the goals as well as professional growth – becoming better at the job you have been hired to do. For evaluation purposes, the professional growth is vital. For PDC purposes, the measurement is vital. Some goals will be approved by CDOWK PDC for professional growth, even if they can't be measured for PDC points.

Ready to Learn Something New or Provide Service to the Profession?

1. Have a current Individual Professional Development Plan (IPDP) in Frontline Education Professional Development.
2. Request participation in the activity, professional development, or service commitment from your immediate supervisor.
3. Special projects for PDC points, including computer-based classes, book study, committees, etc. that do not include college credit, should be pre-approved by the CDOWK Professional Development Council at a regularly scheduled meeting prior to beginning the project to ensure support of the project for points.
4. Complete the activity, collecting documentation to provide evidence of completion.

Ready to Request PDC Points to be Added to Your Transcript?

Using Frontline Education Professional Development

1. Access to Frontline Education Professional Development https://www.frontlineeducation.com/pg-login.
2. Complete the correct form and submit.
3. The form will be sent to your supervisor for approval.

Ready to Renew Your Professional License?

1. Complete the appropriate license renewal form from KSDE (available via www.ksde.org in the teacher licensure section).
2. Request an official copy of your PDC transcript from your building PDC rep.
3. Request any applicable official college transcripts.
4. Your building PDC rep will submit your transcripts to a Diocesan PDC rep. to upload to KILAS
5. Submit application to KSDE within 6 months of your license renewal date.

Appendix D
Frontline Process for submitting points

---

in Procedure

Access the site at app.frontlineeducation.com

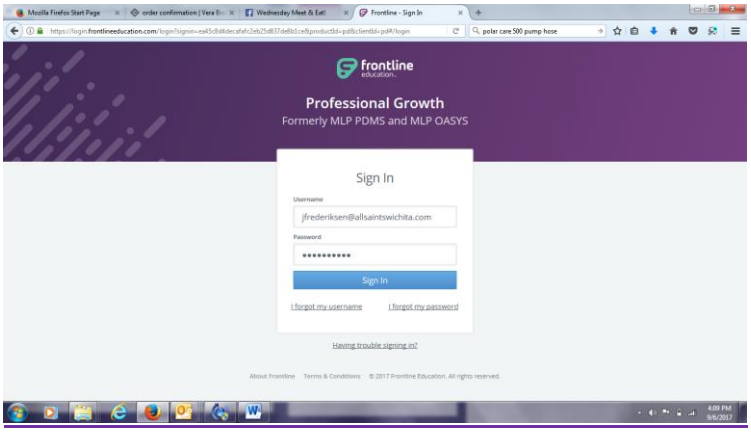
The first page will contain a small box for logging in. :

Username: _____ (Your username is your e-mail address)

Password: _____ (If you are just starting to use My Learning Plan (MLP), you will be sent an email to login. (Once logged in you must choose a new password of your choice.)

If you are a returning user and have forgotten your password, please notify your school building contact person.
Building Area Contact Persons are: principal, asst. principal, PDC building rep, lead teacher, etc. (check with your principal)

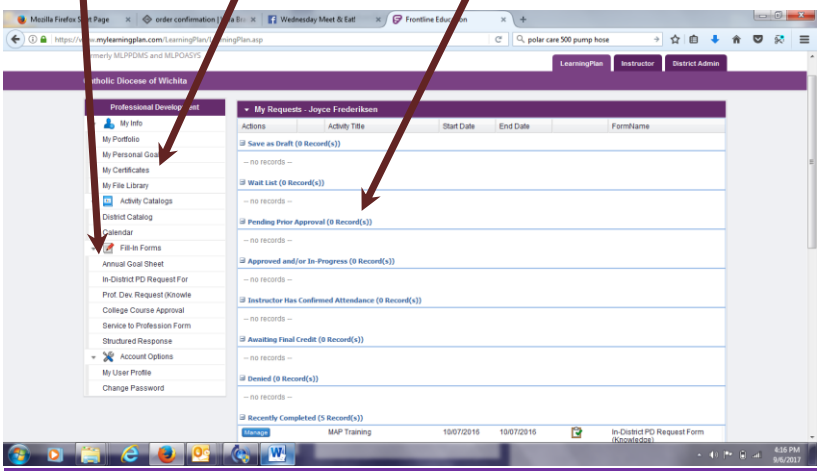



Professional Growth
Formerly MLP PDMS and MLP OASYS
Sign In
Username
jfrederiksen@allsaintswichita.com
Password
Sign In
I forgot my username
I forgot my password
Having trouble signing in?

You will see this screen when you log in – you will not see the District Admin tab (since you do not have the rights for this).

The tabs along the side are to access:

1) **Upcoming in-service activities – these can be diocesan activities or school activities –**
2) **RSBD Forms to be filled out. Annual Goal forms (due by Sept. 15)**
3) **A listing of submitted forms awaiting pre-approval or final approval.**



Uploading Certificate Files in Preparation for Filling out a MLP Form

The Very First Steps----ALWAYS!!!

A). If your school uses a public drive to maintain staff development files, keep this section, if not delete it.
If you have taken a workshop/class sponsored by your school or the Diocese (i.e.: beginning of the year staff in-services, Regan Institute, etc), the certificate files will be put on the **Public** drive by a Building Area Contact Person. Use the following steps to access and upload you certificate file to your My Learning Plan

account. **<u>These files are located on a school server. Please be sure you complete the following steps on a school computer so that you can access the certificate files *(You will not have access to these files on computers outside of school).*</u>**

- Log in to your My Learning Plan account.
- Go to the top of the column on the left-hand side of your screen. Under the heading "**My Info**", click on the link "**My File Library**".
- Select the button, "**Add File**".
- A box titled "**Upload File**" will appear. Next to *Step 1*, click the Browse button.
- A new window will open now. At the "**Look In**" address bar at the top of the new window, click the downward arrow on the right-hand side and select the drive the file is saved in.
- Open the folder you want to upload.
    - This will bring you back to the My Learning Plan "**Upload File**" webpage.
- Go to *Step 2 - Enter a friendly name*. In the text bar, enter the name of the activity you attended ***<u>and</u>*** the year in attendance.
- Go to *Step 3* and click the "**upload**" button.
    - The screen will automatically go back to "**My File Library**" once your file has been downloaded. Make sure your workshop/class title appears in the listings under "**My File List**" on that page.

B). If you have completed committee work for the school or the Diocese, you may earn up to 10 hours of PDC credit per committee for the work you did (*does not include social committee work or work completed for any religion committee)*. Your certificate file for this work would be a scanned copy of committee meeting minutes or meeting agendas which verify the dates of the meetings and your attendance.

Scan your paperwork and email it to yourself. Once received, you can save this file attachment from your email to a drive on your computer. Open the "**My Learning Plan**" folder, then open the "**Individuals Certificate Documents**" folder, select the folder titled with your name (or create a new folder titled with your name), and save the certificate file using the title and date of the activity you attended. Once finished, you may follow the steps above for uploading the certificate to My Learning Plan in preparation for filling out a MLP form.

C). If you teach a class to other teachers, you may earn PDC credit for the hours you spent in preparation of the class and actual teaching time. <u>*Your certificate file for this work must be a scanned copy of some kind of documentation which shows that you attended and conducted the class.*</u> (i.e.: a copy of the meeting's minutes or a copy of the meeting's agenda which shows you as the presenter may be used as proof of attendance.)

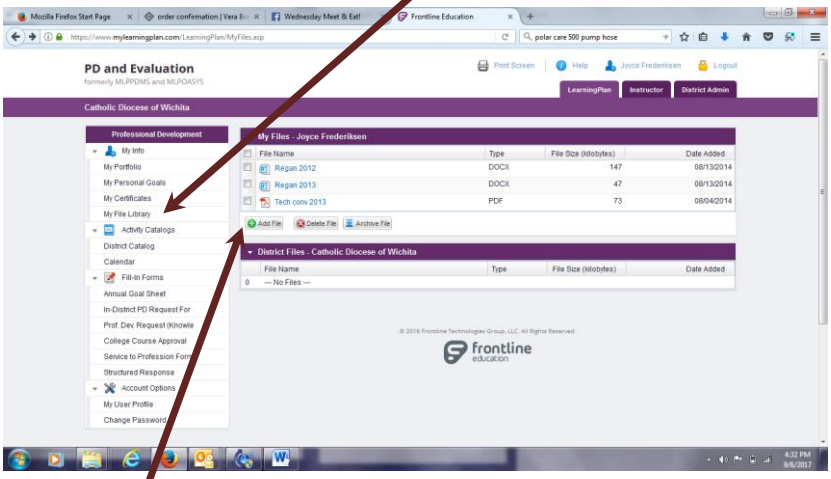
Scan your paperwork and email it to yourself. Once received, you can save this file attachment from your email to a drive on your computer. Open the "**My Learning Plan**" folder, then open the "**Individuals Certificate Documents**" folder, select the folder titled with your name (or create a new folder titled with your name), and save the certificate file using the title and date of the activity you attended. Once finished, you may follow the steps above for uploading the certificate to My Learning Plan in preparation for filling out a MLP form.

D). If you have taken a workshop/class ***<u>not</u>*** associated with the school or the Diocese (i.e.: ESSDACK, etc.), you will need to Scan your paperwork and email it to yourself. Once received, you can save this file attachment from your email to a drive on your computer. Open the "**My Learning Plan**" folder, then open the "**Individuals Certificate Documents**" folder, select the folder titled with your name (or create a new folder titled with your name), and save the certificate file using the title and date of the activity you attended. Once finished, you may follow the steps above for uploading the certificate to My Learning Plan in preparation for filling out a MLP form.

<u>Remember, downloading certificate files must be done before you begin filling out any of the My Learning Plan forms for credit for an activity you attend</u>.

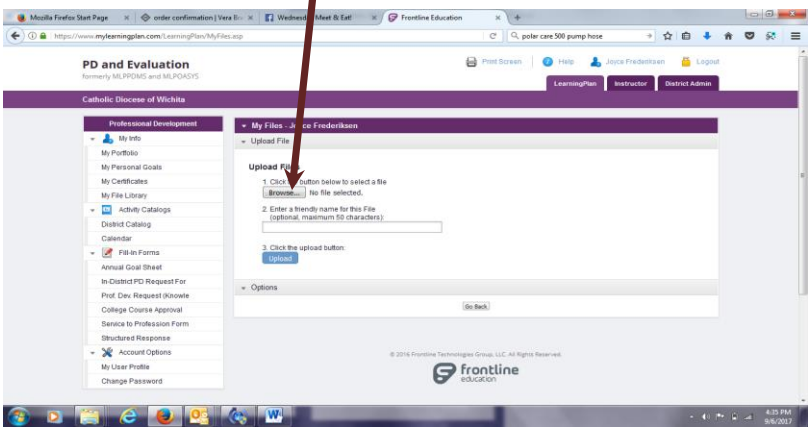
To add documentation files to MLP – used to prove your workshop existed and you attended.

Click on the **My File Library** link.



Click add file

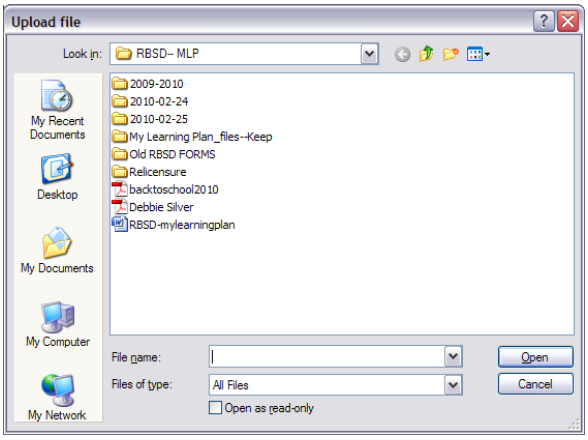
Click on **Browse**



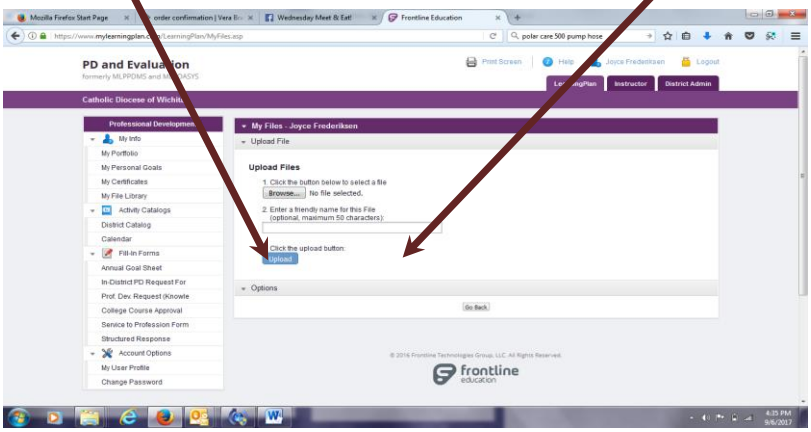
When the following window pops up, select where the file is:

T Drive (Teachers Drive), RBSD-MLP Folder

Select file, then click open



The name of the document will be placed in the spot below (If you want to rename it, type it in the 2nd spot)
Click **Upload**



How to choose the correct MLP (My Learning Plan) Form

This step may be completed at school, at home, or on any computer with internet access.

