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Janet Waugh District 1	Melanie Haas District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

TUESDAY, AUGUST 10, 2021 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chair Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of July Minutes	pg 6
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 34
10:40 a.m. (IO)	8. Presentation of Kansans Can Best Practices Awards to Child Nutrition and Wellness Program recipients	pg 35
10:55 a.m. (AI)	9. Act on recommendations for Kansas Education Systems Accreditation	pg 36
11:00 a.m. (RI)	10. Receive Accreditation Review Council recommendations for KESA	pg 146
11:15 a.m. (AI)	11. Act on public school expenditure plans for ESSER II federal COVID-19 relief funds	pg 240
11:20 a.m.	Break	
11:30 a.m. (IO)	12. Update from E-Cigarette / Vaping Task Force	pg 241
Noon	Lunch (State Board Policy Committee meets)	

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612

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

Safety: Visitors must wear face masks or shields, screen for temperature, and be distanced in the Board Room.

Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill 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: Sept. 14 at KSDE; Sept. 15 joint meeting with Kansas Board of Regents at KBOR.

Kansas leads the world in the success of each student.

1:30 p.m. (IO)	13. Kansans Can Highlight — Recognition of Seaman Middle School students' selection for National Women's History Museum Showcase	pg 242
2:00 p.m. (RI)	14. Receive higher education preparation program standards for School Psychologist	pg 243
2:20 p.m. (IO)	15. Information on student screen time from a whole child perspective	pg 261
3:00 p.m.	Break	
3:15 p.m. (AI)	16. Act on recommendations of the Professional Practices Commission	pg 262
3:20 p.m. (AI)	17. Act on proposed changes to Office of General Counsel screening of Professional Practices cases	pg 270
3:30 p.m. (AI)	18. Act on appointments to the Special Education Advisory Council	pg 271
3:40 p.m. (AI)	19. Consent Agenda	
	a. Receive monthly personnel report	pg 308
	b. Act on personnel appointments to unclassified positions	pg 309
	c. Act on recommendations for Visiting Scholar licenses	pg 310
	d. Act on recommendations of the Licensure Review Committee	pg 314
	e. Act on recommendations of the Evaluation Review Committee for higher education accreditations	pg 318
	f. Act on requests from Solomon USD 393 and Pike Valley USD 426 to hold bond elections	pg 326
	g. Act on requests from Solomon USD 393 and Pike Valley USD 426 for capital improvement (bond and interest) state aid	pg 330
	h. Act on recommendations for funding McKinney Vento Homeless grants	pg 334
	i. Act on request to approve USD 231 Gardner Edgerton, USD 432 Victoria and USD 496 Pawnee Heights to operate Preschool-Aged At-Risk programs for 2021-22	pg 335
	j. Act on request to initiate contract bid process for operation of a state-wide program for the identification and training of education advocates for students with disabilities	pg 337
	k. Act on request to contract with Jon Gordon Companies for keynote speaker services at the KSDE Annual Conference	pg 338
	l. Act on request to contract with the Kansas education service centers to support Perkins V special population updates	pg 339
	m. Act on request to contract with Kansas YMCAs for before and after school grants to provide learning and enrichment opportunities in the 2021-22 school year	pg 340
	n. Act on request to contract for regional trainings conducted by Kansas Teacher of the Year teams	pg 341

3:45 p.m. (DI)	20. Discussion and possible action on change to calendar year 2022 State Board meeting dates	pg 342
4:00 p.m.	21. Chair Report and Requests for Future Agenda Items (AI) a. Act on Board travel (AI) b. Appoint State Board member to NASBE delegate assembly (AI) c. Act on NASBE membership dues d. Discussion on back-to-school reopening guidance e. Committee Reports f. Board Attorney's Report g. Requests for Future Agenda items	pg 344
4:45 p.m.	RECESS	



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WEDNESDAY, AUGUST 11, 2021 MEETING AGENDA

- | | | |
|-----------------|---|--------|
| 9:00 a.m. | 1. Call to Order - Chair Jim Porter | |
| | 2. Roll Call | |
| | 3. Approval of Agenda | |
| 9:05 a.m. (DI) | 4. Discuss establishing State Board legislative priorities for 2022 | pg 348 |
| 10:30 a.m. | Break | |
| 10:45 a.m. (IO) | 5. Information on data from National Council on Teacher Quality | pg 349 |
| 11:45 a.m. | ADJOURN | |

Kansas leads the world in the success of each student.



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, July 13, 2021

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Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, July 13, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:13:20)

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All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

G5H9`6C5F8`A GGCB`G5H9A 9BHZA CA 9BHC: `G@9B79`5B8`D@98; 9C: `5@@9; 5B79`

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

5DDFCJ 5@C: `5A 9B898`5; 9B85`

Chairman Porter announced two additions to the day's agenda: information from Commissioner Randy Watson on ESSER III set-aside funds and discussion on issuing a statement of fact about Kansas standards. Mrs. Dombrosky requested a separate vote on consent item 21 f. (Mental Health Intervention Team program grants and applications). Dr. Horst moved to approve the Tuesday agenda as amended. Mrs. Haas seconded. Motion carried 10-0. (ESSER is the federal Elementary and Secondary Emergency Relief issued as a result of COVID-19 pandemic)

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(00:17:21)

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Dr. Horst moved to approve the minutes of the June 8 and 9 regular Board meeting. Mrs. Arnold seconded. Motion carried 10-0.

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(00:17:38)

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Dr. Randy Watson highlighted a number of topics in his monthly report to the State Board, many of which would be covered on the agenda. He briefed members on the first two meetings of the task force examining high school graduation requirements in Kansas. He reported that Apollo III is the last of the school redesign cohorts as the program transitions into the accreditation process. Dr. Watson addressed misinformation about Critical Race Theory teachings, confirming that Kansas standards have never included Critical Race Theory, nor will they. He reminded members that 99.5 percent of federal ESSER COVID-19 relief funds go directly to the schools. Remaining discretionary/set-aside funds support specific initiatives such as learning loss, summer enrichment and after-school programs. These initiatives include \$15 million for teacher training on the science of reading to increase student literacy; an increase to the per student true up amount allocated to certain school districts; the Sunflower Summer Program, which provides free access for Kansas students and families to many educational attractions in the state. Lastly, he previewed the

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Kansans Can Success Tour that he and Deputy Commissioner Brad Neuenswander will embark upon in late July, stopping in 50 locations to gather community input on the current direction for Kansas K-12 education and share progress toward achieving the vision established by the State Board. Data will be collected and reported to the State Board in the fall.

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Chairman Porter declared the Citizens' Forum open at 10:27 a.m. Speakers and their topics were: Laura Downey, Kansas Association for Conservation and Environmental Education — overview of the organization and impact of KACEE's work; Nancy Zenger-Beneda, Kansas Foundation for Agriculture in the Classroom — mission of KFAC and program information. Chairman Porter declared the Citizens Forum closed at 10:39 a.m. Written public comment was received from Dr. Jill Ackerman — health and well-being of students and return to school.

(00:41:55)

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In October 2020, the State Board of Education gave public and private systems the option to voluntarily pause accreditation requirements for a year during the pandemic and while adjusting to remote or hybrid learning. Systems choosing this option, however, were still required to monitor social-emotional and academic growth. A survey was developed and completed by all 229 systems that temporarily paused. The information included how schools were meeting academic needs, providing social-emotional supports to students and staff, and creating plans to mitigate any losses. Mischel Miller, Director of Teacher Licensure and Accreditation, reported on other survey findings such as the importance of communication and re-evaluating goals. The information also helps KSDE staff support systems coming out of the pause period.

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There was a break until 11:10 a.m.

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Systems that have been Conditionally Accredited by the State Board of Education have the opportunity to address the areas for improvement and seek redetermination. Private systems Hope Lutheran of Shawnee and St. Paul Elementary of Olathe made such requests. KSDE Director Mischel Miller and Assistant Director Jeannette Nobo explained that sufficient documentation was provided to the Accreditation Review Council (ARC) to merit reconsideration. The ARC reviews compliance, foundational structures and student growth/achievement. Mr. Porter moved to accept the recommendation to change the accreditation status of Hope Lutheran and St. Paul Elementary from Conditionally Accredited to Accredited. Mrs. Waugh seconded. Motion carried 9-1 with Mr. Jones in opposition.

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Remington-Whitewater USD 206 is one of the systems scheduled this year to receive an accreditation status. The Accreditation Review Council has reviewed the system's documentation. The three status categories are Accredited, Conditionally Accredited, Not Accredited. Dr. Horst moved to accept the recommendation of the Accreditation Review Council and award the status of Accredited to Remington-Whitewater USD 206. Mrs. Arnold seconded. Motion carried 10-0.

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The Accreditation Review Council (ARC) met in June to consider the documentation on 14 other systems scheduled this year for an accreditation status. Director Mischel Miller brought forth the informational findings of the ARC regarding these systems that entered in year two of the

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five-year cycle. Executive summaries, accountability reports and other narratives were provided to Board members for Cimarron-Ensign USD 102, Prairie Hills USD 113, Olathe USD 233, Emporia USD 253, Valley Center USD 262, Rock Creek USD 323, Oxford USD 358, Caldwell USD 360, Chaparral USD 362, Holcomb USD 363, Durham-Hillsboro-Lehigh USD 410, Auburn Washburn USD 437, Dodge City USD 443, South Haven USD 509. 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 August.

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Twelve schools were named to the sixth cohort of Kansans Can Redesign Schools, representing the Apollo III phase. The first participants in the Kansas school redesign project were announced in August 2017. The Apollo III participants are Sunflower Elementary and Wheatland Elementary, Andover USD 385; Park Elementary School, USD 493; Riverside Elementary and Timmerman Elementary, Emporia USD 253; Graber Elementary, Morgan Elementary, Hutchinson Middle School 7 and Hutchinson Middle School 8, Hutchinson USD 308; Lowell Elementary, Whittier Elementary and Winfield Early Learning Center, Winfield USD 465.

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The meeting recessed for lunch at 11:45 a.m.

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Chairman Porter called the afternoon session to order at 1:30 p.m. and welcomed representatives from Clay County USD 379, introduced by School Redesign Specialist Jay Scott. The district has been active with the Kansans Can School Redesign Project in multiple cohorts. USD 379 Curriculum and Instruction Director Jaclyn Pfizenmaier explained that one of the first objectives was to determine why redesign was important. Redesign principles, along with data collected, provided a foundation for the district's summer learning program. Superintendent Brett Nelson noted that once the district's goals were identified, teachers and staff designed a six-week summer of learning that included meals, transportation, team teaching, hands-on activities, field trips and guest speakers. They reported an overall positive response, with 80 percent of incoming kindergarteners and 70 percent of elementary students in attendance.

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KSDE's School Redesign team of Tammy Mitchell, Jay Scott and Sarah Perryman gave the presentation. The Launch Readiness Committee recommended the following redesign schools be approved to launch their plans for the upcoming school year: Free State High School, Lawrence USD 497; Goodland Jr/Sr High School, North Elementary School, West Elementary School from Goodland USD 352; Medicine Lodge Grade School, Medicine Lodge Jr/Sr High from Barber County North USD 254; Northeast High School, Northeast USD 246; Uniontown High School, Uniontown USD 235; Emporia Middle School; Emporia USD 253; Flinthills Primary and Intermediate School, Flinthills Jr/Sr High School, Flinthills USD 492; Lincoln Elementary, Hays USD 489; Marais de Cygnes Valley Elementary, Marais des Cygnes Valley Jr/Sr High, Marais de Cygnes Valley USD 456. Mr. Jones moved to accept the Apollo and Apollo II schools identified as a "Go" for launch for the 2021-22 school year. Mrs. Haas seconded. Motion carried 10-0.