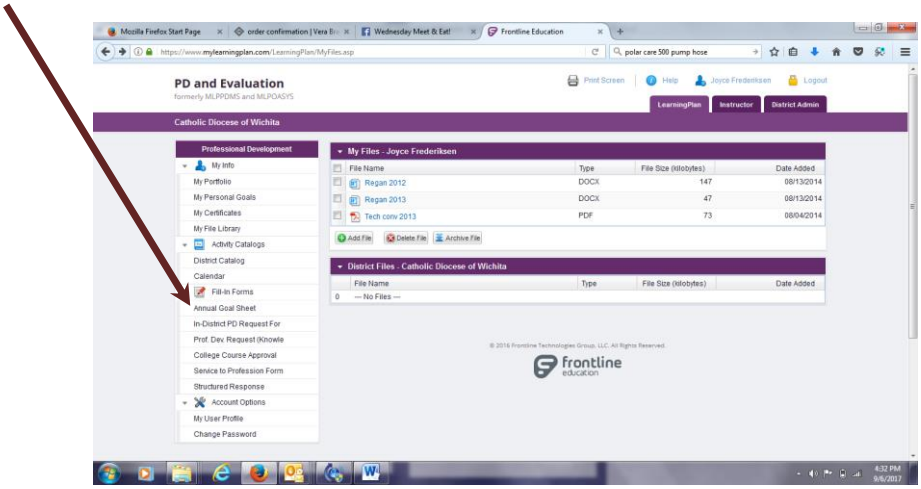
Log in to your My Learning Plan account.

In the middle of the column on the left-hand side of your screen, you will see the heading "**Fill-In Forms**". Underneath this heading are links to the different forms you will be filling out on My Learning Plan (descriptions of these forms are seen below). It is important to choose the correct form. Please use the following form descriptions to help understand and decide which form to fill out for the activity you attended. If you have questions about which form to choose after reading the descriptions below, please contact your Building Area Contact Person.

Building Area Contact Persons are: See Page 14

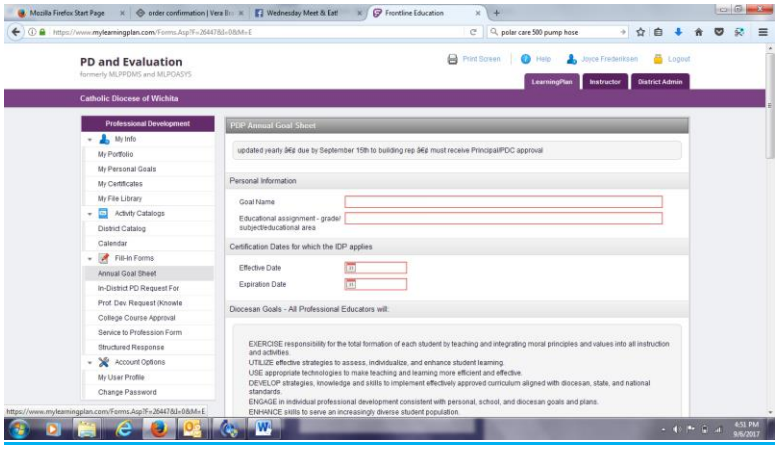
Annual Goal Sheet: You fill this sheet out twice every fall, toward the beginning of school (This form must be filled out and submitted no later than September 15th!!). Each of the two forms you fill out must list a reading, stewardship, or math teaching goal for that school year, which relates to the school's improvement plan for that subject. Your goals **must** be based on quantitative data (i.e.: test scores, pre-assessment date, etc.), and be measureable. Once approved, your two Annual Goal forms will remain in the "**Approved and In Progress**" section of My Learning Plan until the end of the school year.

Click on the Annual Goal Sheet link on the left hand side of the page.



- **Fill in the Name, educational assignment/grade/subject/certification dates**
- **Fill in the school goal that it follows (if applicable)**
- **Fill in your first goal, baseline data, and the Knowledge, Application, and Assessment Tracking activites in the appropriate boxes**
- **Click submit.**
- ***You need to have 2 goals, so you need to fill this form out twice.***
  - ***Goals need to be SMART***
  - ***Specific – related to diocesan/building goals and target 1 growth area***
  - ***Measurable – supply baseline data and have assessment idea detailed***
  - ***Attainable – realistic time frame and steps***

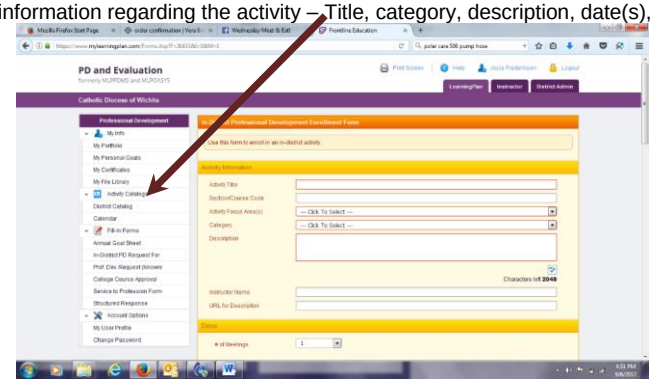
- ***Results-Oriented – strategies supporting goal advancement, teacher growth focuses on student performance, & research based interventions***
- ***Time Bound – time frame needs to be across at least 2 semesters***



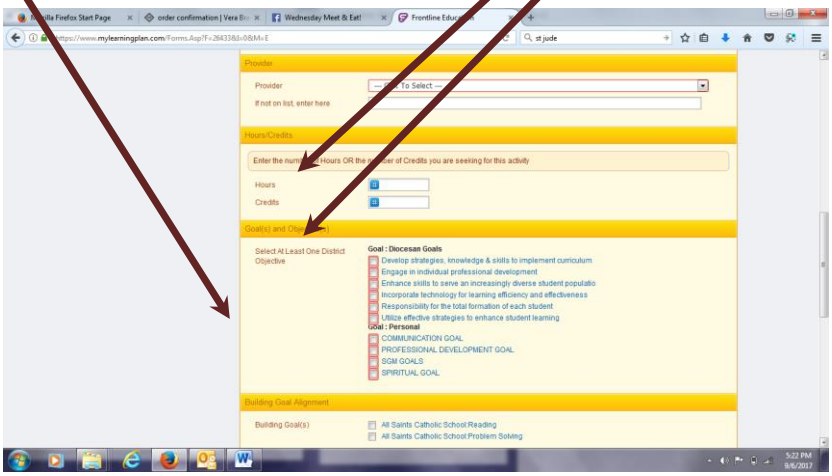
In-District PD Request Form: This form is to be filled out for activities ***provided by*** the school or the Diocese that do not apply to one of the other available forms. Activities that qualify usually have school-wide teacher attendance. *You must take the workshop/class and have the activity certificate file downloaded into* "**My File Library**" *on My Learning Plan* ***before*** *entering anything on this form.*

Click on **In-District PD Request Form**

Fill out information regarding the activity – Title, category, description, date(s), etc.



Select the provider from the list or enter in the box below (if not listed already).
Check the goal(s) which the activity applies to and the number of hours or credits.



How to Fill out a My Learning Plan PDC Form

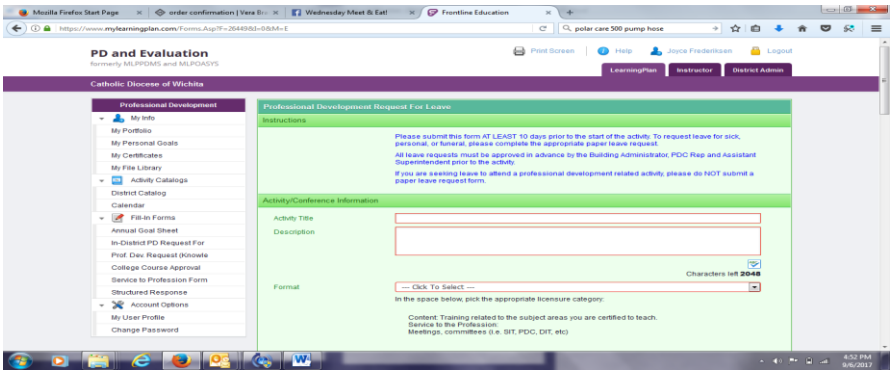
In-District Professional Development Enrollment Form

- **All areas MUST be filled out!**
- **Activity Title:** Enter the activity name as it appears on the certificate file that you already uploaded to your My Learning Plan "**My File Library**". Remember to include the year in the title if it is an activity similar to previously taken workshops/in-services.
- **Activity Focus Area(s):** Choose the format that matches your workshop/class.
- **Category:** "*Content Standards*" is training related to the subject areas you are certified to teach. "*Service to Profession*" would be Diocesan or school meetings or committees (i.e. SIT, PDC, Reading (in-building) Committee—think of it as teacher-to-teacher). "*Professional Standards*" would be any training that cuts across all content areas (i.e. Technology, general instruction, etc.).
- **Description:** Describe the subject matter of the workshop/class.
- **Instructor Name:** Spell it as it appears on the certificate file.
- **Dates:** **Be specific and double check your dates when filling out this area! KSDE has gotten picky about this!
- **# of Meetings:** Scroll down and select exactly how many days the workshop/class met.
- **Meeting 1 Date:** Include the month, day, and year (If you selected that the # of meetings was more than one day, you must fill out additional Meeting Dates with the month, day, and year)
- **Start & End Time:** Actual time the meeting began and ended on the specified date.
- **Meeting #1 Location:** Be specific and do not use abbreviations.
- **Provider:** If workshop/class is being provided by your school, type in "_____ **School**". Do not abbreviate it. If it is required and/or paid by the Diocese of Wichita, simply click "**Catholic Diocese of Wichita**" on the drop down menu. If there is a different provider click "**Not On List**".
    - **If NOT On List Enter Here:** Write the name of the provider (i.e.: ESSDACK, USD 259, etc.)
- **Hours/Credits:**
    - **Hours:** This is NOT for college credit hours. Rather, it is the actual amount of time spent in the workshop/class/in-service (excluding lunch). If provided by the school, the number of hours will

appear on the certificate file. IF YOU ARE TAKING IT FOR COLLEGE CREDIT, YOU DO NOT ENTER IT HERE!

- **Credits:** This is the actual credit number the college awarded you for taking their class. Full credit—write a whole number. If it is half of one credit, write 0.5. In order to enter credit hours, you should be filling out the "**College Course Approval**" form!
- **Goal(s) and Objective(s):** Check Diocesan goals that apply to the workshop/class taken.
- **Building Goal Alignment:** Check the goal(s) that apply.
- **Purpose(s)**
  - **Re-licensure:** Any hours/credits taken to recertify your teaching certificate.
  - **Salary Credit:** Ignore this.
  - **Catechetical Certification:** Select this for the Regan Institute, religious workshops, or anything else taken to obtain your required 10 hours of religious education. **Only 10 hours of activity for Diocesan Formation can be submitted on My Learning Plan per year in application for teaching license recertification hours.
- **Supplemental File(s):** Finally you can take advantage of your downloaded certificates! Please select the activity certification file you had previously uploaded to you're my Learning Plan "**My File Library**".
- **Comments:** Briefly describe the information that you learned and how you will apply it to your classroom teaching.
- **Finish:** Click "**Submit**" if your form is completed. If you have submitted the form incorrectly, a message will appear in a pink box telling you what you must correct. Then resubmit. If you need to return to an unfinished form at a later time to complete it, click "**Save as Draft**" or all your work will be lost.

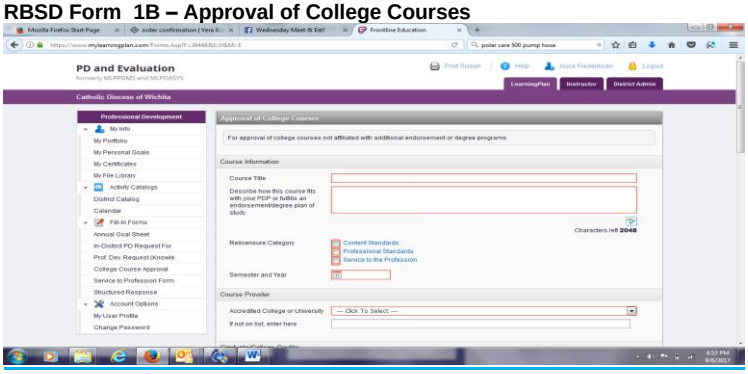
Prof. Dev. Request for Leave (Knowledge): This form is for activities that have a cost associated with them which you are paying or you are requesting the school to pay for. (A separate verbal/written request for PDC funds must be made to your building principal in order to receive school funds.) *Once again you must take the workshop/class and have the activity certificate file downloaded into* "**My File Library**" *on My Learning Plan* ***before*** *entering anything on this form.*



College Course Approval: This is used for PDC credit for college courses you take. Only select this form for classes you have paid college credit costs for. You will need to have course title, course description, and the affiliated college's information available in order to complete this form. Nothing will be scanned or downloaded as a certificate file for this form. Your certificate file for a college course is your *sealed college transcript* which you will enclose with your application at the time of renewal.

(Transcripts are not a part of My Leaning Plan. College transcripts must be sent to KSDE in an unopened envelope from the college or it will not be accepted.)

RBSD Form 1B – Approval of College Courses



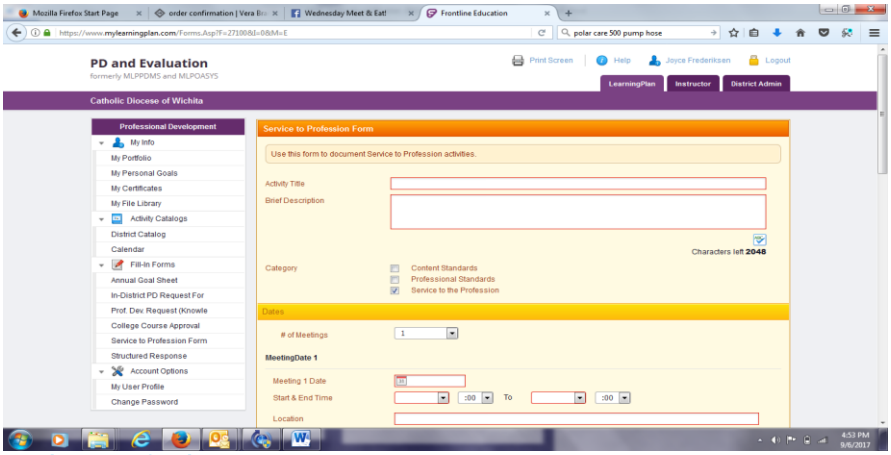
College Course Approval Form:

Fill out the necessary boxes as above. At the bottom of the form in the "Comment" box, write the name of the course, course number, and the college that will issue the transcript.

Service to Profession Form: This is the form you use when you want to count the hours you have completed as part of committee work for the school or the Diocese. You may earn up to 10 hours of PDC credit per committee for the work you did (*does not include social committee work or work completed for any religion committee)*. Your certificate file for this work would be a scanned copy of committee meeting minutes or meeting agendas which verify the dates of the meetings and your attendance.

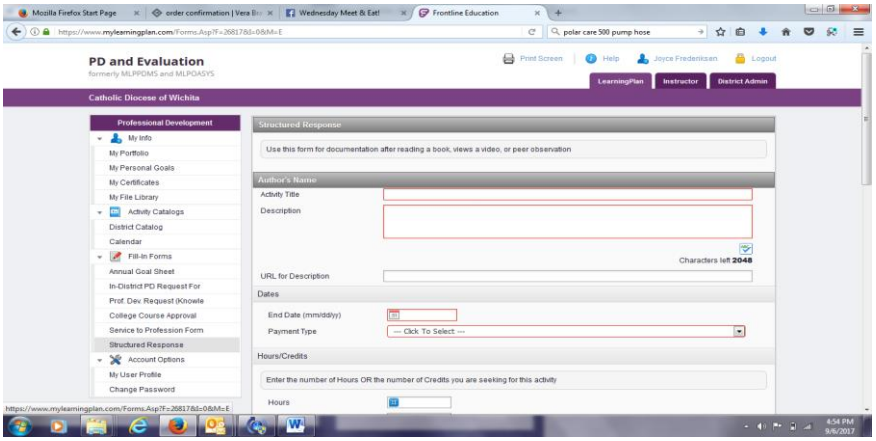
You also use this form when you teach a class to other teachers. You may count the hours you spent in preparation of the class and actual teaching time. *Your certificate file for this work must be a scanned copy of some kind of documentation which shows that you attended and conducted the class*. (i.e.: a copy of the meeting's minutes or a copy of the meeting's agenda which shows you as the presenter may be used as proof of attendance.)

RBSD Form 2A – Service to Profession



Service to Profession Form:
Complete this form the same as the "In-District PD Request Form." **This is for meetings, committees, or teacher-to-teacher activities and cannot be taken to the application level.

Structured Response: Use this form to guide your personal reflection in which to share information for point approval. This form can be used for documentation after reading a book, viewing a video, or peer observation/coaching. (i.e.: book study for The Lamb's Supper by Scott Hahn, etc.)



When you begin to complete any of these forms, include the year of the workshop or in-service in the title. It will make it much easier for identifying those that have similar names (i.e.: DIBLES (2011) or Kagan (2010)).

If you have attended a workshop, etc. with 20 hours or more, include the dates in the title. If there is the option for

listing all the days, do so! This will make your workshop less questionable by KSDE at the time of your renewal!

After submitting your form, it goes to your Building Area Contact Person for approval. Then, after approval has been given, it will be sent back to you. This form will appear in the "**Pending Final Approval**" box. Then you must click on the title of this form again in the "**Pending Final Approval**" box and select the link to complete the "**Activity Reflection**". Once you have filled out the reflection, save the reflection and then resubmit activity form for final approval. When the form is approved the final time, it will appear in the "Most Recently Completed" box. You are finished with this form now. Don't resubmit!

Final Words

All workshops/classes must be entered into MLP by the end of each school year. This is part of your final end-of-the-year check out process. This work must be approved by your Building PDC Representative.

At the beginning of each new school year, go to "**My File Library**" and click on the "Archive Selected File(s)". Then click each of the previous school year's workshops/classes. These workshops/classes will be stored and accessible by clicking on "**View Archive**". This process will make it easier to keep track of your workshops/classes taken for the current school year. Be sure that you **do not delete** the certificate file for previous workshops/classes because they will be needed to recertify.

AREA CONTACTS AND SIGNERS

Southeast	North
Julie Cedeno, St. Mary's Catholic School, Pittsburg	Peggy Bahr, St. Joseph, McPherson Amy Wagoner, Holy Name, Hutchinson (Uploader)
East	**West**
Maria Silva, St. Thomas, Wichita Joyce Frederiksen, All Saints, Wichita (UPLOADER) Phillip Stutey, Holy Savior (Alternate)	Ellen Albert, St. Joseph, Wichita Chris Faires, Bishop Carroll, Wichita Cheryl Cazel, St. Peter, Schulte Katie Bretches, St. Elizabeth Ann Seton, Wichita Lisa Lang, St. Francis, Wichita (Uploader)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 g.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Cheryl Johnson	Cheryl Johnson	Randy Watson		

Item Title:

Act on request to contract with the Kansas Association of Broadcasters for dissemination of a public service announcement to recruit school nutrition staff.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed $36,000 for the purpose of disseminating a public service announcement to recruit school nutrition staff in Kansas schools.

Explanation of Situation Requiring Action:

Objective: Increase communication with community members to assist schools in recruiting school nutrition staff by disseminating a public service announcement (PSA) on radio and TV.

Approach: The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value ratio of 3 to 1. There are over 120 radio stations and 15 television stations who pledge a bank of airtime for use b the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through the PEP of the KAB and has been pleased with the results. During the time periods the PSAs aired we were provided data by the KAB to show that they aired throughout the state of Kansas and were aired in time slots that families and community members would be watching and listening.

Content: The Public Service Announcement (PSAs) is of high quality and was developed by GIZMO Pictures, Inc.

Funding: Child Nutrition & Wellness receives State Administrative Expense (SAE) funds from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has $36,000 in federal fiscal year 2023 SAE funds available for this project. Due to the market value ratio of 3 to 1, the $36,000 will result in at least $108,000 of airtime during August and September 2023. The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. Any federal fiscal year 2023 SAE funds that are not obligated by September 30, 2023 must be returned to USDA.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **18 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/13/2023**
Cheryl Johnson	Cheryl Johnson	Randy Watson		

Item Title:

Act on a request to contract for production of an informational Body Venture video.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to purchase services from GIZMO Pictures, Inc. in an amount not to exceed $15,400 for the purpose of producing an informational video to show the look and setup of the new Body Venture health education exhibit.

Explanation of Situation Requiring Action:

Body Venture is a traveling health education exhibit for **K-5 students** operated by Child Nutrition & Wellness, Kansas State Department of Education since 2009. It is a great opportunity for students to learn about the importance of making healthy food choices and being physically active. Body Venture travels in its own truck and sets up in the school gym or multi-purpose room. The exhibit did not travel to Kansas schools during the public health emergency and during that time a new updated inflatable exhibit was created. The Body Venture learning experience is ready to travel again in SY2023-2024. Most school years the Body Venture learning experience travels to at least 100 schools across Kansas.

The Body Venture Experience

Body Venture is an enclosed walk-through exhibit representing the human body. At each of Body Venture's eleven learning stations, a volunteer presenter engages the students in an experiential and educational activity focused on healthy choices helping learn to **Eat Smart. Play Hard**. The tour begins in the Body Venture lunchroom when students, in groups of eight to ten, receive a food tag designating them as a "local Kansas food" such as a carrot, lean beef or piece of cheese. The second stop is the brain where students learn about brain function. The "foods" step into the exhibit's larger-than-life mouth, are "swallowed" through the esophagus tunnel and move into the stomach. From the stomach, the students travel through the small intestine where they become nutrients and are absorbed into the blood. The nutrients then travel through the heart, lungs, bones, muscles, and skin stations. Students leave the body through a cut in the skin and proceed to the Pathway to Life, which recaps key health concepts from each of the ten previous stations. It takes each group of students about an hour to complete the Body Venture experience.

Objective:

1. Create and produce a 5-10 minute informational video to show the look and setup of the new Body Venture health education learning exhibit. The video will show the benefit and excitement generated by the exhibit. The main audience is teachers, administrators, coordinators, school nurses and volunteers. The purpose of the video is to provide information about the health exhibit

so that school personnel can determine if they would like to request the exhibit to travel to their school.

Approach:

The Body Venture video will be created and produced by KSDE's Child Nutrition & Wellness staff in collaboration with GIZMO Pictures, Inc. Child Nutrition & Wellness staff are pleased with the quality of videos and PSAs produced by GIZMO Pictures.

Funding:

Child Nutrition & Wellness receives State Administrative Expense (SAE) Funds from the USDA to be used exclusively for state-level administration of the federal Child Nutrition Programs and for nutrition education activities to encourage children and youth to eat smart and play hard. KSDE has up to $15,400 in federal fiscal year 2023 SAE funds available for this project.

Timeline:

The video will be produced Summer 2023

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Christine Macy	Bert Moore	Randy Watson		

Item Title:

Act on recommendations for continued funding of Kansas 21st Century Community Learning Centers for 2023-2024.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for continued funding of Kansas 21st Century Community Learning Centers Grants for 2023-2024.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $150,000 per year. A supplemental transportation allowance of up to $25,000 may be awarded to qualifying applicants providing programming in a rural community.

The attached list of 21st CCLC grantees are recommended for continuation of funding for a total amount not to exceed $7,200,000 for 2023-2024.