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Dr. Rick Doll, Executive Director of the Kansas Educational Leadership Institute (KELI), reported on the number of superintendents, principals and special education directors served by the organization since its inception 10 years ago. KELI is based in Manhattan and provides mentoring and support services to new school leaders. KELI partners with multiple organizations including KSDE.

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Professional learning and networking are part of the experience. Dr. Doll also commented on the variety of challenges school leaders face. He invited Board members to attend the KELI orientation for mentors and mentees in Manhattan Sept. 8.

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Jennifer Holt, Chair of the Professional Practices Commission, and KSDE General Counsel Scott Gordon answered questions about the PPC's recommendation on one case presented this month. Dr. Horst moved to adopt the findings of fact and conclusions to deny the application of the individual in case 20-PPC-16. Mr. McNiece seconded. Motion carried 10-0.

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Federal assistance to public schools has been made available through the Elementary and Secondary Emergency Relief (ESSER) fund. Federal law outlines allowable expenditures directly related to COVID-19, and to support student learning and student needs associated with the pandemic. Assistant Director Doug Boline reported on the current group of 38 screened applications from public schools for using ESSER II funds and provided a cumulative program summary. He explained the rationale for items labeled ineligible expenses. He also went over the change request process and 11 individual requests submitted by school districts.

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Commissioner Watson stated that federal ESSER III relief funds increased by additional \$700,000. It is recommended that the excess amount be applied to districts to increase the true up amount from \$600 to \$625 per student. This benefits school districts impacted by the Title I funding formula.

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Board members took a break from 3:16 to 3:30 p.m.

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KSDE General Counsel Scott Gordon began with a brief history of licensure screening. In 2014, the State Board gave the Office of General Counsel additional authority to approve educator licenses under certain conditions. He described the current proposal, which would give additional authority to the Office of General Counsel to approve applications at its discretion without coming to the Professional Practices Commission or the State Board. These applications must fall into specific categories. The OCG would not be able to deny applications without going through the full process. The Board will vote on the proposal in August.

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Bert Moore, Director of Special Education and Title Services at KSDE, and Heath Peine, Immediate Past Chair of SEAC, made the presentation. They shared highlights from recent meetings. Among these were the formation of a membership committee and committees to work with teacher licensure. They also previewed agenda topics for the SEAC's July meeting. These included survey results and federal fiscal updates. One priority is utilizing pandemic-related funds for student acceleration of learning. They then answered questions from the Board.

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The Sunflower Summer program, which is being funded by federal ESSER set-aside monies, offers Kansas students and their families unique learning opportunities at Kansas attractions for free. KSDE, Kansas Department of Commerce, Kansas Department of Wildlife, Parks and Tourism, Kansas Children's Cabinet and Trust Fund, KU Center for Public Partnerships and Research, and

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Greenbush Education Service Center have partnered together in this program. Children's Cabinet Executive Director Melissa Rooker, who assisted with the project, explained that over 70 venues agreed to participate. The online App went live July 1 and attracted more than 6,200 site visitors in the first 11 days. The Sunflower Summer program continues through Aug. 15.

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Mr. McNiece moved to approve all items on the Consent Agenda, excluding 21 f. (Mental Health Intervention Team program grants), which would be voted on separately. Mrs. Arnold seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for June.
- confirmed the unclassified personnel appointments of Erin John as Intern on the Special Education and Title Services team, effective June 2, 2021, at a salary of \$1,800, from June through July; Josie McClendon as Senior Administrative Assistant on the Special Education and Title Services team, effective June 7, 2021, at an annual salary of \$29,161.60; Robyn Kelso as Education Program Consultant on the Career, Standards and Assessment Services team, effective June 7, 2021, at an annual salary of \$56,118.40; Jessica Apodaca to the position of Public Service Administrator on the Teacher Licensure and Accreditation team, effective June 13, 2021, at an annual salary of \$43,680; Renee Brant as Administrative Specialist on the Special Education and Title Services team, effective June 14, 2021, at an annual salary of \$36,504; Andrew Huffman as Intern on the Child Nutrition and Wellness team, effective June 14, 2021, at a salary of \$1,200, for four weeks; Angela Rice as Public Service Executive on the Special Education and Title Services team, effective June 7, 2021, at an annual salary of \$47,840.
- approved renewal of Visiting Scholar licenses valid for the 2021-22 school year as follows: Janet Graham, William Allen Skeens and Robin Bacon all with Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Kelly Welch, Lawrence USD 497; Norman Schmidt, Central Heights USD 288; Daniel Trebe, Olathe USD 233.
- adopted and set cut scores for licensure assessments as presented for Mathematics, Middle School Mathematics, Principles of Learning and Teaching PreK-12, Journalism, Computer Science, Japanese World Language, and American Sign Language Proficiency Interview.
- accepted the following recommendations of the Evaluation Review Committee: accreditation for Benedictine College through Dec. 31, 2028, and program approval for Newman University — Early Childhood Unified, continuing program through June 30, 2026.
- authorized amending three awards for the IDEA Title VI-B Special Education Targeted Improvement Plan grants (Ark Valley Special Education Coop, Goddard Special Education Coop, Maize Special Education Coop)

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$51,000.
- approve the continued funding and extension of the Education Advocate contract to June 30, 2022, in an amount not to exceed \$350,000 out of IDEA VI-B funds.
- enter into a contract with Renaissance Learning, Inc., to provide professional development to Kansas educators for three years using the Star assessment tools to measure learning in Language Arts and Math with a timeline of Aug. 1, 2021 through Sept. 30, 2024, in an amount not to exceed \$650,000.

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- purchase services from Gizmo Pictures under a prior authorization in an amount not to exceed \$20,000 for the period Aug. 15, 2021 to Sept. 30, 2021 for the purpose of increasing communication and awareness that all Kansas students can receive a free breakfast and lunch each school day during School Year 2021-22.
- enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$100,000 for the purpose of disseminating public service announcements to inform the public that all Kansas students can receive a free breakfast and lunch each school day during School Year 2021-22.
- approve allocations to fund after-school learning center programs as presented in a total amount not to exceed \$2,971,812 effective through Sept. 30, 2024.
- authorize contracts for out-of-state tuition for the 2021-22 school year for students attending the Kansas School for the Deaf.
- authorize contracts for out-of-state tuition for the 2021-22 school year for students attending the Kansas State School for the Blind.
- authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts for Kansas individuals with disabilities in an amount not to exceed \$134,000.
- authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC to provide counseling and evaluation services for students who attend KSSB in a contract amount not to exceed \$95,000.
- authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Supplemental Health for nursing services in an amount not to exceed \$175,000.
- authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center for physical therapy and occupational therapy services in an amount not to exceed \$125,000.

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Mr. Jones moved to approve recommended grant allocations to school districts in the amount of \$5,056,535 and grants for Local Community Mental Health Centers in the amount of \$2,533,931 for the Mental Health Intervention Team Program for the 2021-22 school year. Mrs. Arnold seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

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Chair Porter presented proposed State Board meeting dates for 2022 and 2023. Board members considered the schedules, which follow the traditional monthly meeting dates of the second Tuesday and Wednesday. Dr. Horst moved (Motion read by Mr. Porter) to establish the regular monthly meeting dates for 2022 and 2023 as presented. Mrs. Arnold seconded. Motion carried 10-0.

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(06:44:09)

The 2022 schedule is as follows:

January 11-12	May 10-11	September 13-14
February 8-9	June 14-15	October 11-12
March 8-9	July 12-13	November 8-9
April 12-13	August 9-10	December 13-14

The 2023 schedule is as follows:

January 10-11	May 9-10	September 12-13
February 14-15	June 13-14	October 10-11
March 14-15	July 11-12	November 14-15
April 11-12	August 8-9	December 12-13

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5Mjcb'cb'6cUfX'HFUj Y' — Dr. Horst moved to approve the travel requests and updates. Mr. McNiece seconded. Motion carried 10-0.

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7ca a JHYY'FYdcfhg' — Updates were given on the following:

- State Board's tour of northwest Kansas Sept. 27-29. Stops will include Hays, Stockton and Goodland. The full itinerary has not yet been finalized.
- Graduation Requirements Task Force, which has already met twice. Task Force Chair Jim McNiece will be contacting Board members individually to get their input on what they consider to be non-negotiables for obtaining a high school diploma.
- Student Voice Committee reports several upcoming opportunities to gather student comments, and encouraged student participation in the Kansans Can Success Tour.
- Dr. Horst briefed members on KSHSAA activity.

6cUfX'5Hc'fbYmg'FYdcfh' — Mark Ferguson informed members on potential and recent Supreme Court decisions that could impact school policy.

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- Follow-up report from Clay County USD 379 on impact of its summer learning program on long-term student performance. (Mrs. Clifford)
- Annual presentations from KS Foundation for Agriculture in the Classroom, Communities in Schools, Kansas Association for Conservation and Environmental Education (Mr. Jones)
- Discussion on family engagement to clearly define roles of boards and schools. (Mrs. Arnold)
- Presentation about Junior Achievement Program, its services and opportunities. (Mr. McNiece)
- Discussion on ways to support school administrators and help avoid burnout. (Mr. Porter)
- Information on state employee positions set at less than \$15 dollars an hour; and salaries of comparable positions within school districts. (Mr. Porter and Mrs. Waugh)
- Additional time in August to discuss Board's legislative priorities for 2022 session. Include topic of school bus transportation for students (decreasing mileage threshold, considering risk vs. miles, etc.)

7\Ujfa Ub g'FYdcfh' — Chair Porter asked members to review a prepared statement, *Kansas State Board of Education Response to Critical Race Theory Claims*. This was prompted by statements issued by local school districts as well as public questions about Kansas standards and curriculum. The statement affirms that Critical Race Theory is not a part of Kansas' academic standards and has never been. There was no action this day on the draft statement.

Chair Porter also announced that the Wednesday, Sept. 15 session of the State Board meeting would be the annual joint meeting with the Kansas Board of Regents at KBOR.

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Chair Porter recessed the meeting at 5:25 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, July 14, 2021

75@@HC CF89F

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on July 14, 2021.

(00:11:17)

FC@@75@@

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

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Chairman Porter announced the addition of agenda item 5 (a) Act on increase of true up dollars for school districts by using additional ESSER III set-aside funds. Commissioner Randy Watson explained this requested action yesterday. Dr. Horst moved to approve the Wednesday agenda as amended. Mr. Jones seconded. Motion carried 9-0 with Mr. McNiece absent for the vote.