	State Fiscal Year		FY23
	USD	Grantee Name	Award Amount
1	435	Abilene	$75,000
2	387	Altoona-Midway	$91,631
3	402	Augusta	$100,000
4		BGC Hutch (Middle School)	$65,000
5		BGC KC (Breidenthal)	$79,965
6		BGC KC (Olathe)	$79,173
7		BGC Lawrence (Cordley)	$70,000
8		BGC Lawrence (Hillcrest)	$100,000
9		BGC Lawrence (New York)	$70,000
10		BGC Lawrence (Pinckney)	$70,000
11		BGC Lawrence (Sunflower)	$100,000
12		BGC Lawrence (Teen Center)	$70,000
13		BGC Lawrence (Woodlawn)	$100,000
14		BGC Manhattan (Lee)	$100,000
15		BGC Manhattan (Roosevelt)	$100,000
16		BGC Topeka (Tecumseh North)	$75,000
17	459	Bucklin	$82,261
18	244	Burlington	$99,143
19	436	Caney Valley	$82,634
20	361	Chaparral	$88,000
21	286	Chautauqua	$70,000
22	397	Clay County (Lincoln/Garfield)	$100,000
23	379	Clay County (Wakefield)	$69,919
24	445	Coffeyville (Elementary)	$100,000
25	445	Coffeyville (Preschool)	$67,360
26	216	Deerfield	$92,039
27	289	Elk Valley	$124,763
28	499	Galena	$99,993
29	457	Garden City (Brown/Wilson)	$99,896
30	457	Garden City (Gertrude Walker)	$99,992
31	457	Garden City (Wilson/Ornelas)	$80,000
32	475	Geary County (Grandview)	$75,000
33	475	Geary County (Milford)	$78,654
34	475	Geary County (Sheridan)	$100,000
35	475	Geary County (Washington)	$75,000
36	248	Girard	$99,959
37	352	Goodland	$73,787
38	261	Haysville	$91,694
39	446	Independence	$99,753
40	257	Iola (Jefferson)	$100,000
41	257	Iola (McKinley/Lincoln)	$100,000

42	500	Kansas City (Banneker)	$100,000
43	500	Kansas City (New Chelsea)	$75,000
44	500	Kansas City (West Park)	$100,000
45		KCK Community College (Schlagle/Central MS)	$100,000
46		KCK Community College (Wyandotte HS)	$75,000
47	386	Madison-Virgil	$82,742
48	383	Manhattan-Ogden (Bergman)	$100,000
49	383	Manhattan-Ogden (Ogden)	$100,000
50	209	Moscow	$105,790
51	461	Neodesha	$71,743
52	294	Oberlin	$95,646
53	322	Onaga	$95,793
54	367	Osawatomie	$67,821
55	367	Osawatomie (2020)	$79,711
56	504	Oswego	$94,467
57	290	Ottawa (Garfield)	$100,000
58	290	Ottawa (Lincoln/Sunflower)	$100,000
59	407	Russell	$100,000
60	305	Salina (Oakdale)	$65,000
61	466	Scott County	$100,000
62	349	Stafford (Elementary)	$97,720
63	349	Stafford (MS/HS)	$74,350
64	501	Topeka (Chase MS)	$100,000
65	501	Topeka (Quincy)	$100,000
66	501	Topeka (Robinson)	$100,000
67	214	Ulysses	$86,777
68	235	Uniontown (K-3)	$94,796
69	498	Valley Heights	$111,677
70	108	Washington (Elementary)	$100,000
71	108	Washington County (HS)	$70,000
72	282	West Elk	$99,839
73	259	Wichita (Adams)	$74,349
74	259	Wichita (Anderson)	$99,997
75	259	Wichita (Cleaveland)	$74,947
76	259	Wichita (Gordon Parks)	$75,000
77	259	Wichita (Linwood)	$64,995
78	259	Wichita (Ortiz)	$74,995
79	259	Wichita (Spaght)	$68,741
80	259	Wichita (Washington)	$69,521
81	259	Wichita (White)	$68,741
			$7,110,774

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 j.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Christine Macy	Bert Moore	Randy Watson		

Item Title:

Act on recommendations for funding new Kansas 21st Century Community Learning Centers for 2023-2024.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding New Kansas 21st Century Community Learning Centers Grants for 2023-2024.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants are awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of $50,000 per year and a maximum award of $150,000 per year. A supplemental transportation allowance of up to $25,000 may be awarded to qualifying applicants providing programming in a rural community.

A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank-ordered according to scores. The attached list of 2023-2024 new grant applicants are recommended for funding for a total amount not to exceed $2,000,000.

	State Fiscal Year		FY23
	USD	Grantee Name	Award Amount
1		Boys & Girls Club of Hutchinson (Avenue A)	$125,000
2		Boys & Girls Club of Lawrence (Prairie Park)	$125,000
3		Boys & Girls Club of Lawrence (Schwegler)	$150,000
4		Boys & Girls Club of Manhattan (Eisenhower)	$125,000
5		Boys & Girls Club of Manhattan (Northview)	$150,000
6	315	Colby	$149,175
7	475	Geary County (Seitz)	110000
8		Geary County (Ware)	$127,000
9		Geary County (Westwood)	110000
10	390	Hamilton	$125,986
11	506	Labette County (Meadow View)	$124,868
12	506	Labette County (Mound Valley)	$149,989
13	250	Pittsburg	$149,641
14	235	Uniontown (4-6)	$149,833
15			$1,871,492
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			

393			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			
51			
52			
53			
54			
55			
56			
57			
58			
59			
60			
61			
62			
63			
64			
65			
66			
67			
68			
69			
70			
71			
72			
73			
74			
75			
76			
77			
78			
79			
80			

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **18 k.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/13/2023**
Nathan Morrissey	Bert Moore	Randy Watson		

Item Title:

Act on FY24 grant awards for IDEA VI-B Special Education Targeted Improvement Plan Grants.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed the IDEA Title VI-B Special Education Targeted Improvement Plan grants.

Explanation of Situation Requiring Action:

Funding per IDEA section 34 CFR 400.704(b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 78 federal IDEA Title VI-B Targeted Improvement Plan awards to local education agencies, cooperatives, and/or interlocals will support procedural compliance with the IDEA law and improve achievement fir students with disabilities, specifically the areas identified by the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System(KIAS) and Kansas Education Systems Accreditation(KESA). The 2023-2024 school year is the eighteenth year the Targeted Improvement Plan grants have been awarded. Participants use funds to implement systems of evidence based practices and includes regular and special educators, administrators, related service providers, families, university faculty, and students. Districts that earn a KIAS "meets requirements" level of determination for compliance with IDEA receive supplemental funds in the amount of $2,000 - $5,000.

To be eligible for funding, LEAs must submit an application which identifies the SPP indicators to be targeted, a description of activities, a detailed budget, and an annual fiscal report (AFR). Applications are reviewed and approved by Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistance and instructional technology for students.

See the attached list for individual special education LEA allocations. Total amount of federal funds available for 2023-2024 is to not exceed $3,630,150.00

		2023-2024 TIP				
District Number	Project Number	LEA/Coop Name	Base Allocation	LOD Stipend	Total Allocation	
D0115	20706	Nemaha Central (Marshall-Nemaha Co Ed Serv Coop)	14675	2000	16675	
D0202	20736	Turner-Kansas City	29443	2000	31443	
D0207	20777	Ft Leavenworth	12386	2000	14386	
D0229	20755	Blue Valley	118200	3000	121200	
D0230	20744	Spring Hill	12761	3000	15761	
D0231	20717	Gardner Edgerton	21887	0	21887	
D0232	20763	De Soto	26134	3000	29134	
D0233	20737	Olathe	145814	5000	150814	
D0234	20776	Ft Scott	16986	2000	18986	
D0244	20738	Burlington (Coffey Co Spec Educ Coop)	15741	2000	17741	
D0253	20740	Emporia (Flint Hills Spec Educ Coop)	57213	3000	60213	
D0259	20752	Wichita	346381	0	346381	
D0260	20725	Derby	47609	0	47609	
D0261	20714	Haysville	33813	3000	36813	
D0262	20785	Ark Valley Special Education Coop*	19517	1333	20850	
D0263	20770	Mulvane	16094	2000	18094	
D0265	20787	Goddard Special Education Coop*	45012	3000	48012	
D0266	20786	Maize Special Education Coop*	51016	3000	54016	
D0273	20745	Beloit (Beloit Spec Educ Coop)	20801	2000	22801	
D0282	20707	West Elk (Chautauqua & Elk Co Spec Educ Srvcs)	15225	667	15892	
D0290	20761	Ottawa	19229	0	19229	
D0305	20723	Salina (Central Kansas Coop in Educ)	108383	2750	111133	
D0308	20739	Hutchinson Public Schools	42846	2000	44846	
D0320	20735	Wamego (Spec Srvcs Coop of Wamego)	23870	2000	25870	
D0321	20764	Kaw Valley	10978	2000	12978	
D0330	20722	Mission Valley	8865	0	8865	
D0333	20716	Concordia (Learning Coop of North Central Kansas)	33407	1600	35007	
D0336	20729	Holton (Holton Spec Educ Coop)	28887	2000	30887	
D0345	20715	Seaman	25035	0	25035	
D0353	20760	Wellington	16708	2000	18708	
D0364	20731	Marysville (Marshall Co Spec Educ Coop)	12402	1000	13402	

D0368	20710	Paola (East Central KS Spec Educ Coop)	66962	3000	69962	
D0372	20774	Silver Lake	9420	2000	11420	
D0373	20712	Newton (Harvey Co Spec Educ Coop)	37845	2000	39845	
D0379	20742	Clay Center (Twin Lakes Educ Coop)	24142	2000	26142	
D0383	20749	Manhattan-Ogden	40550	3000	43550	
D0389	20733	Eureka	10315	2000	12315	
D0405	20718	Lyons (Rice Co Spec Srvcs Coop)	20084	0	20084	
D0407	20703	Russell County	11693	0	11693	
D0409	20748	Atchison Public Schools	18908	2000	20908	
D0418	20721	McPherson (McPherson Co Spec Educ Coop)	36785	1600	38385	
D0428	20772	Great Bend (Barton Co Coop Program of Spec Services)	37231	1000	38231	
D0437	20705	Auburn Washburn	37066	3000	40066	
D0450	20720	Shawnee Heights	25193	2000	27193	
D0453	20708	Leavenworth	24953	2000	26953	
D0457	20757	Garden City	54589	0	54589	
D0458	20781	Basehor-Linwood	15283	2000	17283	
D0465	20746	Winfield (Cowley Co Spec Srvcs Coop)	50477	3000	53477	
D0469	20780	Lansing	17440	0	17440	
D0475	20709	Geary County Schools	48398	3000	51398	
D0480	20768	Liberal	31084	2000	33084	
D0489	20753	Hays (Hays West Central KS Spec Educ Coop)	32343	2000	34343	
D0495	20727	Ft Larned (Tri-Co Spec Srvcs Coop)	15136	2000	17136	
D0497	20751	Lawrence	76744	0	76744	
D0500	20758	Kansas City (Wyandotte Comprehensive Spec Educ Coop)	170158	0	170158	
D0501	20766	Topeka Public Schools	113195	0	113195	
D0512	20730	Shawnee Mission Public Schools	211822	0	211822	
D0602	20762	Northwest KS Educational Serv Center	54958	2684	57642	
D0603	20747	ANW Special Education Coop	52520	3000	55520	
D0605	20728	South Central KS Spec Ed Coop	61064	2400	63464	
D0607	20756	Tri County Spec Education Coop	68872	3000	71872	
D0608	20754	NEKESC (Keystone Learning Srvcs)	41710	2000	43710	
D0610	20759	Reno County Education Coop	39548	1200	40748	
D0611	20711	High Plains Educational Coop	73130	2647	75777	
D0613	20769	Southwest Kansas Area Coop	74120	2786	76906	

D0614	20713	East Central KS Coop in Education	25097	2000	27097	
D0615	20750	Brown Co KS Special Education Coop	18703	2000	20703	
D0616	20741	Doniphan Co Education Coop	14093	2000	16093	
D0617	20719	Marion County Spec Education	24637	1600	26237	
D0619	20732	Sumner Co Educational Services	17012	2000	19012	
D0620	20726	Three Lakes Educational Coop	31019	2000	33019	
D0636	20702	North Central Kansas Spec Ed Coop Interlocal	35736	1818	37554	
D0637	20743	Southeast Kansas Special Education Interlocal	93795	2077	95872	
D0638	20782	Butler Co Spec Education Interlocal	93827	2333	96160	
D0609	20734	St Hospital Training Center Parsons (S0507)	2705	1000	3705	
S0521	20784	Dept of Corrections-Lawrence Gardner High School	17440	2000	19440	
S0604	20767	School for the Blind	4300	2000	6300	
S0610	20773	School for the Deaf	9235	2000	11235	
					3630150	
NOTE: 2022-2023 Completion of long form no longer required. S0507 St Hosp Training Center Parsons funds go thru D0609 Greenbush.						
NOTES: 2021-2022						
D0262 Ark Valley Special Education Coop (New), assigned Project #20785. *Added LoD Stipend on 6/17/2021						
D0265 Goddard Special Education Coop (New), assigned Project #20787. *Added LoD Stipend on 6/17/2021						
D0266 Maize Special Education Coop (New), assigned Project # 20786. *Added LoD Stipend on 6/17/2021						
Valley Center, Goddard & Maize seperated from Sedgwick Co Area Educ Srvcs and formed 3 new coops.						
The 3 new cooperatives and the dissolution of Sedgwick Co Area Educ Srvcs is effective July 1, 2021.						
NOTES: 2020-2021						
S0319, Project #20765 Lawrence Gardner High School funds go through S0521 Dept of Corrections (Base alloc 15,434 + 1,000 LoD)						
S0525, Project #20783 Lansing Correctional Facility funds go through S0521 Dept of Corrections (Base alloc 2,006 + 1,000 LoD)						
New project # for Dept of Corrections - 20784 Total alloc 19,440						
NOTES: 2019-2020						
D0457 Garden City original base was 54,589 + 23,460 (KSD alloc f/1 student) + 11,300 (FTE) = 89,349 total base for FY 19						
S0319 App completed by LGHS but funds go thru USD 629 Smoky Hill						
S0507 App & funds go thru D0609 Greenbush						
S0525 App and funds go thru D0609 Greenbush						
NOTES: 2018-2019						
The additional funds of 5,092 from the closure of Larned will remain with Lawrence Gardner HS again this year but						

the LoD stipend will not be included						
D0457 Garden City original base was 54,589 + 23,460 (KSD alloc f/1 student) + 11,300 (FTE) = 89,349 total base for FY 19						
S0319 App completed by LGHS but funds go thru USD 629 Smoky Hill						
S0507 App & funds go thru D0609 Greenbush						
S0525 App and funds go thru D0609 Greenbush						
					5/23/2022	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 I.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	6/13/2023
Natalie Clark	Beth Fultz	Randy Watson		

Item Title:

Act on request to contract with Kansas State University to support the State Adviser of Kansas Family, Career and Community Leaders of America (FCCLA).

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Kansas State University to support the State Adviser of Kansas Family, Career and Community Leaders of America (FCCLA) at a total amount not to exceed $60,000.00 per year, up to a total of $180,000.00 for the three years, from August 5, 2023 to June 30, 2026.

Explanation of Situation Requiring Action:

The current FCCLA Advisor is retiring August 4, 2023.

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

Funding Sources:

W704 Perkins CTE-State Leadership – Career and Technology Student Organizations (CTSOs) State General Fund

W705 Perkins CTE-State Leadership – CTSOs (Federal)

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE)

Full text of Perkins V, COMPS-3096.pdf (govinfo.gov)

Sec. 124 CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT: STATE LEADERSHIP ACTIVITIES.

(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

(b) PERMISSIBLE USES OF FUNDS.—The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student’s family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

- Business Professionals of America (BPA)
- DECA
- Future Business Leaders of America (FBLA)
- Family, Career and Community Leaders of America (FCCLA)
- FFA
- HOSA-Future Health Professionals (HOSA)
- SkillsUSA
- Technology Student Association (TSA)

Full text of Perkins V, COMPS-3096.pdf (govinfo.gov)
SEC. 3. [20 U.S.C. 2302] DEFINITIONS.
6) CAREER AND TECHNICAL STUDENT ORGANIZATION.—
(A) IN GENERAL.—The term ''career and technical student organization'' means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program

The purpose of this contract is to compensate the State Adviser of Kansas FCCLA for leading, maintaining and coordinating all aspects of Kansas FCCLA.

1. Coordinating and managing all District and State FCCLA events.

2. Attending national FCCLA meetings as needed and should Kansas students qualify.

3. Training of State Officers.

4. Guiding and supporting local Chapter Advisers (Communications and Adviser Trainings).

5. Develop, grow and lead the Kansas FCCLA Board of Directors.

6. In conjunction with the Kansas FCCLA Board of Directors, provide financial oversight of Kansas FCCLA funds, including but not limited to, regular financial reports, tax filings and audits.

7. Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national FCCLA events, financial reports, etc.

8. Maintain a Kansas FCCLA website, complete with events calendar and resources for student members and chapter advisors

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **18 m.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/13/2023**
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on request to add USD 462 Central as a 2023-2024 Kansas Preschool Pilot grantee.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2023-2024 Kansas Preschool Pilot grant award for USD 462 Central. If the program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among Kansas Preschool Pilot grantees.

Explanation of Situation Requiring Action:

In May 2023 the Kansas State Board of Education awarded Kansas Preschool Pilot grants for 2023-2024, and authorized the Kansas State Department of Education to reallocate unspent funding among Kansas Preschool Pilot grantees. This June action corrects an error in the online grants management system that resulted in USD 462 Central's application being left off the original slate. USD 462 Central will be awarded $6,700 in funding for 2023-2024.

For reference, Kansas Preschool Pilot information shared in May 2023

Kansas established the Kansas Preschool Pilot in 2006. This program funds projects that provide high-quality education for preschool-aged children. Allocated funding has increased from $2 million dollars in 2006-07 to $8,332,317 by 2018-19. Two funding sources support the Kansas Preschool Pilot. Temporary Assistance for Needy Families (TANF) is federal funding. State tobacco master settlement agreement revenue supports the Children's Initiatives Fund (CIF).

Other sources of funding are larger, more sustainable options for districts to invest in preschool. These include federal Head Start grants, state school finance formula funds (state enrollment aid and accompanying weightings for preschool students with disabilities and three-and four-year-old preschool-aged at-risk students) and special education funds. To focus time and energy on these more sustainable options to invest in preschool, only current Kansas Preschool Pilot grantees were eligible to apply for 2023-2024 renewal grants. Grant applicants were required to forecast the amount of revenue that they would receive from other sources of funding in 2023-2024 and demonstrate that they were reinvesting those other funding sources into their preschool programs before requesting Kansas Preschool Pilot grant funding to supplement gaps.

In 2022-2023 $2,585,540 of Governor's Emergency Education Relief (GEER) funding funded additional Kansas Preschool Pilot grant awards that otherwise would not have received funding. This one-time source of funding did not continue in 2023-2024. Once the Kansas State Department of Education reviewed Kansas Preschool Pilot – CIF and TANF renewal grant requests, remaining funding was allocated to applicants previously receiving Kansas Preschool Pilot – GEER grants.

Agenda Number: 19
Meeting Date: 06/13/2023

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

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

Chair Report and Requests for Future Agenda Items

(AI) A. Act on Board Travel
(AI) B. Act on Appointment to KSHSAA Board of Directors
(AI) C. Act on Appointment to the Kansas Commission for the United States Semiquincentennial
D. Discussion on 2024-2025 Board Meeting Dates
E. Discussion of Kansas Children's Vision Health and School Readiness Commission
F. Committee Reports
G. Board Attorney Report
H. Requests for Future Agenda Items

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

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

WEDNESDAY, JUNE 14, 2023
MEETING AGENDA

9:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
		3. Approval of Agenda
9:05 a.m.	(IO)	4. School Improvement/KESA
10:30 a.m.		**Break**
10:40 a.m.	(IO)	5. Learning Series: Licensure 101
11:10 a.m.	(AI)	6. Act to Approve Updated English Language Arts Standards
11:30 a.m	(RI)	7. Apprenticeship Mentorship/Professional Collaboration Grant with Kansas National Education Association (KNEA)
11:45 a.m.		**ADJOURN***

*Board introductions to new superintendents will follow adjournment.

Agenda Number: 4

Meeting Date: 6/14/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: School Improvement/KESA Information

From: Ben Proctor

The Division of Learning Services (DLS) is working to define our direction, build a collaborative culture, support teaching and learning, and build meaningful internal and external accountability structures. To build coherence within DLS and in our work with schools in Kansas, we utilize the School Improvement Work Group, which includes members from the following departments: Accreditation and Design, Early Childhood, Career Standards and Assessments, Special Education and Title Services, and Teacher Licensure. Additional partners in this work include leaders from the Technical Assistance Systems Network (TASN) and from the Kansas Learning Network (KLN). The School Improvement Work Group has also increased membership to include leaders from other parts of KSDE, including Communications and Information Technology.

Members of the School Improvement Work Group will share an overview of the group's purpose and how we believe this work will positively impact each student in Kansas.

Agenda Number: 8

Meeting Date: 5/10/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Learning Series: Teacher Licensure 101

From: Sherry Root

Director of Teacher Licensure, Shane Carter, will provide the Board information relating to teacher licensure in the State of Kansas.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**6/14/2023**
David Fernkopf	Beth Fultz	Randy Watson		

Item Title:

Act on Request to Approve Updated English Language Arts Standards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the updated ELA standards.

Explanation of Situation Requiring Action:

Last month ELA standards were brought to the board with proposed changes. The proposed changes were then made available for review and comment through June 6. Public comment via Zoom was available on Thursday, May 25th from 11am-1pm and on June 1st from 4pm to 6pm. Feedback from the public comments will be shared during the presentation and any necessary adjustments will be identified.

KANSAS STANDARDS FOR

English Language Arts

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

May 8, 2023

Revisions shown in red. May 23, 2023

The 2023 English Language Arts Standards were updated to reflect the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. These standards have been reviewed to support each school district's ability to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a "big picture view" of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education's vision and goals, which are intended to ensure that, through their pre-K-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

English Language Arts Foundational Practices

1. Write, speak, read and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading and listening.

Contents

Kindergarten ____ **11**

READING: FOUNDATIONAL 11
- Print Concepts 11
- Phonological Awareness 11
- Phonics and Word Recognition 11
- Fluency 11

READING: LITERATURE 12
- Key Ideas and Details 12
- Craft and Structure 12
- Integration of Knowledge and Ideas 12
- Language in Reading: Literature 12
- Range of Reading and Text Complexity 13

READING: INFORMATIONAL 13
- Key Ideas and Details 13
- Craft and Structure 13
- Integration of Knowledge and Ideas 13
- Language in Reading: Informational 14
- Range of Reading and Text Complexity 14

WRITING 15
- Text Types and Purposes 15
- Production and Distribution of Writing 15
- Research to Build and Present Knowledge 15
- Language in Writing 15
- Range of Writing 16

SPEAKING AND LISTENING 16
- Comprehension and Collaboration 16
- Presentation of Knowledge and Ideas 16
- Language in Speaking and Listening 16

Grade 1 ____ **17**

READING: FOUNDATIONAL 17
- Print Concepts 17
- Phonological Awareness 17
- Phonics and Word Recognition 17
- Fluency 18

READING: LITERATURE 18
- Key Ideas and Details 18
- Craft and Structure 18
- Integration of Knowledge and Ideas 18
- Language in Reading: Literature 19
- Range of Reading and Text Complexity 19

READING: INFORMATIONAL 19
Key Ideas and Details 19
Craft and Structure 19
Integration of Knowledge and Ideas 20
Language in Reading: Informational 20
Range of Reading and Text Complexity 20
WRITING 20
Text Types and Purposes 20
Production and Distribution of Writing 21
Research to Build and Present Knowledge 21
Language in Writing 21
Range of Writing 21
SPEAKING AND LISTENING 22
Comprehension and Collaboration 22
Presentation of Knowledge and Ideas 22
Language in Speaking and Listening 22

Grade 2 23

READING: FOUNDATIONAL 23
Print Concepts 23
Phonological Awareness 23
Phonics and Word Recognition 23
Fluency 23
READING: LITERATURE 24
Key Ideas and Details 24
Craft and Structure 24
Integration of Knowledge and Ideas 24
Language in Reading: Literature 24
Range of Reading and Text Complexity 25
READING: INFORMATIONAL 25
Key Ideas and Details 25
Craft and Structure 25
Integration of Knowledge and Ideas 25
Language in Reading: Informational 26
Range of Reading and Text Complexity 26
WRITING 26
Text Types and Purposes 26
Production and Distribution of Writing 27
Research to Build and Present Knowledge 27
Language in Writing 27
Range of Writing 27
SPEAKING AND LISTENING 28
Comprehension and Collaboration 28
Presentation of Knowledge and Ideas 28
Language in Speaking and Listening 28

Grade 3 ____ 29

READING: FOUNDATIONAL 29
- Print Concepts 29
- Phonological Awareness 29
- Phonics and Word Recognition 29
- Fluency 29

READING: LITERATURE 30
- Key Ideas and Details 30
- Craft and Structure 30
- Integration of Knowledge and Ideas 30
- Language in Reading: Literature 31
- Range of Reading and Text Complexity 31

READING: INFORMATIONAL 31
- Key Ideas and Details 31
- Craft and Structure 32
- Integration of Knowledge and Ideas 32
- Language in Reading: Informational 32
- Range of Reading and Text Complexity 32

WRITING 33
- Text Types and Purposes 33
- Production and Distribution of Writing 33
- Research to Build and Present Knowledge 34
- Language in Writing 34
- Range of Writing 34