A CHCB
(00:14:28)

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Highland Park High School student Jaqui Ortega was invited to talk about her school project to enhance social-emotional understanding in her school community and beyond. Social-emotional growth, measured locally, is one of the State Board of Education's outcomes. Ms. Ortega will be a senior this fall at Highland Park High School (Topeka USD 501). Her video project — "You are Beautiful" — is one example of a student initiative creating positive reflection. In addition, her work exemplifies how social-emotional growth can be embedded in classroom learning. Ms. Ortega commented on her school and extra-curricular activities. She plans to study psychology and music after high school. Dr. Tiffany Anderson, Superintendent of Topeka USD 501, described the district's trauma-informed approach, emphasis on acquiring student voice and multiple school mental health initiatives.

(00:14:51)

57HCB CB DI 6@7 G7<CC@9LD9B8 H F9D@5BG: CF 9GGF : 989F5@7CJ 8!% F9@9 : I B8G

Assistant Director Doug Boline offered to answer questions about Task Force recommendations for the current applications and expenditure plans as well as submitted change requests. Districts submit their plans for approval before being able to draw down federal Elementary and Secondary School Emergency Relief (ESSER) funds from the second phase of the ESSER allocations.

(00:41:47)

Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Mrs. Arnold seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

A CHCB
(00:42:17)

57HCB CB 909F 09H5G89: I B8G

Mr. Porter moved to approve increasing the true up amount from \$600 to \$625 per student to utilize additional ESSER III federal COVID-19 relief funds. Mrs. Haas seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

A CHCB
(00:43:09)

@9, G@5HJ 9A 5H9FG5B8 57HCB CB 6I 8; 9HF97CAA 9B85HCBG

Dr. Craig Neuenswander introduced KSDE's new Director of School Finance Dale Brungardt. Dr. Neuenswander then reviewed the process for the Board to consider possible options for education state aid programs as required by statute. Director of Fiscal Services and Operations John Hess assisted in answering questions.

(00:44:24)

Action on the following recommendations for state Fiscal Year 2023 occurred:

- Mrs. Mah moved to support amount of Base Aid for Student Excellence (BASE) as presented for 2022-23 at \$4,846. (BASE amount established in state law and approved by the Kansas Supreme Court). Dr. Horst seconded. Motion carried 10-0.
- Mrs. Mah moved to support amount of Supplemental State Aid (local option budget) as presented to fund the law. Mr. McNiece seconded. Motion carried 10-0.
- Mr. Jones moved to support Capital Improvement State Aid (bond and interest) estimate as presented to fund the law. Dr. Horst seconded. Motion carried 10-0.
- Dr. Horst moved to support amount allocated for Capital Outlay State Aid to fund the law. Mr. Jones seconded. Motion carried 10-0.
- Mr. Jones moved to support amount allocated for Juvenile Detention Facilities as presented to fund the law. Mr. McNiece seconded. Motion carried 10-0.
- Mrs. Mah moved to recommend a five-year phase-in for Special Education State Aid at an additional cost of \$74,143,547 each of the five years to reach 92 percent of excess costs, which is current law. Mr. McNiece seconded. Motion carried 10-0.
- Mr. McNiece moved to support amount allocated for Parents As Teachers to fund program at current level. Mr. Jones seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.
- Mrs. Mah moved to fully fund Mentor Teacher Program at an additional cost of \$1 million. Mrs. Haas seconded. Motion carried 10-0.
- Mrs. Mah moved to fully fund Professional Development at an additional cost of \$3.6 million. Mrs. Haas seconded. Motion carried 8-1-1 with Mr. Jones opposing and Mrs. Dombrosky abstaining.
- Mrs. Waugh moved to decrease the threshold from 2.5 miles to 2.0 miles. The motion failed to receive a second. Mr. Jones moved to fully fund current law for Transportation (2.5 miles) at no additional cost. Mrs. Dombrosky seconded. Motion carried 6-4 with Mrs. Haas, Mr. Porter, Mrs. Waugh and Mrs. Arnold opposing.
- Dr. Horst moved to meet federal maintenance of effort requirements for School Lunch at no additional cost. Mrs. Haas seconded. Motion carried 10-0.
- Mr. McNiece moved to reinstate funding for National Board Certification at previous level for additional cost of \$360,693. Mr. Jones seconded. Motion carried 10-0.
- Mr. Jones moved to support amount allocated as presented to fund Pre-K Pilot at current level. Mrs. Haas seconded. Motion carried 10-0.
- Mrs. Haas moved to recommend funding Career and Technical Education Transportation at 100 percent (2019-2020 level) at an estimated cost of \$1,482,338. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.
- Mrs. Mah moved to recommend not funding discretionary grants for afterschool and middle school programs. (Federal ESSER money available for afterschool programs). Mr. McNiece seconded. Motion carried 10-0.

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A CHCBG
(00:55:13)

Members took a 10-minute break at 10:55 a.m.

7CBHBI 98 57HCB CB 6I 8; 9HF97CA A 9B85HCBG

Discussion and action resumed on FY 2023 budget recommendations for education state aid programs.

- Mr. Jones moved to recommend expanding Mental Health Intervention Team Pilot Program in 2022-23 at an additional cost of \$3 million. Mrs. Mah seconded. Motion carried 6-4 with Mrs. Clifford, Mrs. Haas, Mrs. Dombrosky and Dr. Horst opposing.
- Dr. Horst moved to fund the anticipated increased costs of ACT contract for ACT and Work-Keys Assessment program. Mr. McNiece seconded. Motion failed on a 3-7 vote with Mrs. Mah, Mrs. Clifford, Mrs. Arnold, Mrs. Waugh, Mr. Porter, Mrs. Haas and Mrs. Dombrosky opposing.
- Mr. Porter moved to fund statewide dyslexia coordinator position from State General Fund at an additional cost of \$100,000. Mrs. Haas seconded. Motion carried 10-0.
- Mr. Jones moved to request funding in the amount of \$35,000 EACH for Communities in Schools, Kansas Association for Conservation and Environmental Education, and Kansas Foundation for Agriculture in the Classroom. Mrs. Waugh seconded. Motion carried 10-0.
- No action was taken to make new recommendations for JourneyEd contract; Juvenile Transitional Crisis Pilot (Beloit); Kansas Safe and Secure Schools.

57HCB CB 6I 8; 9HF97CA A 9B85HCBG

An explanation of allowable expenditures under the federal law for ESSER funds was outlined in a letter to the Division of the Budget and Legislative Research. The letter responds to legislation that was signed into law in May 2021 recommending KSDE make specific expenditures using the ESSER federal funds. The letter explains the State Education Agency was given authority to determine the 10 percent set-aside administrative funds and did so at their April meeting. Mrs. Mah moved (Motion read by Mr. Porter) to approve the proposed response letter from KSDE's Division of Fiscal and Administrative Services explaining federal requirements to the Division of the Budget and Legislative Research on expenditures of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

8 6I 8; 9HF97CA A 9B85HCBG

Chair Porter previously directed Board Attorney Mark Ferguson to research case law examples regarding State Board's self-executing power and Constitutional authority in preparation for the discussion on establishing the Board's legislative priorities. Mr. Ferguson provided a Memorandum that cites Article 6 of the Kansas Constitution and the court's interpretation of this education article in prior cases. He reviewed State Board responsibilities, including general supervision of public schools. Locally elected boards are responsible for maintaining, developing and operating public schools. School finance is the legal obligation of the Legislature. The Board's planned discussion on establishing legislative priorities for the 2022 session will be postponed until August. Legislative Liaisons Deena Horst and Ben Jones will lead that discussion.

8 6I 8; 9HF97CA A 9B85HCBG

Chair Porter distributed an updated draft of a prepared statement — *Kansas State Board of Education Response to Critical Race Theory Claims*, noting changes from the original draft presented on Tuesday. Mr. McNiece moved to accept the State Board response letter to Critical Race Theory as presented, fixing any grammatical corrections needed but not to change the message, and forwarding to interested parties. Mrs. Arnold seconded. Members discussed the revisions from the first draft. Mrs. Haas provided an amended motion to return to the first draft of the State Board response letter to Critical Race Theory claims. Mrs. Mah seconded.

6F 95?

6F 95?
A CHCBG
(02:32:10)

A CHCB
(02:58:57)

(03:00:58)

A CHCB
(03:29:03)

5A 9B 8 98
A CHCB
(03:35:23)

Members recessed at 12:25 p.m. to participate in a scheduled news conference. The meeting would resume afterwards.

B9K G7CB: 9F 9B79

Board members joined Commissioner Dr. Randy Watson and Deputy Commissioner Dr. Brad Neuenswander as they announced \$15 million in funding to address early literacy in Kansas. The \$15 million is set aside from the Elementary and Secondary School Emergency Relief (ESSER) III fund, and will be spread out over a three-year initiative to help address learning loss from the COVID-19 pandemic. The initiative will train educators in the science of reading through the LETRS program.

6C5F8 A 99HB; F9G A 9G

Chair Porter reassembled the Board to continue the discussion on the State Board's response letter. Several members contributed comments, including a desire to distinguish between Culturally Relevant Pedagogy/Teaching and Critical Race Theory. Chair Porter called for a vote on the amended motion from Mrs. Haas (original draft) and seconded by Mrs. Mah. The motion failed 2-8 with Mrs. Waugh, Mrs. Dombrosky, Mrs. Clifford, Dr. Horst, Mr. Jones, Mrs. Arnold, Mr. Porter and Mr. McNiece opposing.

Chair Porter then called for a vote on the original motion made by Mr. McNiece and seconded by Mrs. Arnold for the revised letter presented today. The motion passed 10-0.

58CI FBA 9BH

The meeting adjourned at 1:20 p.m.

The next regular monthly meeting is Aug. 10 and 11 in Topeka.