SPEAKING AND LISTENING 35
- Comprehension and Collaboration 35
- Presentation of Knowledge and Ideas 35
- Language in Speaking and Listening 36

Grade 4 ____ 37

READING: FOUNDATIONAL 37
- Print Concepts 37
- Phonological Awareness 37
- Phonics and Word Recognition 37
- Fluency 37

READING: LITERATURE 38
- Key Ideas and Details 38
- Craft and Structure 38
- Integration of Knowledge and Ideas 38
- Language in Reading: Literature 39
- Range of Reading and Text Complexity 39

READING: INFORMATIONAL 39
- Key Ideas and Details 39
- Craft and Structure 39
- Integration of Knowledge and Ideas 40
- Language in Reading: Informational 40
- Range of Reading and Text Complexity 40

WRITING 41
Text Types and Purposes 41
Production and Distribution of Writing 41
Research to Build and Present Knowledge 41
Language in Writing 42
Range of Writing 42
SPEAKING AND LISTENING 43
Comprehension and Collaboration 43
Presentation of Knowledge and Ideas 43
Language in Speaking and Listening 44

Grade 5 45
READING: FOUNDATIONAL 45
Print Concepts 45
Phonological Awareness 45
Phonics and Word Recognition 45
Fluency 45
READING: LITERATURE 45
Key Ideas and Details 45
Craft and Structure 46
Integration of Knowledge and Ideas 46
Language in Reading: Literature 46
Range of Reading and Text Complexity 46
READING: INFORMATIONAL 47
Key Ideas and Details 47
Craft and Structure 47
Integration of Knowledge and Ideas 47
Language in Reading: Informational 48
Range of Reading and Text Complexity 48
WRITING 49
Text Types and Purposes 49
Production and Distribution of Writing 50
Research to Build and Present Knowledge 50
Language in Writing 50
Range of Writing 51
SPEAKING AND LISTENING 51
Comprehension and Collaboration 51
Presentation of Knowledge and Ideas 51
Language in Speaking and Listening 52

Grade 6 ____ 53

READING: LITERATURE 53
- Key Ideas and Details 53
- Craft and Structure 53
- Integration of Knowledge and Ideas 53
- Language in Reading: Literature 54
- Range of Reading and Text Complexity 54

READING: INFORMATIONAL 54
- Key Ideas and Details 54
- Craft and Structure 54
- Integration of Knowledge and Ideas 55
- Language in Reading: Informational 55
- Range of Reading and Text Complexity 55

WRITING 56
- Text Types and Purposes 56
- Production and Distribution of Writing 56
- Research to Build and Present Knowledge 57
- Language in Writing 57
- Range of Writing 57

SPEAKING AND LISTENING 58
- Comprehension and Collaboration 58
- Presentation of Knowledge and Ideas 58
- Language in Speaking and Listening 58

Grade 7 ____ 59

READING: LITERATURE 59
- Key Ideas and Details 59
- Craft and Structure 59
- Integration of Knowledge and Ideas 59
- Language in Reading: Literature 60
- Range of Reading and Text Complexity 60

READING: INFORMATIONAL 60
- Key Ideas and Details 60
- Craft and Structure 60
- Integration of Knowledge and Ideas 61
- Language in Reading: Informational 61
- Range of Reading and Text Complexity 61

WRITING 62
- Text Types and Details 62
- Production and Distribution of Writing 63
- Research to Build and Present Knowledge 63
- Language in Writing 63
- Range of Writing 63

SPEAKING AND LISTENING 64
- Comprehension and Collaboration 64
- Presentation of Knowledge and Ideas 64
- Language in Speaking and Listening 64

Grade 8 65

READING: LITERATURE 65
- Key Ideas and Details 65
- Craft and Structure 65
- Integration of Knowledge and Ideas 65
- Language in Reading: Literature 66
- Range of Reading and Text Complexity 66

READING: INFORMATIONAL 67
- Key Ideas and Details 67
- Craft and Structure 67
- Integration of Knowledge and Ideas 67
- Language in Reading: Informational 68
- Range of Reading and Text Complexity 68

WRITING 69
- Text Types and Details 69
- Research to Build and Present Knowledge 70
- Language in Writing 70
- Range of Writing 71

SPEAKING AND LISTENING 71
- Comprehension and Collaboration 71
- Presentation of Knowledge and Ideas 71
- Language in Speaking and Listening 71

Grades 9-10 73

READING: LITERATURE 73
- Key Ideas and Details 73
- Craft and Structure 73
- Integration of Knowledge and Ideas 73
- Language in Reading: Literature 74
- Range of Reading and Text Complexity 74

READING: INFORMATIONAL 75
- Key Ideas and Details 75
- Craft and Structure 75
- Integration of Knowledge and Ideas 75
- Language in Reading: Informational 76
- Range of Reading and Text Complexity 76

WRITING 77
- Text Types and Details 77
- Research to Build and Present Knowledge 78
- Language in Writing 78
- Range of Writing 79

SPEAKING AND LISTENING 79
- Comprehension and Collaboration 79
- Presentation of Knowledge and Ideas 79
- Language in Speaking and Listening 80

Grades 11-12 81

READING: LITERATURE 81
- Key Ideas and Details 81
- Craft and Structure 81
- Integration of Knowledge and Ideas 81
- Language in Reading: Literature 82
- Range of Reading and Text Complexity 82

READING: INFORMATIONAL 82
- Key Ideas and Details 82
- Craft and Structure 83
- Integration of Knowledge and Ideas 83
- Language in Reading: Informational 83
- Range of Reading and Text Complexity 83

WRITING 84
- Text Types and Purposes 84
- Production and Distribution of Writing 85
- Research to Build and Present Knowledge 85
- Language in Writing 85
- Range of Writing 86

SPEAKING AND LISTENING 86
- Comprehension and Collaboration 86
- Presentation of Knowledge and Ideas 87
- Language in Speaking and Listening 87

Kindergarten

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.a	Follow words from left to right, top to bottom and page by page.
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c	Understand that words are separated by spaces in print and can point with one- to-one correspondence.
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

CODE	DESCRIPTION
RF.K.2	Demonstrate understanding of phonemes (sounds, syllables, and spoken words).
RF.K.2.a	Manipulate (segment, blend or substitute) sounds in the initial, medial, and final positions. (phonemic awareness)
RF.K.2.b	Isolate and pronounce the initial, medial vowel, and final phonemes (sounds)) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (phonemic awareness)
RF.K.2.c	Count, produce, blend, and segment syllables in spoken words.
RF.K.2.d	Blend and segment onsets and rimes (word families) of single-syllable spoken words.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.a	Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.c	Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).

Fluency

CODE	DESCRIPTION
RF.K.4	Read decodable texts that support instruction.

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key events.
RL.K.3	With prompting and support, identify characters, settings and major events in a story.

Craft and Structure

CODE	DESCRIPTION
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	*Not applicable for literature.*
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Language in Reading: Literature

CODE	DESCRIPTION
RL.K.10	*Begins in second grade.*
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
RL.K.11.b	Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
RL.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension.
RL.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RL.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RL.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RL.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.K.13	Listen to high quality drama, prose, and poetry to expand language comprehension.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

CODE	DESCRIPTION
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

Language in Reading: Informational

CODE	DESCRIPTION
RI.K.10	Begins in second grade.
RI.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension.
RI.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
RI.K.11.b	Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word.
RI.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.
RI.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RI.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RI.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RI.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.K.13	Actively engage in individual or group readings of informational text with purpose and understanding.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.K.1	Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is …).
W.K.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

Production and Distribution of Writing

CODE	DESCRIPTION
W.K.4	*Begins in third grade.*
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	*Begins in fourth grade.*

Language in Writing

CODE	DESCRIPTION
W.K.10	Demonstrate command of the conventions of standards English grammar and usage when writing.
W.K.10.a	Correctly form upper and lowercase letters with line awareness.
W.K.10.b	Use frequently occurring nouns and verbs in writing.
W.K.10.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
W.K.10.d	Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).
W.K.10.e	Produce and expand complete sentences in shared language activities.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.K.11.a	Capitalize the first word in a sentence and the pronoun I.
W.K.11.b	Recognize and name end punctuation.
W.K.11.c	Write a letter or letters for most consonant and short vowel sounds.

CODE	DESCRIPTION
W.K.11.d	Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Range of Writing

CODE	DESCRIPTION
W.K.12	*Begins in third grade.*

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.K.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.b	Extend a conversation through multiple exchanges.
SL.K.2	Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.
SL.K.3	Ask and answer questions to seek help, get information or clarify what is not understood.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.K.4	Use details to describe familiar people, places, things or events with prompting and support.
SL.K.5	Add drawings or other visual displays to supply additional detail to descriptions.
SL.K.6	Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.K.7	Demonstrate command of the conventions of standards English grammar and usage when speaking.
SL.K.7.a	Use frequently occurring nouns and verbs in speech.
SL.K.7.b	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SL.K.7.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
SL.K.7.d	Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).
SL.K.7.e	Produce and expand complete sentences in shared language activities.
SL.K.8	Use words and phrases acquired through conversations, reading, and read alouds.

Grade 1

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.a	Demonstrate book orientation knowledge.
RF.1.1.b	Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

CODE	DESCRIPTION
RF.1.2	Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b	Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
RF.1.2.c	Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
RF.1.2.d	Orally segment single-syllable words into their complete sequence of individual phonemes.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.1.3.a	Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.1.3.c	Know final -e and common vowel team patterns for representing long vowel sounds.
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	Use vowel patterns to decode two-syllable words by breaking the words into syllables.
RF.1.3.f	Read words with inflectional endings (e.g., makes, walked, ended, played, going).
RF.1.3.g	Recognize and read grade-appropriate words, including compound words.
RF.1.3.h	Decode hard and soft *c* and *g*.
RF.1.3.i	Reads vowel-*r* combinations in single-syllable words (e.g., ar, er, ir or ur).
RF.1.3.j	Recognize diphthongs in single-syllable words.

Revised word May 23, 2023: was dipthongs

Fluency

CODE	DESCRIPTION
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read text with purpose and understanding.
RF.1.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.1.4.c	Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.

Red text revised May 23, 2023: was "four-cueing system"

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
RL.1.3	Describe character, settings and major events in a story, using key details.

Craft and Structure

CODE	DESCRIPTION
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.
RL.1.8	*Not applicable for literature.*
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

Language in Reading: Literature

CODE	DESCRIPTION
RL.1.10	*Begins in second grade.*
RL.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
RL.1.11.a	Use sentence-level context, definition and synonym, as a clue to the meaning of a word.
RL.1.11.b	Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
RL.1.11.c	Identify frequently-occurring base words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).
RL.1.11.d	Use comparative and superlative adjectives (-er, -est).
RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RL.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.
RL.1.12.b	Define words by category and by one or more key attributes.
. RL.1.12.c	Identify real-life connections between words and their uses.
RL.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.1.13	With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for first grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

CODE	DESCRIPTION
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

Language in Reading: Informational

CODE	DESCRIPTION
RI.1.10	*Begins in second grade.*
RI.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
RI.1.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a word.
RI.1.11.b	Use affixes to determine the meaning of a word or phrase.
RI.1.11.c	Identify root words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).
RI.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RI.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.
RI.1.12.b	Define words by category and by one or more key attributes.
RI.1.12.c	Identify real-life connections between words and their uses.
RI.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.1.13	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

Production and Distribution of Writing

CODE	DESCRIPTION
W.1.4	*Begins in third grade.*
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	*Begins in fourth grade.*

Language in Writing

CODE	DESCRIPTION
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.1.10.a	Print all upper- and lowercase letters.
W.1.10.b	Correctly produce upper- and lowercase letters.
W.1.10.c	Use singular and plural nouns with matching verbs in basic sentences.
W.1.10.d	Use personal, possessive and indefinite pronouns (e.g., I, me, my).
W.1.10.e	Use verbs to convey a sense of past, present and future when writing.
W.1.10.f	Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
W.1.10.g	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.1.11.a	Capitalize dates and names of people.
W.1.11.b	Use end punctuation for sentences.
W.1.11.c	Use commas in dates and to separate single words in a series.
W.1.11.d	Use conventional spelling for words with common spelling patterns (e.g., floss rule) and for frequently-occurring irregular words.
W.1.11.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Range of Writing

CODE	DESCRIPTION
W.1.12	*Begins in third grade.*

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.1.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud, information presented orally or through media.
SL.1.3	Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.1.4	Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation while demonstrating proper usage of English grammar.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.1.7.a	Use common, proper and possessive nouns when speaking.
SL.1.7.b	Use singular and plural nouns with matching verbs in basic sentences when speaking.
SL.1.7.c	Use personal, possessive, and indefinite pronouns when speaking.
SL.1.7.d	Use verbs to convey a sense of past, present and future when speaking.
SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking.
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
SL.1.8	Use phrases and words, including conjunctions, to signal simple relationships, which have been acquired through conversations, reading or read alouds.