Jim Porter, Chair

Peggy Hill, Secretary

58CI FB

ESSER II Overview and Table of Contents

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%	111	Doniphan West Schools	293	30%	\$ 186,406	\$ 179,300	96%	\$ 179,300	100%	\$ 613
&	206	Remington-Whitewater	456	39%	\$ 236,899	\$ 25,120	11%	\$ 25,120	100%	\$ 55
'	208	Wakeeney	357	37%	\$ 216,571	\$ 216,571	100%	\$ 216,571	100%	\$ 607
(	211	Norton Community Schools	620	42%	\$ 439,659	\$ 350,145	80%	\$ 350,145	100%	\$ 565
)	234	Fort Scott	1,737	58%	\$ 1,815,622	\$ 1,243,424	68%	\$ 1,243,424	100%	\$ 716
*	235	Uniontown	450	61%	\$ 418,063	\$ 382,387	91%	\$ 382,387	100%	\$ 850
+	252	Southern Lyon County	475	43%	\$ 234,427	\$ 234,427	100%	\$ 234,427	100%	\$ 494
,	299	Sylvan Grove	232	48%	\$ 182,405	\$ 56,201	31%	\$ 56,201	100%	\$ 243
-	308	Hutchinson Public Schools	4,071	67%	\$ 3,778,947	\$ 3,778,947	100%	\$ 3,778,947	100%	\$ 928
%\$	329	Mill Creek Valley	415	30%	\$ 187,667	\$ 187,667	100%	\$ 187,667	100%	\$ 452
%%	352	Goodland	882	46%	\$ 715,088	\$ 715,088	100%	\$ 715,088	100%	\$ 811
%&	358	Oxford	324	40%	\$ 176,452	\$ 167,091	95%	\$ 167,091	100%	\$ 515
%	360	Caldwell	228	60%	\$ 202,116	\$ 202,116	100%	\$ 202,116	100%	\$ 885
%<	372	Silver Lake	675	16%	\$ 202,623	\$ 202,623	100%	\$ 202,623	100%	\$ 300
%>	389	Eureka	587	61%	\$ 528,745	\$ 528,745	100%	\$ 528,745	100%	\$ 902
%	392	Osborne County	289	52%	\$ 211,044	\$ 211,044	100%	\$ 211,044	100%	\$ 729
%+	408	Marion-Florence	463	44%	\$ 269,918	\$ 269,918	100%	\$ 269,918	100%	\$ 584
%	412	Hoxie Community Schools	427	37%	\$ 266,276	\$ 266,276	100%	\$ 266,276	100%	\$ 624
%	418	McPherson	2,304	40%	\$ 1,070,195	\$ 431,487	40%	\$ 431,487	100%	\$ 187
&\$	426	Pike Valley	202	49%	\$ 130,463	\$ 16,350	13%	\$ 16,350	100%	\$ 81
&%	428	Great Bend	2,827	65%	\$ 2,657,407	\$ 2,207,441	83%	\$ 2,207,441	100%	\$ 781
&&	434	Santa Fe Trail	968	45%	\$ 608,679	\$ 350,884	58%	\$ 350,884	100%	\$ 362
&'	452	Stanton County	429	60%	\$ 358,777	\$ 44,500	12%	\$ 44,500	100%	\$ 104
&(<	462	Central	281	62%	\$ 292,862	\$ 222,015	76%	\$ 222,015	100%	\$ 791
&)>	463	Udall	334	46%	\$ 195,640	\$ 195,640	100%	\$ 195,640	100%	\$ 587
&*	471	Dexter	238	51%	\$ 142,705	\$ 142,705	100%	\$ 142,705	100%	\$ 599
&+	487	Herington	419	62%	\$ 409,256	\$ 409,256	100%	\$ 409,256	100%	\$ 978
&	492	Flinthills	269	51%	\$ 120,968	\$ 120,368	100%	\$ 120,368	100%	\$ 448
&-	500	Kansas City	21,058	88%	\$ 36,708,777	\$ 29,317,221	80%	\$ 29,317,221	100%	\$ 1,392
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1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER II Change Request Overview and Table of Contents

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	Bi a VYf		fi HXL'										
%	258	Humboldt	550	36%	\$ 419,308	\$ 112,668	27%	\$ 156,000	\$ 268,668	\$ 156,000	64%	\$ 488	
&	298	Lincoln	318	58%	\$ 246,941	\$ 232,936	94%	\$ 246,941	\$ 246,941	\$ 14,005	100%	\$ 777	
'	477	Ingalls	233	36%	\$ 83,381	\$ 83,381	100%	\$ 83,381	\$ 83,381	\$ -	100%	\$ 359	
HcHU			%2/\$%	(&	+(-Z' \$	(& Z,)) +	(, *Z &&	- , Z - \$	%-\$Z\$)	, \$i	-) ((

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

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D'Ub	8]ghf]M Bi a VYf	8]ghf]M B Ua Y	HcHU' Di V]W GWcc'' Gh XYbhgf] H9Z	i 'Gh XYbhg'5ddfcj YX' Zcf': fYY! cf FYXi WX! Df]W @ bWt	HcHU' 8]fYVMUbX' Hfi YI d'5''cWWh]cb'	HcHU' FYei YghWX' 5''cWWh]cb	i 'FYei YghWX' cZHcHU' 5''cWWh]cb	HcHU' 9][IVY' FYei YghWX	i '9][IVY'cZ HcHU' FYei YghWX	9][IVYJU i Y' DYf'Gh XYbh' fi H9Z'
%	259	Wichita	45,158	77%	\$ 75,503,105	\$ 43,589,144	58%	\$ 43,589,144	100%	\$ 965
&	272	Waconda	293	42%	\$ 238,868	\$ 238,868	100%	\$ 238,868	100%	\$ 816
'	345	Seaman	3,736	35%	\$ 1,214,581	\$ 1,214,581	100%	\$ 1,214,581	100%	\$ 325
(	346	Jayhawk	555	55%	\$ 435,141	\$ 384,050	88%	\$ 384,050	100%	\$ 692
)	367	Osawatomie	1,027	61%	\$ 954,345	\$ 954,345	100%	\$ 954,345	100%	\$ 930
*	383	Manhattan-Ogden	6,310	38%	\$ 3,227,828	\$ 3,007,828	93%	\$ 3,007,828	100%	\$ 477
+	454	Burlingame Public School	268	48%	\$ 218,946	\$ 161,000	74%	\$ 161,000	100%	\$ 601
,	456	Marais Des Cygnes Valley	209	57%	\$ 198,957	\$ 186,630	94%	\$ 186,630	94%	\$ 836
-	461	Neodesha	690	60%	\$ 598,392	\$ 69,423	12%	\$ 69,423	100%	\$ 101
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1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

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ESSER II Change Request Overview and Table of Contents

8 GF 7HDFC: @9G					?G89F97CA A 9B85HCBG							
D'Ub	8]gfr]M ¹ Bi a VYf	8]gfr]M ¹ B Ua Y	HcHU ¹ DI V]W GWcc ¹ Gi XYbhg fi H9L ¹	i 'Gi XYbhg5ddfcj YX ¹ Zcf: fYI!cf FYXi WX! Df]W@ bWt	HcHU ¹ 8]fYVMubX ¹ Hfi YI d 5 ¹ cVMhcb ¹	DfYj]ci g'm9] []V Y ¹	i 'FYei YghYX ¹ cZHcHU ¹ 5 ¹ cVMhcb ¹ DfYj]ci g'm	FYei YghYX ¹ 7\Ub [Y	HcHU ¹ 7\Ub [Y ¹ FYei Ygh ¹ 5ddfcj YX	9] []V YbYh ¹ WUb [Y Zcf ¹ Hug ¹ : cfW ¹ FYj]Yk ¹	i '9] []V YcZ ¹ HcHU ¹ FYei YghYX	9] []V YJ U i Y ¹ DfY Gi XYbh ¹ fi H9L ¹
%	205	Bluestem	478	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	\$ 178,323	\$ (87,336)	67%	\$ 373
&	239	North Ottawa County	597	43%	\$ 296,260	\$ 296,260	100%	\$ 296,260	\$ 296,260	\$ -	100%	\$ 496
'	250	Pittsburg	3,138	61%	\$ 3,123,210	\$ 1,867,000	60%	\$ 838,980	\$ 838,980	\$ (1,028,020)	27%	\$ 267
(	260	Derby	6,931	44%	\$ 2,642,818	\$ 1,643,082	62%	\$ 2,642,818	\$ 2,642,818	\$ 999,736	100%	\$ 381
)	325	Phillipsburg	580	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	\$ 317,916	\$ -	100%	\$ 549
*	420	Osage City	674	46%	\$ 496,759	\$ 338,162	68%	\$ 346,202	\$ 346,202	\$ 8,040	70%	\$ 514
+	493	Columbus	874	57%	\$ 748,446	\$ 748,446	100%	\$ 748,446	\$ 748,446	\$ -	100%	\$ 857
,	499	Galena	769	60%	\$ 846,712	\$ 788,062	93%	\$ 846,712	\$ 846,712	\$ 58,650	100%	\$ 1,102
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1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

MINUTES



Kansas State Board of Education

Tuesday, June 8, 2021

75@@HC CF89F

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, June 8, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Following the welcome, Mr. Porter thanked school staff for supporting students this summer through meal service, academic programs and enrichment activities.

(00:14:11)

FC@@75@@

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

G5H9'6C5F8'A GGCB G5H9A 9BHA CA 9BHC: G@9B79'5B8'D@98; 9'C: '5@@9, 5B79'
 Chairman Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

5DDFCJ 5@C: '5; 9B85'

Dr. Horst moved to approve the Tuesday agenda as presented. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

A CHCB
 (00:16:23)

5DDFCJ 5@C: 'H<9'A 5MA 99HB; 'A BI H9G'

Mr. McNiece moved to approve the minutes of the May 11 and 12 regular Board meeting. Mrs. Haas seconded. Motion carried 10-0.

A CHCB
 (00:16:52)

7CA A GGCB9F GF9DCFH'

Dr. Randy Watson began his monthly report by commenting on the diversity of the state and geographic concentration of students. Each Board district, though varied in size, roughly represents 50,000 Kansas students. His presentation focused on the role of the State Board of Education as outlined in the Kansas Constitution. Among the Board's responsibilities are to set graduation requirements, currently at a minimum of 21 credits. Dr. Watson announced the establishment of a task force to examine graduation requirements, considering three broad areas: the need to add or delete courses required for graduation; competencies and multiple ways to show mastery of skills; additional requirements to earn a diploma such as CTE courses or college credit. Board member Jim McNiece will chair the task force. Participation will be about 30 individuals, including business representatives, superintendents, teachers, local board of education members, etc. Their work will begin this summer with an anticipated report to the State Board next May. The earliest implementation would be for the class of 2026. Dr. Watson also announced the organization of a Kansans Can Success Tour starting in late July, reaching 40 or more communities to validate the Kansans Can vision (review responses from 2015-16), determine if there should be adjustments to the priorities; and lastly to highlight the successes that have occurred while building momentum

(00:17:06)

for the work ahead. Data will be collected and reported to the State Board in the fall.

7 HN9BG CD9B : CFI A

Chairman Porter declared the Citizens' Forum open at 10:26 a.m. Speakers and their topics were: Katie Hendrickson, Code.org — support for computer science education and district flexibility; Sierra Bonn, Let's Go Full STEAM Ahead! — personal story as a former student wanting to learn computer science; Emily Meyer, Science City at Union Station — importance of training in fundamental computer science concepts and need for educator professional development; Ashley Scheideman, FlagshipKansas.Tech — support for computer science education as a foundation for many careers by teaching problem solving; Nick Poels, Ignister/Network Kansas — importance of computer science for workforce development and to build security for the industry in Kansas; Martha McCabe, KC Stem Alliance — support for computer science education as a recruitment tool. Chairman Porter declared the Citizens Forum closed at 10:49 a.m.

(00:40:56)

Board members took a break until 11 a.m.

6F 95?

57HCB CB F 97CA A 9B85HCBG: CF 7CA DI H9F G7 9B79HC 697CI BH98 5G5 7CF9 A 5H< CF G7 9B797F 98 H

Recommendations from the Computer Science Education Implementation Task Force were previously presented to the State Board. One of the recommendations centered on allowing computer science to satisfy a core math or science credit toward high school graduation. The recommendation does not change the minimum 21 credits Kansas currently requires for graduation, but it provides school districts the flexibility to allow computer science to be counted as a core math or science credit as long as the student meets the math and science concepts required in regulations. Dr. King explained that computer science standards address technical and computational thinking skills, not just coding or programming, and are designed to enhance teaching of STEM. Board members had multiple questions or comments. Kansas currently requires a minimum of three math and three science credits to graduate, therefore there was concern expressed about computer science taking up one of those core credits. The practices in other states were mentioned. Other discussion focused on the flexibility given to local districts and local boards of education without creating a mandate, the number of computer science courses currently being taught, computer science license endorsement, and the current opportunity for computer science to count as an elective.