Grade 2

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.2.1	*Not applicable to second grade.*

Phonological Awareness

CODE	DESCRIPTION
RF.2.2	*Not applicable to second grade.*

Phonics and Word Recognition

CODE	DESCRIPTION
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one- syllable words.
RF.2.3.b	Know correspondences for additional common vowel teams (e.g., steak).
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
RF.2.3.f	Recognize and read grade-appropriate words.
RF.2.3.g	Decode words with digraphs ph /f/, gh /f/, ch /k/, ch /sh/.
RF.2.3.h	Apply the jobs of *y* when acting as a long vowel in one-syllable or multi-syllable word (e.g., cry, baby) or a short *i* (e.g., gym, myth).

Fluency

CODE	DESCRIPTION
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read text with purpose and understanding.
RF.2.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.2.4.c	Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.

Red text revised May 23, 2023: was "four-cueing system"

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral or central message.
RL.2.3	Describe how characters in a story respond to major events and challenges.

Craft and Structure

CODE	DESCRIPTION
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
RL.2.8	*Not applicable for literature.*
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.

Language in Reading: Literature

CODE	DESCRIPTION
RL.2.10	Use knowledge of language and its conventions.
RL.2.10.a	Compare formal and informal uses of English.
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.2.11.a	Use sentence-level context, definition and synonym, as a clue to the meaning of a word or phrase.
RL.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, do/redo)
RL.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.
RL.2.11.d	Use knowledge of individual words to define a compound words (e.g., birdhouse).
RL.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings.
RL.2.12.a	Identify real-life connections between words and their use.
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and closely- related adjectives.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.2.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for second grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.

Craft and Structure

CODE	DESCRIPTION
RI.2.4	Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Language in Reading: Informational

CODE	DESCRIPTION
RI.2.10	Use knowledge of language and its conventions.
RI.2.10.a	Compare formal and informal uses of English.
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.2.11.a	Use sentence-level context, definition and synonym, to determine the meaning of a word or phrase
RI.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
RI.2.11.c	Use a known root word the meaning of an unknown word with the same root (e.g., happy/unhappy, do/redo).
RI.2.11.d	Use knowledge of the meaning of individual words to define the meaning of compound words (e.g., birdhouse).
RI.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings.
RI.2.12.a	Identify real-life connections between words and their use.
RI.2.12.b	Distinguish shades of meaning among closely-related verbs and closely- related adjectives.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.2.13	Read and comprehend informational text of appropriate quantitative and qualitative complexity for second grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.

Production and Distribution of Writing

CODE	DESCRIPTION
W.2.4	*Begins in third grade.*
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	*Begins in fourth grade.*

Language in Writing

CODE	DESCRIPTION
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.2.10.a	Use collective nouns when writing.
W.2.10.b	Form and use frequently-occurring irregular plural nouns (e.g., feet)
W.2.10.c	Use reflexive pronouns (e.g., myself)
W.2.10.d	Form and use past tense of frequently-occurring irregular verbs (e.g., told).
W.2.10.e	Use adjectives and adverbs and choose between them depending on what is to be modified.
W.2.10.f	Produce, expand and rearrange complete simple and compound sentences.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.2.11.a	Capitalize holidays, product names and geographic names.
W.2.11.b	Use commas in greetings and closings of letters.
W.2.11.c	Use an apostrophe to form contractions and frequently-occurring possessives.
W.2.11.d	Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and e-drop rule.
W.2.11.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Range of Writing

CODE	DESCRIPTION
W.2.12	*Begins in third grade.*

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.2.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud, information presented orally or through media.
SL.2.3	Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.2.7.a	Use collective nouns when speaking.
SL.2.7.b	Form and use frequently-occurring irregular plural nouns (e.g., teeth).
SL.2.7.c	Use reflexive pronouns (e.g., ourselves).
SL.2.7.d	Form and use past tense of frequently-occurring irregular verbs (e.g., hid)
SL.2.7.e	Use context-appropriate adjectives and adverbs.
SL.2.7.f	Produce complete simple and compound sentences.
SL.2.8	Use phrases and words, including adjective and adverbs to describe, which have been acquired through conversations, reading, read alouds and text responses.

Grade 3

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.3.1	*Not applicable for third grade.*

Phonological Awareness

CODE	DESCRIPTION
RF.3.2	*Not applicable for third grade.*

Phonics and Word Recognition

CODE	DESCRIPTION
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).
RF.3.3.b	Decode words with common Latin suffixes (e.g., -able, -ation, -ible).
RF.3.3.c	Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.).
RF.3.3.d	Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.).

Fluency

CODE	DESCRIPTION
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read complex text with purpose and understanding.
RF.3.4.b	Read complex prose and poetry orally with accuracy, prosody and appropriate rate.
RF.3.4.c	Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.

Red text revised May 23, 2023: was "four-cueing system"

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

CODE	DESCRIPTION
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own perspective (point of view) from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	*Not applicable for literature.*
RL.3.9	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Language in Reading: Literature

CODE	DESCRIPTION
RL.3.10	Use knowledge of language and its conventions when reading.
RL.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.3.11.a	Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase.
RL.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
RL.3.11.c	Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).
RL.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings.
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RL.3.12.b	Identify real-life connections between words and their uses.
RL.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.3.13	Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

Craft and Structure

CODE	DESCRIPTION
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own perspective (point of view) from that of the author of a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Language in Reading: Informational

CODE	DESCRIPTION
RI.3.10	Use knowledge of language and its conventions when reading.
RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
RI.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.3.11.a	Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase.
RI.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
RI.3.11.c	Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
RI.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RI.3.12	Demonstrate understanding of word relationships and nuances in word meanings.
RI.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RI.3.12.b	Identify real-life connections between words and their uses.
RI.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.3.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a	Know the difference between fact and opinion
W.3.1.b	Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons
W.3.1.c	Provide reasons that support the opinion
W.3.1.d	Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.e.	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	Develop the topic with facts, definitions and details.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.d	Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.b	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
W.3.3.c	Use temporal words and phrases to signal event order.
W.3.3.d	Provide a sense of closure.

Production and Distribution of Writing

CODE	DESCRIPTION
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	*Begins in fourth grade.*

Language in Writing

CODE	DESCRIPTION
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
W.3.10.a	Choose words and phrases for effect.
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
W.3.10.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
W.3.10.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
W.3.10.e	Ensure subject-verb and pronoun-antecedent agreement when writing.
W.3.10.f	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
W.3.10.g	Use coordinating and subordinating conjunctions.
W.3.10.h	Produce simple, compound and complex sentences.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.3.11.a	Capitalize appropriate words in titles.
W.3.11.b	Use commas in addresses.
W.3.11.c	Use commas and quotation marks in dialogue.
W.3.11.d	Form and use possessives.
W.3.11.e	Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
W.3.11.f	Use spelling patterns and generalizations when writing words.
W.3.11.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Range of Writing

CODE	DESCRIPTION
W.3.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
SL.3.1.d	Explain their ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.3.4	Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
SL.3.7.a	Choose words and phrases for effect.
SL.3.7.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
SL.3.7.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
SL.3.7.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.
SL.3.7.f	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
SL.3.7.g	Use coordinating and subordinating conjunctions.
SL.3.7.h	Produce simple, compound and complex sentences.
SL.3.8	Acquire and use accurately grade-appropriate conversational, general academic and domain- specific words and phrases, including those that signal spatial and temporal relationships.

Grade 4

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.4.1	*Not applicable to fourth grade.*

Phonological Awareness

CODE	DESCRIPTION
RF.4.2	*Not applicable to fourth grade.*

Phonics and Word Recognition

CODE	DESCRIPTION
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.

Fluency

CODE	DESCRIPTION
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read complex text with purpose and understanding.
RF.4.4b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
RF.4.4c	Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.

Red text revised May 23, 2023: was "four-cueing system"

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine the theme of a story, drama or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).

Craft and Structure

CODE	DESCRIPTION
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	*Not applicable for literature.*
RL.4.9	Compare and contrast the development of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Language in Reading: Literature

CODE	DESCRIPTION
RL.4.10	Use knowledge of language and its conventions when reading.
RL.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.4.11.a	Use context (antonym, examples, inferences, definition, synonym) to determine to determine the meaning of a word or phrase.
RL.4.11.b	Use common Greek and Latin affixes to define the meaning of a word.
RL.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.4.12.a	Explain the meaning of simple similes and metaphors in context.
RL.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.
RL.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.4.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

CODE	DESCRIPTION
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.4.7	Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Language in Reading: Informational

CODE	DESCRIPTION
RI.4.10	Apply acquired skills in writing and speaking.
RI.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.4.11.a	Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
RI.4.11.b	Use common Greek and Latin affixes to define the meaning of a word.
RI.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.4.12.a	Explain the meaning of simple similes and metaphors in context.
RI.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.
RI.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.4.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1.a	Know the difference between fact and opinion.
W.4.1.b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.c	Provide reasons that are supported by facts and details.
W.4.1.d	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Production and Distribution of Writing

CODE	DESCRIPTION
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection and research.

Language in Writing

CODE	DESCRIPTION
W.4.10	Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
W.4.10.a	Choose words and phrases to convey ideas precisely.
W.4.10.b	Form and use relative pronouns and relative adverbs.
W.4.10.c	Form and use the progressive verb tenses.
W.4.10.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
W.4.10.e	Order adjectives within sentences according to conventional patterns.
W.4.10.f	Form and use prepositional phrases.
W.4.10.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.10.h	Correctly use frequently confused words (e.g., to, too, two)
W.4.10.i	Choose punctuation for effect.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.4.11.a	Use correct capitalization.
W.4.11.b	Use commas and quotation marks to mark direct speech and quotations from a text.
W.4.11.c	Use a comma before a coordinating conjunction in a compound sentence.
W.4.11.d	Spell grade-appropriate words correctly, consulting references as needed.

Range of Writing

CODE	DESCRIPTION
W.4.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.4.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.4.7.a	Choose words and phrases to convey ideas precisely.
SL.4.7.b	Use relative pronouns.
SL.4.7.c	Form and use the progressive verb tenses.
SL.4.7.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
SL.4.7.e	Order adjectives within sentences according to conventional patterns.
SL.4.7.f	Form and use prepositional phrases.
SL.4.7.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
SL.4.7.h	Correctly use frequently confused words.
SL.4.7.i	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
SL.4.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic.

Grade 5

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.5.1	*Not applicable to fifth grade.*

Phonological Awareness

CODE	DESCRIPTION
RF.5.2	*Not applicable to fifth grade.*

Phonics and Word Recognition

CODE	DESCRIPTION
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

Fluency

CODE	DESCRIPTION
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read complex text with purpose and understanding.
RF.5.4b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
RF.5.4c	Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.

Red text revised May 23, 2023: was "four-cueing system"

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine the theme of a story, drama, or poem , including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

CODE	DESCRIPTION
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.8	*Not applicable for literature.*
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Language in Reading: Literature

CODE	DESCRIPTION
RL.5.10	Use knowledge of language and its conventions when reading.
RL.5.10.a	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
RL.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.5.11.a	Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.
RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
RL.5.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL.5.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.5.12.a	Interpret figurative language, including similes and metaphors, in context.
RL.5.12.b	Recognize and explain the meaning of common idioms, adages and proverbs.
RL.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.5.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fifth grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

Craft and Structure

CODE	DESCRIPTION
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Language in Reading: Informational

CODE	DESCRIPTION
RI.5.10	Use knowledge of language and its conventions when reading.
RI.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on firth grade reading and content, choosing flexibly from a range of strategies.
RI.5.11.a	Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase..
RI.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
RI.5.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI.5.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.5.12.a	Interpret figurative language, including similes and metaphors, in context.
RI.5.12.b	Recognize and explain the meaning of common idioms, adages and proverbs.
RI.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.5.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fifth grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a	Know the difference between fact and opinion.
W.5.1.b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.c	Provide logically ordered reasons that are supported by facts and details.
W.5.1.d	Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
W.5.1.e	Provide a concluding statement or section related to the opinion presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
W.5.2.c	Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	Use a variety of transitional words, phrases and clauses to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CODE	DESCRIPTION
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.5.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.5.9.a	Apply fifth grade reading standards to literature (e.g., "Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.9.b	Apply fifth grade reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Language in Writing

CODE	DESCRIPTION
W.5.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.5.10.a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
W.5.10.b	Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
W.5.10.c	Form and use the perfect verb tenses (e.g., I had walked, I have walked)
W.5.10.d	Use verb tense to convey various times, sequences, states and conditions.
W.5.10.e	Recognize and correct inappropriate shifts in verb tense.
W.5.10.f	Use correlative conjunctions. (e.g., either/or)
W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.5.11.a	Use punctuation to separate items in a series.
W.5.11.b	Use a comma to separate an introductory element from the rest of the sentence.
W.5.11.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
W.5.11.d	Use underlining, quotation marks or italics to indicate titles of works.
W.5.11.e	Spell grade-appropriate words correctly, consulting reference materials as needed.