(01:13:10)

Mrs. Waugh moved to approve the presented guidance related to the Kansas minimum graduation requirements to allow computer science to count as a core math or science credit. Mrs. Arnold seconded. Additional questions, comments and discussion followed. These centered on computer education fundamentals, academic rigor, increasing computer education in elementary schools, and a comprehensive evaluation of graduation requirements for the 21st century. Chairman Porter called for a vote. The motion, as presented, passed 8-2 with Mrs. Mah and Mrs. Dombrosky in opposition.

A CHCB
(02:03:33)

Chairman Porter recessed the meeting for lunch at 12:07 p.m.

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At 1:30 p.m., Chairman Porter reconvened the meeting and welcomed Cynthia Hadicke, Education Program Consultant, to give the next report. The State Board of Education has closely followed work on dyslexia and struggling reader initiatives adapted from the Kansas Legislative Task Force on Dyslexia and approved by the Board in November 2019. One of the first tasks was to appropriately define dyslexia by clarifying what it is and is not. Another key initiative is training at multiple levels — pre-service teachers, current educators, paraprofessionals. Mrs. Hadicke reported on

D'A "G9G CB
(03:45:01)

free training modules offered through the Kansas Teaching and Leading Project. Other initiatives target screening and evaluation processes for students with reading difficulties; utilizing structured literacy framework; and reading intervention. The Dyslexia Task Force recommended funding a statewide dyslexia coordinator. The Kansas Legislature did not fund a position to coordinate this work within KSDE. Mrs. Hadicke then answered questions.

57HCB CB 577F98 H5HCB F9J 9K 7CI B7 @GF97CA A 9B85HCBGHC I D; F589
577F98 H5HCB G5H G: CF I G8 * , D5C@5 5B8 CI F @58MC: I B HM9@9A 9BHF5M

Systems that have been Conditionally Accredited by the State Board of Education have the opportunity to address the areas for improvement and seek redetermination. USD 368 Paola and Our Lady of Unity Elementary, Kansas City, have made such requests through the appeals process. KSDE Director Mischel Miller and Assistant Director Jeannette Nobo explained that sufficient documentation has been provided to the Accreditation Review Council (ARC) to merit reconsideration. Dr. Horst moved to accept recommendations to change the accreditation status of USD 368 Paola and Our Lady of Unity from Conditionally Accredited to Accredited. Mr. McNiece seconded. Motion carried 10-0.

(04:23:09)

A CHCB
(04:32:36)

F979J 9F97CA A 9B85HCBG: CF ?5BG5G98I 75HCB G5H9A G577F98 H5HCB

Assistant Director Jeannette Nobo summarized findings of the Accreditation Review Council (ARC) regarding USD 206 Remington-Whitewater. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members received an Executive Summary, but asked to also see the USD 206 Accountability Report. Board members will act on the ARC recommendations in July.

(04:33:21)

There was a break until 2:35 p.m.

6F95?

F979J 9DI 6@7 G7<CC@9LD9B8 H F9D@5BG: CF 9GGF : 9B9F5@7CJ 8!% F9@9
: I B8G

Federal assistance to public schools has been made available through the Elementary and Secondary Emergency Relief (ESSER) fund. Federal law outlines allowable expenditures directly related to COVID-19, and to support student learning and student needs associated with the pandemic. Assistant Director Doug Boline reported on the current group of 76 screened applications from public schools for using ESSER II funds, including a profile of items submitted and a summary of expenditure categories. He noted that these requests represent an estimated value of \$74 million. Mr. Boline also relayed recommendations from the Commissioner's Task Force on ESSER Distribution of Money. The Task Force has discussed ways to manage change requests submitted by school districts. The guiding principles were shared for a reasonable change request approach. Four specific change requests were brought to the Board this month. Board action on the current submission of school district expenditure plans is anticipated at Wednesday's Board meeting.

(04:49:06)

57HCB CB 5DDC BHA 9BHG

The State Board of Education is responsible for approving appointments for several committees. Among these are the Special Education Advisory Council (SEAC) and Professional Standards Board (PSB).

Bert Moore, Director of Special Education and Title Services, presented recommendations from the Special Education Advisory Council's membership committee for new appointments to the Council as well as recommended reappointments. He addressed the membership criteria, fulfillment of specific categories based on federal requirements, and plans for a closer look at representation by region. He noted that there will be more nominations in the immediate future due

to additional positions re-opening. Mr. Jones moved to reappoint Heath Peine and Jennifer King each to a second three-year term on the SEAC for the period July 2021 through June 2024. Mrs. Haas seconded. Motion carried 10-0. Mr. Jones then moved to appoint Matthew Ramsey, Paul Buck, Rebecca Shultz and Whitney George as new members to fill openings on the SEAC with terms effective July 2021 through June 2024. Mrs. Mah seconded. Motion carried 10-0.

A CHCBG
(05:12:59)
(05:13:36)

Mischel Miller presented the nominees for new appointments as well as recommended reappointments for the Professional Standards Board. Mr. Jones moved to reappoint Cameron Carlson, Jamie Finkeldei and Shana Steinlage to a second term on the Professional Standards Board with their terms effective July 1, 2021 through June 30, 2024. Mr. McNiece seconded. Motion carried 10-0. Mr. Jones then moved to appoint Trevor Goertzen, Barbra Gonzales, Jori Nelson, Jill Berferhofer, Rena Duewel and Michael Reed to the PSB with their terms effective July 1, 2021 through June 30, 2024. Mr. McNiece seconded. Motion carried 10-0.

A CHCB
(05:16:06)
(05:16:40)

57HCB CB 9LH9BGCBC: G 6GHH H9H957<9F 9@; 6 @HM

In October 2020, the State Board declared a time of emergency which allowed districts flexibility in utilizing substitute teachers through June 2021. This action was a result of the COVID-19 pandemic which impacted schools' ability to fill specific teaching needs. Teacher Licensure and Accreditation has requested an extension of that declaration thus continuing to allow flexibility beyond what the standard law allows regarding the use of substitute teachers. The extension is good for one additional year. Dr. Horst moved that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), continues its previously declared time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2022. Mrs. Arnold seconded. Motion carried 10-0.

A CHCB
(05:19:02)

57HCB CB F97CA A 9B85HCBGC: H<9DFC: 9GGCB5@DF57H79G7CA A GGCB

Jennifer Holt, Chair of the Professional Practices Commission, brought forth two cases for consideration and explained the particulars. Mrs. Haas moved to adopt the findings of the Professional Practices Commission and deny the applications of individuals in cases 21-PPC-03 and 21-PPC-06. Mrs. Arnold seconded. Motion carried 10-0.

A CHCB
(05:23:31)

57HCB CB 7CBG9BH5; 9B85

Mrs. Waugh moved to approve items on the Consent Agenda. Mrs. Haas seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In the Consent Agenda, the Board:

A CHCB
(05:26:43)

- received the monthly Personnel Report for May.
- confirmed the unclassified personnel appointments of Jason Howe as Application Developer on the Information Technology team, effective May 5, 2021, at an annual salary of \$69,992; Lori Creason as Public Service Executive on the Special Education and Title Services team, effective May 16, 2021, at an annual salary of \$47,840.
- approved maintaining the current licensure fees for 2021-22 effective July 1, 2021.
- approved recommendations for funding bYk Kansas 21st Century Community Learning Centers Grants for 2021-22 as presented for a total amount not to exceed \$4,000,000.
- approved recommendations for funding Wbhjbi Uhjcb Kansas 21st Century Community Learning Centers Grants for 2021-22 as presented for a total amount not to exceed \$5,000,000.

- approved the proposed IDEA Title VI-B Special Education Targeted Improvement Plan grants for 2021-22 as presented in a total amount of \$3,627,573.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 371 Montezuma, USD 439 Sedgwick, USD 493 Columbus.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 371 Montezuma, USD 439 Sedgwick, USD 493 Columbus.

authorized the Commissioner of Education to negotiate and

- contract with ISG Technology, LLC for the purpose of providing an off-site location to house KSDE's data center equipment in an amount not to exceed \$49,500 annually for the period Nov. 1, 2021 through Sept. 30, 2026 with an option to renew for two additional 12-month periods.
- approve the continued funding and extension of the Education Advocate contract to Oct. 31, 2021.
- enter into a contract with the University of Kansas to work with KSDE to administer the 2021 Youth Risk Behavior Survey in selected Kansas high schools, effective from date of the award through Jan. 31, 2022 in an amount not to exceed \$10,000.
- enter into an assessment contract with ACT for the purpose of providing ACT assessments to students in accredited schools. The contract will provide one PreACT to all students enrolled in grade 9, one ACT to all students in grade 11, and one WorkKeys suite to all students enrolled in either 11th or 12th grade. The annual cost shall not exceed \$3,500,000 per year. The total contract from July 1, 2021 through June 30, 2026 shall not exceed \$17,500,000.
- enter into a contract for the purpose of continuing a web-based system for tracking school improvement activities with said contract to be for the period Oct. 1, 2021 through June 30, 2026, and for an amount not to exceed \$1150,000.
- enter into an interagency agreement for the purpose of funding the Language Assessment Program for the Deaf or Hard of Hearing at the Kansas State School for the Deaf, with said funding agreement to be for the period July 1, 2021 through June 30, 2022, in an amount not to exceed \$200,000.
- enter into a contract amendment with the Achievement and Assessment Institute at the University of Kansas for the purpose of enhancing interim state assessments. The contract amendment will be effective July 1, 2021 through June 30, 2023 in an amount not to exceed \$500,000.
- enter into a multi-year contract with Illuminate Education for the FastBridge subscription service. The initial contract from July 1, 2021 through June 30, 2024 shall not exceed \$6,300,000. The contract shall include an option to add school year 2024-2025 at \$2,105,385. The total contract for four school years shall not exceed \$8,500,000.
- enter into a contract with the Kansas State University 4-H Youth Development in an amount not to exceed \$4.3 million for the period June 1, 2021 through Sept. 30, 2024 to support the Kansas 4-H Summer Enrichment Program.
- amend the contract for the Kansas State College Advising Corps to contract with Kansas State University in an amount not to exceed \$1,000,000 for the period July 1, 2021 through June 30, 2024.

- contract with Kansas YMCAs in an amount not to exceed \$610,077 for the purpose of providing summer scholarships / financial assistance for the youth they serve in their summer camp programs.
- provide grants to Kansas venues in an amount not to exceed \$1,200,000 for the purpose of providing free admission to various events as part of the Kansas Sunflower Summer Program.
- contract with Hanover Research, Inc., in an amount not to exceed \$500,000 for the period July 1, 2021 through June 30, 2023.

5B65BG75B < ; < @; < H MCI H< 9BHF9DF9B9 FG< D7< 5@@9B; 9: B5@GHC

Education Program Consultant Natalie Clark introduced this agenda item featuring the Youth Entrepreneurship Program. Youth entrepreneurship opportunities help students develop multiple skills for the business world. Middle school and high school finalists recently participated in the Kansas Entrepreneurship Challenge (YEC), a mock statewide challenge for student created, managed and owned ventures. It is sponsored by the Kansas Masonic Foundation in partnership with Kansas State University and the Network Kansas Youth Entrepreneurship Challenge series. Amara Kniep from Network Kansas provided an overview of the program, explaining that YEC builds confidence and critical thinking skills while growing entrepreneurship opportunities locally.