Range of Writing

CODE	DESCRIPTION
W.5.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.5.7.a	Expand, combine and reduce sentences for meaning, read/listener interest and style.
SL.5.7.b	Form and use the perfect verb tenses (e.g., I had walked, I have walked)
SL.5.7.c	Use verb tense to convey various times, sequences, states and conditions.
SL.5.7.d	Recognize and correct inappropriate shifts in verb tense.
SL.5.7.e	Use correlative conjunctions. (e.g., either/or)
SL.5.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Grade 6

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

CODE	DESCRIPTION
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.6.7	Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.8	Not relevant to literature
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics.

Language in Reading: Literature

CODE	DESCRIPTION
RL.6.10	Use knowledge of language and its conventions when reading to improve comprehension.
RL.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.6.11.a	Use context to determine the meaning of a word or phrase.
RL.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RL.6.11.c	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
RL.6.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.6.12.a	Interpret figures of speech in context.
RL.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
RL.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.6.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

CODE	DESCRIPTION
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view and purpose in a text and explain how they are conveyed in the text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Language in Reading: Informational

CODE	DESCRIPTION
RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension.
RI.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.
RI.6.11.a	Use context to determine the meaning of a word or phrase.
RI.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RI.6.11.c	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RI.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
RI.6.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.6.12.a	Interpret figures of speech in context.
RI.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
RI.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.6.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.2.a	Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3.b	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
W.6.3.c	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
W.6.3.d	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CODE	DESCRIPTION
W.6.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.6.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection and research.

Language in Writing

CODE	DESCRIPTION
W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
W.6.10.a	Vary sentence patterns for meaning, reader/listener interest and style.
W.6.10.b	Ensure that pronouns are in the proper case (subjective, objective, possessive).
W.6.10.c	Use intensive pronouns (e.g., myself, ourselves).
W.6.10.d	Recognize and correct inappropriate shifts in pronoun number and person.
W.6.10.e	Recognize and correct vague pronouns.
W.6.10.f	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
W.6.10.g	conventional language.
W.6.10.h	Maintain consistency in style and tone.
W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.6.11.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
W.6.11.b	Spell correctly.

Range of Writing

CODE	DESCRIPTION
W.6.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.6.7.a	Vary sentence patterns for meaning, reader/listener interest and style.
SL.6.7.b	Use intensive pronouns (e.g., myself, ourselves).
SL.6.7.c	Recognize and correct inappropriate shifts in pronoun number and person.
SL.6.7.d	Recognize and correct vague pronouns.
SL.6.7.e	Recognize variations from standard English in their own and others' speaking and identify and use strategies to improve expression in conventional language.
SL.6.7.f	Maintain consistency in style and tone.
SL.6.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

CODE	DESCRIPTION
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama's or poem's form or structure contributes to its meaning.
RL.7.6	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.7.7	Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).
RL.7.8	*Not applicable for literature.*
RL.7.9	Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.

Language in Reading: Literature

CODE	DESCRIPTION
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension.
RL.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
RL.7.11.a	Use context to determine the meaning of a word or phrase.
RL.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RL.7.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.7.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.7.12.a	Interpret figures of speech in context.
RL.7.12.b	Use the relationship between particular words to better understand each of the words.
RL.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.7.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for seventh grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).

Craft and Structure

CODE	DESCRIPTION
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.7.7	Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Language in Reading: Informational

CODE	DESCRIPTION
RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension.
RI.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
RI.7.11.a	Use context to determine the meaning of a word or phrase.
RI.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RI.7.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RI.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.7.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.7.12.a	Interpret figures of speech in context.
RI.7.12.b	Use the relationship between particular words to better understand each of the words.
RI.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.7.13	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.

Writing

Text Types and Details

CODE	DESCRIPTION
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c	Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
W.7.1.d	Establish and maintain a formal style.
W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.e	Establish and maintain a formal style.
W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3.b	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
W.7.3.c	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

CODE	DESCRIPTION
W.7.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.7.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection and research.

Language in Writing

CODE	DESCRIPTION
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.7.10.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
W.7.10.b	Explain the function of phrases and clauses in general and their function in specific sentences.
W.7.10.c	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
W.7.10.d	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.7.11.a	Use a comma to separate coordinate adjectives.
W.7.11.b	Spell correctly.

Range of Writing

CODE	DESCRIPTION
W.7.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.
SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.7.7.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
SL.7.7.b	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
SL.7.7.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
SL.7.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

Craft and Structure

CODE	DESCRIPTION
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	*Not applicable for literature.*
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new.

Language in Reading: Literature

CODE	DESCRIPTION
RL.8.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
RL.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.
RL.8.11.a	Use context to determine the meaning of a word or phrase.
RL.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede).
RL.8.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.8.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.8.12.a	Interpret figures of speech in context.
RL.8.12.b	Use the relationship between particular words to better understand each of the words.
RL.8.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.8.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for eighth grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

Craft and Structure

CODE	DESCRIPTION
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Language in Reading: Informational

CODE	DESCRIPTION
RI.8.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
RI.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.
RI.8.11.a	Use context to determine the meaning of a word or phrase.
RI.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede).
RI.8.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
RI.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.8.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.8.12.a	Interpret figures of speech in context.
RI.8.12.b	Use the relationship between particular words to better understand each of the words.
RI.8.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.8.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.

Writing

Text Types and Details

CODE	DESCRIPTION
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.c	Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
W.8.1.d	Establish and maintain a formal style.
W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.e	Establish and maintain a formal style.
W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3.b	Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.
W.8.3.c	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one timeframe or setting to another and show the relationships among experiences and events.
W.8.3.d	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

CODE	DESCRIPTION
W.8.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.8.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection and research.

Language in Writing

CODE	DESCRIPTION
W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.8.10.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
W.8.10.b	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
W.8.10.c	Form and use verbs in the active and passive voice.
W.8.10.d	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
W.8.10.e	Recognize and correct inappropriate shifts in verb voice and mood.
W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.8.11.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
W.8.11.b	Use an ellipsis to indicate an omission.
W.8.11.c	Spell correctly.

Range of Writing

CODE	DESCRIPTION
W.8.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CODE	DESCRIPTION
SL.8.7.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
SL.8.7.b	Form and use verbs in the active and passive voice.
SL.8.7.c	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
SL.8.7.d	Recognize and correct inappropriate shifts in verb voice and mood.
SL.8.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 9-10

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

Craft and Structure

CODE	DESCRIPTION
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
RL.9-10.6	Analyze a particular point of view based on cultural experience reflected in a work of literature.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.9-10.7	Analyze and evaluate the representation of a subject or a key scene in multiple mediums--including media, artistic and other visual formats.
RL.9-10.8	*Not applicable for literature.*
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.

Language in Reading: Literature

CODE	DESCRIPTION
RL.9-10.10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
RL.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
RL.9-10.11.a	Use context to determine the meaning of a word or phrase.
RL.9-10.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
RL.9-10.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
RL.9-10.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.9-10.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.9-10.12.a	Interpret figures of speech in context and analyze their role in the text.
RL.9-10.12.b	Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.9-10.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

Craft and Structure

CODE	DESCRIPTION
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
RI.9-10.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric advances the perspective (viewpoint) and purpose.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.

Language in Reading: Informational

CODE	DESCRIPTION
RI.9-10.10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
RI.9-10.10.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
RI.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
RI.9-10.11.a	Use context to determine the meaning of a word or phrase
RI.9-10.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
RI.9-10.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech or its etymology.
RI.9-10.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.9-10.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.9-10.12.a	Interpret figures of speech in context and analyze their role in the text.
RI.9-10.12.b	Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.9-10.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.

Writing

Text Types and Details

CODE	DESCRIPTION
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
W.9-10.1.b	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.c	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.e	Provide a concluding statement or section that follows and supports the argument presented.
W.9-10.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
W.9-10.2.b	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
W.9-10.2.d	Use precise language and domain specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
W.9-10.3.a	Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

Production and Distribution of Writing

CODE	DESCRIPTION
W.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection and research.

Language in Writing

CODE	DESCRIPTION
W.9-10.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.9-10.10.a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
W.9-10.10.b	Use parallel structure.
W.9-10.10.c	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
W.9-10.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.9-10.11.a	Use a semicolon to link two or more closely related independent clauses.
W.9-10.11.b	Use a colon to introduce a list or quotation.
W.9-10.11.c	Spell correctly.

Range of Writing

CODE	DESCRIPTION
W.9-10.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.1a	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.9-10.4	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
SL.9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.9-10.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.9-10.7.a	Use parallel structure.
SL.9-10.7.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
SL.9-10.8	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Craft and Structure

CODE	DESCRIPTION
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.11-12.7	Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.
RL.11-12.8	*Not applicable for literature.*
RL.11-12.9	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

Language in Reading: Literature

CODE	DESCRIPTION
RL.11-12.10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
RL.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
RL.11-12.11.a	Use context to determine the meaning of a word or phrase.
RL.11-12.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
RL.11-12.11.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage.
RL.11-12.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.11-12.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.11-12.12.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
RL.11-12.12.b	Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.11-12.13	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

Craft and Structure

CODE	DESCRIPTION
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
RI.11-12.5	Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's perspective (viewpoint) and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RI.11-12.7	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes and arguments in works of public advocacy.
RI.11-12.9	Analyze foundational documents of historical and literary significance for their themes, purposes and rhetorical features.

Language in Reading: Informational

CODE	DESCRIPTION
RI.11-12.10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
RI.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
RI.11-12.11.a	Use context to determine the meaning of a word or phrase.
RI.11-12.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
RI.11-12.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage.
RI.11-12.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.11-12.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.11-12.12.a	Interpret figures of speech in context and analyze their role in the text.
RI.11-12.12.b	Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.11-12.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
W.11-12.1.c	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
W.11-12.2.a	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well- structured event sequences.
W.11-12.3.a	Engage the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

CODE	DESCRIPTION
W.11-12.3.d	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

Production and Distribution of Writing

CODE	DESCRIPTION
W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CODE	DESCRIPTION
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

Language in Writing

CODE	DESCRIPTION
W.11-12.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.11-12.10.a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
W.11-12.10.b	Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.

W.11-12.10.c	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
W.11-12.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.11-12.11.a	Observe hyphenation conventions.
W.11-12.11.b	Spell correctly.

Range of Writing

CODE	DESCRIPTION
W.11-12.12	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1a	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.11-12.4	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.
SL.11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.11-12.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.11-12.7.a	Vary syntax for effect, consulting references for guidance as needed.
SL.11-12.7.b	Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.
SL.11-12.8	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

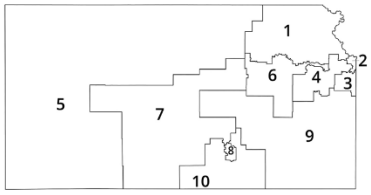
OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

KANSAS STATE BOARD OF EDUCATION

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1



Danny Zeck
dzeck@ksde.org

DISTRICT 2



Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5



Cathy Hopkins
chopkins@ksde.org

DISTRICT 6



Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7



Dennis Hershberger
dhershberger@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 9



Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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. Ben Proctor

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.

Kansas leads the world in the success of each student.

Jan. 13, 2023

For more information, contact:

Joann M. McRell
Humanities Program Manager
Career, Standards and Assessment Services
(785) 296-2144
jmcrell@ksde.org

Kansans CAN

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

https://www.ksde.org

Agenda Number: 7
Meeting Date: 6/14/2023

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Apprenticeship Mentorship/Professional Collaboration Grant with Kansas National Education Association (KNEA)

From: Shane Carter

The licensure team has been working on finding funding streams to sustain the Teaching Registered Apprenticeship program approved during last month's (May 2023) Board meeting. One of the opportunities is to partner with KNEA with the Great Public Schools (GPS) Grant to provide funding for mentor teachers and KTOY teachers who support apprentices training and mentoring. This is a great opportunity to collaborate with our KNEA partners and will benefit educators who support apprentices. The initial Planning Grant application deadline is September 15, 2023, with awards made by October 15, 2023.

Shane Carter will present more details and be available for any questions.