(05:27:11)

Several student finalists attended the meeting to showcase their presentations and products. Presenters were Carolina Barraza, Pike Valley USD 426 (polymer-clay jewelry); Mason Bettles, Salina South USD 305 (mobile detailing); Cooper Frack, Norton USD 211 (wax melts); Jaelyn Rumbach, Norton USD 211 (sugar scrubs and body butter). Each student shared his/her experiences. They then answered questions about they've learned to expand their business knowledge. Chair Porter also recognized the entrepreneurship contributions of Adam Stone, a student at Blue Valley Southwest USD 229, who was unable to attend. Adam has a landscape and lawn service.

Members took a break from 3:55 to 4 p.m.

6F95?

57HCB CB DFCDG98 5A 9B8A 9BHC ?G< G55< 5B86CC? 6M25K G

Bill Faflick, Executive Director of the Kansas State High School Activities Association, reported on initial steps by the KSHSAA Board of Directors to amend the system of postseason classification for member high schools. The proposed handbook rule revision seeks to establish a three-year waiting period before the system of classification can be amended after a change in that system is approved. KSHSAA's Board of Directors in April voted 64-5 in favor of adding such language to the KSHSAA Handbook Bylaws. By statute, amendments to the Bylaws are to be approved by the KSHSAA Board and State Board of Education. Mrs. Haas moved to approve the inclusion of a new section indicating *"Amendments to general classification shall not be subject to revision for the first three school years following initial application"* to Bylaw Article XII of the Kansas State High School Activities Association Handbook. Dr. Horst seconded. Motion carried 10-0.

A CHCB
(06:24:18)

F979GG

Chair Porter recessed the meeting at 4:12 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Peggy Hill, Secretary

MINUTES



Kansas State Board of Education

Wednesday, June 9, 2021

75@@HC CF89F

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on June 9, 2021.

(00:12:26)

FC@@75@@

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

5DDFCJ5@C: 5; 9B85

Mr. Jones moved to approve the Wednesday agenda as presented. Mrs. Arnold seconded. Motion carried 10-0.

A CHCB
(00:12:50)

57HCB CB DI 6@7 G7<CC@9LD9B8 H F9D@5BG: CF 9GGF : 989F5@7CJ 8!% F9@9 : I B8G

Assistant Director Doug Boline offered to answer questions about Task Force recommendations for 76 applications and expenditure plans, which were submitted and reviewed before districts may draw down federal Elementary and Secondary School Emergency Relief (ESSER) funds from the second phase of the ESSER allocations. Dr. Horst read correspondence from USD 430 Superintendent Jason Cline regarding acceptance of expenditure requests for livestreaming school activities. It was explained that the Task Force has been consistent in staying within the federal priorities of academics and safety precautions related to the pandemic.

(00:13:33)

Mrs. Waugh moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Mr. McNiece seconded. Mrs. Dombrosky commented on why she cannot support ESSER II receipt of federal money. Motion carried 9-1 with Mrs. Dombrosky in opposition.

A CHCB
(00:20:37)

@9, G@5HJ 9A 5HH9FG5B8 @9, G@5HJ 9@5 GCB F9DCFH

Review of Education Legislation — Dr. Craig Neuenswander reported on a portion of House Bill 2134, the K-12 education funding bill. The Legislature provided that three specific items would be funded through ESSER. A proposed draft letter to the Director of the Budget and Director of Legislative Research was discussed in response. It explains the federal requirements for COVID-19 related expenses and allowable expenditures under federal law. The State Board at its April meeting already approved the appropriations plan based on its authority to designate ESSER administrative funds. Chairman Porter commented that the State Board is willing to be a partner with the Legislature, but needs to be involved in discussions early in the process.

(00:23:32)

Education Budget Recommendations Discussion — Dr. Neuenswander reviewed the process for the Board to consider possible options for education state aid programs. He provided historical timelines of money budgeted in various categories, including past changes in the BASE (Base Aid for Student Excellence). The current discussions would affect Fiscal Year 2023. Some categories are addressed in Kansas Statute, such as capital outlay state aid and special education state aid. He answered questions throughout the presentation. One request was to give additional budget options for Special Education State Aid, with longer phase-in periods. Dr. Neuenswander continued to give specifics on each category and various budget options.

Board action on final budget recommendations is anticipated at the July meeting. This will allow KSDE staff adequate time to prepare the FY 2023 agency budget for submission to the Division of the Budget in September.

There was a break until 10:50 a.m.

8 671 6675@9B 85F 105F 85&1858' 65H9'6C5F8'A 99HB; '85H9G'

Chair Porter led a discussion of State Board meeting dates for 2022 and 2023. Board members considered draft schedules and potential conflicts for the regular monthly meeting, which is presented as the usual second Tuesday and Wednesday of each month. Board members plan to vote on establishing meeting dates for the next two years at the July meeting. Mr. Porter added that he intends for State Board spring visits to the School for the Deaf and School for the Blind to occur on separate days instead of on the same day.

6F 95?

(02:03:00)

7<5 FA 5B GF 9DCFH'

5Mcb'cb' i dXUH'g'h'c BUj][Uh]b['7\ Ub[Y'XcW/a Ybh'— Dr. Watson reviewed proposed updates to guidance in *Navigating Change: Kansas' Guide to Learning and School Safety Operations*. These updates center on recommendations from the Kansas Department of Health and Environment on the effectiveness of alternative surface disinfection, such as foggers and misters. Dr. Horst moved to accept the updates to the Navigating Change document reflecting changes and new information since State Board approval on April 14. Mrs. Haas seconded. Motion carried 10-0.

A CHCB
(02:07:39)

5Mcb'cb' 6cUfX' HfUj Y' — Mrs. Dombrosky moved to approve the travel requests and updates. Mr. Jones seconded. Motion carried 10-0.

A CHCB
(02:09:40)

7ca a JhYFYdcfhg'— Updates were given on the Board Policy Committee and Student Voice Committee, requesting that student voice be included in upcoming tours.

6cUfX' 5Hc'fbYmg'FYdcfh' None this month.

FYei Yg'gZcf': i hi fY'5[YbXU' hYa g'

- Discussion on guidance for screen time by grade and age. (Mr. Porter and Mrs. Haas)
- Discussion next month on tentative legislative priorities for 2022; potential determination in September. This would include more aggressive support for the School for the Deaf and School for the Blind (Mr. Porter)
- Work session to review case law pertaining to State Board of Education authority and responsibilities; discuss Chair's prepared statement on this subject; explore opportunities for building relationships with education stakeholders.

There was a break until 11:20 a.m.

6F 95?

8 67I GGCB CB @9, G@5HJ 9DF CF H 9G5B8 CDHCBG: CF 588F9GB; @9, G@5HJ 9
57HJ HM

During a working lunch, Chairman Porter led a discussion on State Board’s target responsibilities and Constitutional authority. Dialogue included comments or questions regarding cooperative partnerships, identifying stakeholders, protecting autonomy of local boards of education, clarifying duties of general supervision, ways to work more effectively with the Legislature and other educational partners, looking now at the Board’s legislative priorities for 2022, and other potential next steps. The discussion will continue at the July meeting.

58CI FBA 9BH

Chairman Porter adjourned the meeting at 12:35 p.m.

The next regular monthly meeting is July 13 and 14 in Topeka.

Jim Porter, Chair

Peggy Hill, Secretary

ESSER II Plan Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	101	Erie-Galesburg	433	54%	\$ 601,062	\$ 601,062	100%	\$ 601,062	100%	\$ 1,388
2	102	Cimmaron-Ensign	646	47%	\$ 277,404	\$ 277,404	100%	\$ 277,404	100%	\$ 429
3	107	Rock Hills	340	51%	\$ 295,743	\$ 295,743	100%	\$ 295,743	100%	\$ 870
4	203	Piper-Kansas City	2,498	17%	\$ 739,779	\$ 645,641	87%	\$ 645,641	100%	\$ 258
5	205	Bluestem	490	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	100%	\$ 542
6	212	Northern Valley	127	47%	\$ 109,475	\$ 105,962	97%	\$ 105,962	100%	\$ 834
7	215	Lakin	637	52%	\$ 478,839	\$ 478,839	100%	\$ 478,839	100%	\$ 752
8	242	Weskan	103	32%	\$ 36,765	\$ 36,765	100%	\$ 36,765	100%	\$ 357
9	246	Northeast	454	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	100%	\$ 1,283
10	249	Frontenac Public Schools	942	38%	\$ 414,589	\$ 382,012	92%	\$ 382,012	100%	\$ 406
11	258	Humboldt	757	36%	\$ 419,308	\$ 112,668	27%	\$ 112,668	100%	\$ 149
12	263	Mulvane	1,762	40%	\$ 781,646	\$ 780,280	100%	\$ 780,280	100%	\$ 443
13	281	Graham County	394	57%	\$ 263,016	\$ 171,884	65%	\$ 171,884	100%	\$ 436
14	315	Colby Public Schools	940	38%	\$ 418,446	\$ 418,446	100%	\$ 418,446	100%	\$ 445
15	316	Golden Plains	171	76%	\$ 185,920	\$ 185,920	100%	\$ 185,920	100%	\$ 1,087
16	320	Wamego	1,564	26%	\$ 573,379	\$ 573,379	100%	\$ 573,379	100%	\$ 367
17	323	Rock Creek	1,178	23%	\$ 348,713	\$ 166,486	48%	\$ 166,486	100%	\$ 141
18	332	Cunningham	183	37%	\$ 77,193	\$ 77,193	100%	\$ 77,193	100%	\$ 422
19	336	Holton	1,070	37%	\$ 558,548	\$ 536,391	96%	\$ 536,391	100%	\$ 501
20	337	Royal Valley	824	46%	\$ 446,632	\$ 375,230	84%	\$ 375,230	100%	\$ 455
21	338	Valley Falls	386	35%	\$ 134,927	\$ 43,259	32%	\$ 43,259	100%	\$ 112
22	361	Chaparral	775	63%	\$ 701,075	\$ 701,075	100%	\$ 701,075	100%	\$ 905
23	363	Holcomb	923	53%	\$ 566,054	\$ 348,161	62%	\$ 348,161	100%	\$ 377
24	364	Marysville	790	47%	\$ 504,336	\$ 461,573	92%	\$ 461,573	100%	\$ 584
25	366	Woodson	421	59%	\$ 440,172	\$ 440,172	100%	\$ 440,172	100%	\$ 1,046
26	380	Vermillion	573	28%	\$ 213,147	\$ 213,147	100%	\$ 213,147	100%	\$ 372
27	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	99%	\$ 251,917	100%	\$ 396
28	404	Riverton	677	51%	\$ 481,549	\$ 339,318	70%	\$ 339,318	100%	\$ 501
29	430	South Brown County	472	59%	\$ 593,626	\$ 252,009	42%	\$ 251,640	100%	\$ 533
30	445	Coffeyville	1,730	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	100%	\$ 1,332
31	458	Basehor-Linwood	2,863	12%	\$ 729,150	\$ 95,976	13%	\$ 95,976	100%	\$ 34
32	465	Winfield	2,147	51%	\$ 1,767,075	\$ 1,767,075	100%	\$ 1,767,075	100%	\$ 823
33	470	Arkansas City	2,747	68%	\$ 2,531,321	\$ 896,849	35%	\$ 896,849	100%	\$ 326
34	512	Shawnee Mission Pub Sch	26,028	33%	\$ 10,564,463	\$ 10,564,463	100%	\$ 10,564,463	100%	\$ 406
Total			56,681	38%	\$ 29,660,434	\$ 25,747,940	87%	\$ 25,747,571	100%	\$ 454

ESSER II Overview and Table of Contents

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1	105	Rawlins County	344	51%	\$ 245,844	\$ 234,000	95%	\$ 234,000	100%	\$ 680
2	108	Washington Co. Schools	369	53%	\$ 259,823	\$ 166,020	64%	\$ 166,020	100%	\$ 450
3	109	Republic County	489	50%	\$ 321,806	\$ 321,707	100%	\$ 321,707	100%	\$ 658
4	202	Turner-Kansas City	3,865	71%	\$ 4,211,442	\$ 4,211,442	100%	\$ 4,211,442	100%	\$ 1,090
5	209	Moscow Public Schools	134	62%	\$ 88,010	\$ 62,301	71%	\$ 62,301	100%	\$ 465
6	214	Ulysses	1,567	64%	\$ 1,091,201	\$ 133,010	12%	\$ 133,010	100%	\$ 85
7	233	Olathe	28,828	25%	\$ 8,542,416	\$ 8,534,450	100%	\$ 8,534,450	100%	\$ 296
8	251	North Lyon County	346	42%	\$ 223,319	\$ 223,319	100%	\$ 223,319	100%	\$ 645
9	253	Emporia	4,260	58%	\$ 2,757,581	\$ 177,650	6%	\$ 177,650	100%	\$ 42
10	268	Cheney	777	26%	\$ 229,700	\$ 208,280	91%	\$ 208,280	100%	\$ 268
11	273	Beloit	782	42%	\$ 540,943	\$ 540,943	100%	\$ 540,943	100%	\$ 692
12	274	Oakley	452	42%	\$ 228,873	\$ 228,873	100%	\$ 228,873	100%	\$ 506
13	286	Chautauqua Co Community	360	64%	\$ 404,121	\$ 181,000	45%	\$ 181,000	100%	\$ 503
14	288	Central Heights	489	49%	\$ 343,315	\$ 231,828	68%	\$ 231,828	100%	\$ 474
15	294	Oberlin	366	50%	\$ 286,785	\$ 286,785	100%	\$ 286,785	100%	\$ 784
16	305	Salina	6,941	58%	\$ 6,079,698	\$ 6,079,698	100%	\$ 6,079,698	100%	\$ 876
17	306	Southeast Of Saline	649	21%	\$ 193,760	\$ 193,760	100%	\$ 193,760	100%	\$ 299
18	312	Haven Public Schools	769	40%	\$ 494,609	\$ 261,053	53%	\$ 261,053	100%	\$ 339
19	325	Phillipsburg	586	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	100%	\$ 543
20	333	Concordia	1,088	52%	\$ 692,476	\$ 692,476	100%	\$ 692,476	100%	\$ 636
21	353	Wellington	1,442	53%	\$ 1,180,206	\$ 571,280	48%	\$ 571,280	100%	\$ 396
22	368	Paola	1,775	33%	\$ 1,150,333	\$ 1,150,333	100%	\$ 1,150,333	100%	\$ 648
23	382	Pratt	1,255	47%	\$ 785,949	\$ 734,076	93%	\$ 734,076	100%	\$ 585
24	386	Madison-Virgil	229	46%	\$ 204,001	\$ 30,000	15%	\$ 30,000	100%	\$ 131
25	393	Solomon	365	55%	\$ 183,009	\$ 102,970	56%	\$ 102,970	100%	\$ 282
26	399	Paradise	104	63%	\$ 144,332	\$ 59,487	41%	\$ 59,487	100%	\$ 572
27	402	Augusta	2,084	37%	\$ 975,501	\$ 839,721	86%	\$ 839,721	100%	\$ 403
28	409	Atchison Public Schools	1,616	58%	\$ 1,612,474	\$ 1,170,988	73%	\$ 1,170,988	100%	\$ 725
29	416	Louisburg	1,701	19%	\$ 458,439	\$ 458,439	100%	\$ 458,439	100%	\$ 270
30	437	Auburn Washburn	5,998	30%	\$ 1,946,086	\$ 1,540,590	79%	\$ 1,540,590	100%	\$ 257
31	450	Shawnee Heights	3,665	36%	\$ 1,244,108	\$ 1,244,108	100%	\$ 1,244,108	100%	\$ 339
32	453	Leavenworth	3,612	50%	\$ 4,544,307	\$ 3,273,910	72%	\$ 3,273,910	100%	\$ 906
33	464	Tonganoxie	1,862	25%	\$ 627,330	\$ 616,701	98%	\$ 616,701	100%	\$ 331
34	480	Liberal	4,626	82%	\$ 4,638,494	\$ 1,385,047	30%	\$ 1,385,047	100%	\$ 299
35	483	Kismet-Plains	603	75%	\$ 589,038	\$ 589,038	100%	\$ 589,038	100%	\$ 977
36	489	Hays	3,222	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	100%	\$ 508
37	497	Lawrence	11,473	31%	\$ 6,039,481	\$ 6,039,481	100%	\$ 6,039,481	100%	\$ 526
38	498	Valley Heights	400	52%	\$ 285,058	\$ 285,058	100%	\$ 285,058	100%	\$ 713
39	499	Galena	791	60%	\$ 846,712	\$ 788,062	93%	\$ 788,062	100%	\$ 996
40	502	Lewis	108	62%	\$ 74,591	\$ 74,591	100%	\$ 74,591	100%	\$ 691
41	506	Labette County	1,467	59%	\$ 1,298,287	\$ 1,298,287	100%	\$ 1,298,287	100%	\$ 885
42	508	Baxter Springs	895	53%	\$ 868,582	\$ 847,902	98%	\$ 847,902	100%	\$ 947
Total			102,754	41%	\$ 58,885,907	\$ 48,022,531	82%	\$ 48,022,531	100%	\$ 467

ESSER II Change Request Overview and Table of Contents

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%	290	Ottawa	2,268	52%	\$ 1,569,755	\$ 1,568,000	\$ (100,000)	\$ 1,468,000	94%	\$ 1,468,000	100%	\$ 647
&	343	Perry Public Schools	747	35%	\$ 324,882	\$ 241,318	\$ 62,259	\$ 303,577	93%	\$ 303,577	100%	\$ 406
'	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	\$ (69,686)	\$ 182,230	71%	\$ 182,230	100%	\$ 287
(405	Lyons	749	71%	\$ 757,981	\$ 757,981	\$ -	\$ 757,981	100%	\$ 757,981	100%	\$ 1,012
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900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Janet Waugh District 1	Melanie Haas District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

Citizens' Open Forum

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

If written material is submitted, 13 copies should be provided.

COVID-19 Safety Protocols

- Masks or face coverings must be worn within the Landon State Office Building.
- There is a self-screening station at the public entrance for temperature checks.
- Audience capacity within the Board Room will not exceed the county's limitations on mass gatherings. Individuals are to be safely distanced.

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hYa HjhY. Presentation of Kansans CAN Best Practice Awards to Child Nutrition and Wellness Program recipients"

: fca . "Cheryl Johnson"

The KSDE Child Nutrition and Wellness Kansans CAN 2020-2021 Best Practice Awards reward outstanding practices in Child Nutrition and Wellness Programs in Kansas that support the Kansans CAN vision. The following Child Nutrition and Wellness Program Sponsors will be honored for outstanding and/or innovative practices in the following categories:

USD 320 Wamego	Kansans CAN Celebrate Nutrition and Wellness Special Events
USD 312 Haven	Kansans CAN Celebrate Nutrition and Wellness Special Events
Child Care Links	Kansans CAN Step Up to Lead
USD 252 So. Lyon County	Kansans CAN Provide Outstanding Customer Service

"

Kansas leads the world in the success of each student..

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GUZZ b]h]Uh]b[."
Jeannette Nobo"

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Mischel Miller"

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Randy Watson"

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Act on recommendations for Kansas Education System Accreditation (KESA)"

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It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of Accredited to USD 102 Cimarron-Ensign, USD 113 Prairie Hills, USD 233 Olathe, USD 253 Emporia, USD 262 Valley Center, USD 323 Rock Creek, USD 358 Oxford, USD 360 Caldwell, USD 361 Chaparral, USD 363 Holcomb, USD 410 Durham-Hillsboro-Leigh, USD 437 Auburn-Washburn, USD 443 Dodge City and USD 509 South Haven.

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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's action. Last month, 14 systems were forwarded to the State Board of Education for review and an accredited status recommendation.

The following systems were:

- Á USD 102 Cimarron-Ensign"
- Á USD 113 Prairie Hills"
- Á USD 233 Olathe"
- Á USD 253 Emporia"
- Á USD 262 Valley Center"
- Á USD 323 Rock Creek"
- Á USD 358 Oxford"
- Á USD 360 Caldwell"
- Á USD 361 Chaparral"
- Á USD 363 Holcomb"
- Á USD 410 Durham-Hillsboro-Leigh"
- Á USD 437 Auburn-Washburn"
- Á USD 443 Dodge City"
- Á USD 509 South Haven"

KESA staff will be present to answer any questions and request that the State Board take action on these 14 systems.

Physical and Mental Health: The system acknowledged that this was an area they needed to improve on during this cycle. They have developed a curriculum that works with students on building essential life skills. The system has also partnered with Compass Area Mental Health in order to provide on-site therapy to students in need.

Arts and Cultural Appreciation: USD 102 has almost 30% Hispanic population so they have been intentional about recognizing those students and their culture. The system provides a Latino Leadership Conference each year, except it did not occur in 2020-2021 due to COVID). The system also has worked hard to align their literature curriculum to include novels and reading material from around the world and different cultures.

Postsecondary and Career Preparation: Post-secondary success was not something they focused on 5-10 years ago, but is definitely a huge part of their program now. Their individual plans of study are helping them better prepare students for their next educational step or work place. The system has career fairs, required job shadows, work release and a good partnership with Dodge City Community College, where students can attend half a day and receive certifications.

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

ARC Comment

Goal 1: To provide opportunities for students to develop into responsible, productive citizens.

It is important to note that each building in USD102 developed their own building goals aligned to each of the system goals. The system has worked hard to create a career-focused curriculum, provide opportunities to explore various post-graduation opportunities based on interests and have plans for each student post-graduation. Students in grades 7-12 are taught a curriculum that was developed and documented as an SEL and postsecondary success program. Students in all grade levels now set academic goals and regularly discuss their progress with teachers. The system is already showing growth in their postsecondary success because of this goal area.

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

ARC Comment

Goal 2: Build relevance to increase student engagement.

Graduation data for high school graduation goals are above expectations. The five-year graduation average is 96%, well above the state average. They have created opportunities for their students to visit with multiple employers in order to connect what they are learning to what may be needed in a work environment. The system is gaging effectiveness of the new strategies learned, and are measuring on the number of students on the low-grade list as well as the number of kids that are chronically absent. Both of these areas have dramatically decreased during this KESA 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 OVT reported that the district had developed a team approach throughout the cycle that better allowed them to sustain their improvement efforts. The system felt it was not the job of one or two nor should it be a top-down administration model. In reviewing the reports, it was evident that multiple people are highly involved in the decision making and implementation process. It was reported that

the local BOE has made these developments a priority, as demonstrated by the hiring of new staff and developing curriculum. There is a plan in place to sustain and improve their efforts.

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 OVT and System reported data that all State BOE goals are at or above expectations or showing a positive incline. The system demonstrated evidence, data and a viable plan reflecting all State BOE goals resulting in systematic improvement.

Board Outcomes

Social-Emotional Growth	The system has seen a decrease in office referrals since implementing the SEL curriculum and working with students on basic life skills, such as perseverance and self-regulation. The system has also partnered with the local mental health to provide therapy on-site for students in need.
Kindergarten Readiness	The system has given the ASQ Kindergarten screener since the 18-19 school year with 100% participation. The school scheduled time for each individual parent to come into the school and administer the screener to their child allowing for staff to answer questions when needed. They continued to have 100% in the 19-20 school year, but fell to 60% in 20-21 due to COVID. The system has used the data to increase the percentage of students attending preschool each year. During the past three years, the screening data has shown consistent decreases on the number of students who may show possible concerns when entering kindergarten.
Individual Plans of Study	100% of students in grades 7-12 have an IPS and it is evaluated and updated twice per year during student-led conferences. Their engagement with families during these student-led conference increased from 87-88% in 2017-2018 to 90-95% in 2020-2021 school year. The system has also seen a dramatic increase in the number of students taking dual credit courses.
High School Graduation Rate	The graduation rate has consistently over the last 6 years remained above the state average. They received a Silver Star in recognition of their graduation rate.
Postsecondary Success	The system's five-year effectiveness average is 54%, which is slightly below their 95% confidence interval. They have shown some growth over the five-year graph. It is noted that Dodge City Community College did not start reporting to the clearinghouse until 2018 and a notable percentage of their students attend this community college.

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

ARC Comment

According to the OVT the district office created a Friday video series to share great things happening in the district. Site councils are active; they have grown relationships with employers in the community and have strived to communicate with all stakeholders.

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

ARC Comment

According to the OVT, the district leadership team was responsive throughout the five-year cycle.

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

ARC Comment

The OVT reported that the system completed all KESA requirements, annual OVT visits were conducted, and the system responded to recommendations.

ARC Recommendation

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

Justification

USD 102 has worked hard over the five-year cycle of accreditation to improve their data and their process. The system has shown that there are consistently looking at data to drive their decisions, along with getting input from teachers and the community. They have a great graduation rate but are striving for it to grow as well. This system has set themselves up for positive growth moving into the next KESA cycle.

Strengths

This system had great community involvement, partnerships with local employers and the local community college. Data driven decision making is a top priority.

Challenges

The system knows that their ESOL population is growing, but they have plans in place to address those challenges.



Cimarron-Ensign USD 102

314 N. First, Cimarron, KS 67835-0489
(620) 855-7743
www.cimarronschools.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Mike Waters**

Demographics



671 Students

African American 0.60%
Hispanic 29.06%
Other 1.94%
White 68.41%

Academically Prepared for Postsecondary Success

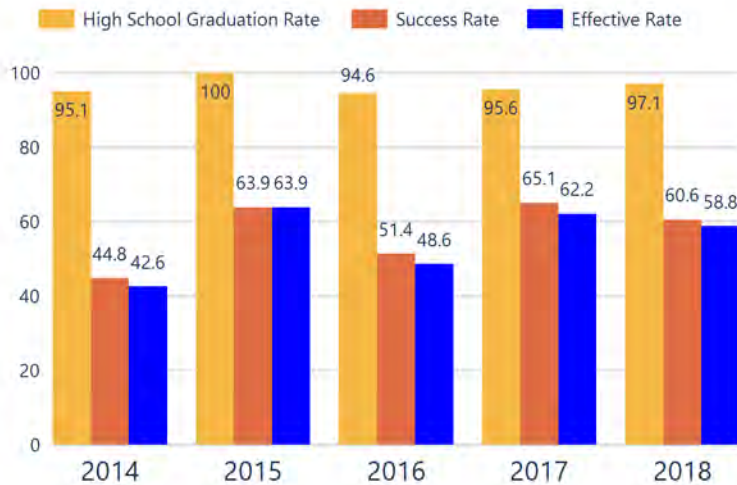
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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			★	

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

96%

Five-Year Success Avg

56%

Five-Year Effective Avg

54%

95% Confidence Interval for the Predicted Effectiveness Rate

54.5 - 57.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.7%

State: 88.3

District ESSA 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.

\$11,716

State: \$12,193

94.9%

State: 94.5

12.1%

State: 13.9

[Click here for State Financial Accountability.](#)

N/A

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.73	24.15	29.23	23.78	32.33	30.14	N/A	N/A	N/A
Level 2	41.73	46.62	40.93	47.02	39.94	36.02	N/A	N/A	N/A
Level 3	25.77	25.00	22.22	24.05	23.36	26.47	N/A	N/A	N/A
Level 4	4.76	4.21	7.60	5.13	4.34	7.35	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.80	32.29	38.88	33.89	42.85	43.33	N/A	N/A	N/A
Level 2	46.29	47.82	40.27	45.19	33.14	31.66	N/A	N/A	N/A
Level 3	17.28	18.63	19.44	18.64	21.71	18.33	N/A	N/A	N/A
Level 4	0.61	1.24	1.38	2.25	2.28	6.66	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	64.70	54.00	68.18	55.81	67.44	53.33	N/A	N/A	N/A
Level 2	27.45	38.00	31.81	30.23	23.25	26.66	N/A	N/A	N/A
Level 3	3.92	4.00	0.00	9.30	6.97	13.33	N/A	N/A	N/A
Level 4	3.92	4.00	0.00	4.65	2.32	6.66	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.27	35.64	38.18	37.38	42.45	44.73	N/A	N/A	N/A
Level 2	41.17	46.53	38.18	41.12	34.90	31.57	N/A	N/A	N/A
Level 3	21.56	14.85	21.81	18.69	20.75	18.42	N/A	N/A	N/A
Level 4	0.98	2.97	1.81	2.80	1.88	5.26	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.

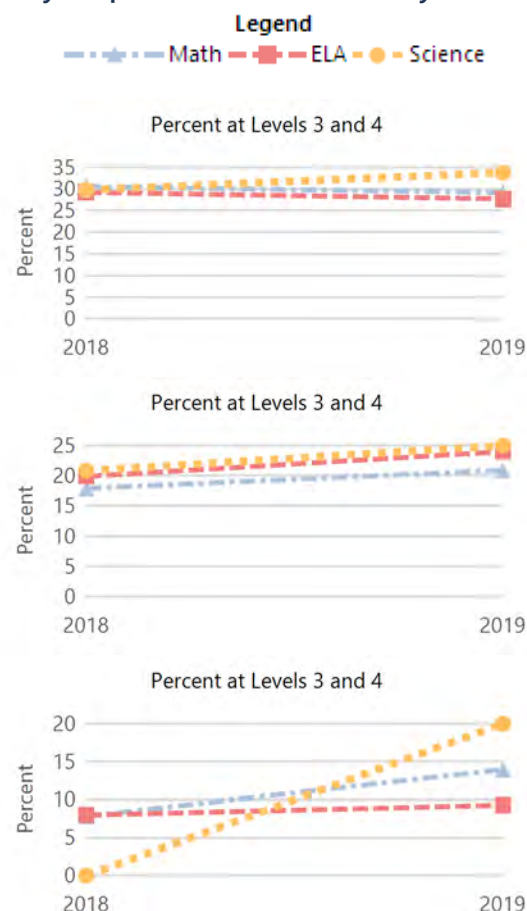
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



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.



District	19.8
State	20.4

Accreditation Summary

Date: 04/09/2021

System: D0113 Prairie Hills (0000)

City: Sabetha

Superintendent: Todd Evans

OVT Chair: Rhonda Frakes

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. The system and OVT reported that one area that continues to be a challenge is finding licensed instructors in all areas. KSDE Data Central Teacher Quality report indicates that 97% of their staff are fully licensed, with 2% out of field and 1% standard but qualified.

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

ARC Comment

The system has made improvements in all Foundational areas.

Tiered Framework of Supports - The system started structuring for Kansas MTSS in 2016-2017 and was ready to initially implement Kansas MTSS in the 2017 - 2018 school year for reading and math. The Behavior and Social-Emotional Learning components of Kansas MTSS were initially implemented in 2018-2019. By 2019-20, the system was at full implementation of all aspects of Kansas MTSS by having data-based decision-making discussions at all levels of teams from PLCs to the DLT, and in the MTSS content areas of reading and math to behavior and social-emotional learning.

Family, Business, and Community Partnerships - The system used an Engagement Survey to monitor Family, Business, and Community Partnerships results for the past 3 years. Every category stayed above a 3.5 on a scale of 1-5. Survey results indicated that every category dropped in 2018 from a high average of 4.3 to an average of 3.9. The questions related to engaging families in student learning activities and collaborating with community organizations dropped from 4.26 to 3.89 and 4.10 to 3.86. The OVT indicated that the system has invested a considerable amount of time in student-led conferences and engaging families in community conversations. The system anticipates that these areas will improve as the system is very responsive to the communication it has received from families and community partners.

Diversity, Equity, and Access - The system highlighted the emphasis of this area in their social-emotional learning curricula. It was also stated that the system considers equity and diversity in their curriculum adoption process. When reviewing their IMIS data, the question that asks instructional staff if "All students, including students with disabilities and English learner students, are included in core instruction for reading, math, and SEL" indicated that across all content areas there were large growths in this consideration. Data showed a low of almost 70% agreeing or strongly agreeing in the first year of the survey to a high of almost 95% agreeing or strongly agreeing by the 3rd year of the survey. Through MTSS, an effort has been made to include students with disabilities and English Learners more actively in the core environment. The system plans to focus the next KESA cycle on further work with instructional practices in the core environment.

Communication and Basic Skills - The system and OVT reports that an emphasis on written communication based on local writing assessment scores was a contributing factor in adopting the Super Kids ELA addition for primary grades. It was noticed that the previous ELA core was not as comprehensive in its approach to include writing. The new resource hopes to address that, as well as improve phonics and phonemic awareness.

Examples of different activities to improve communication and basic skills include student-led conferences and a culminating legacy video for seniors.

The Kansans Can Competency Framework in the high schools is used as a tool to teach and measure communication skills in secondary students. A staff survey indicated that 89% believe the Can Competency Framework, impacted student's communication and basic skills positively. The data indicated growth in communication with others, increased ability to express thoughts and feelings, and increased ability to seek assistance and supports.

The OVT noted that many of the staff that responded to this survey also indicated that not all staff members have the skills to teach this competency nor opportunities to work together to further students' competency development in this area. In future accreditation cycles, the system was recommended to expand the use of this competency framework so that all secondary staff can teach and embed these concepts into their work with students. As well as, include the discussion of the impact of these competencies on student growth into PLC time so data can further inform instruction of these competencies.

Civic and Social Engagement - The district noted multiple opportunities for civic engagement through community service projects, club involvement, and the addition of an AP Politics and Government course.

Physical and Mental Health - The system has shown growth in relationships and empowerment climates on the Kansas Community That Care (KCTC) Climate Type Reports. With a heavier focus on relationships, student voice and agency, there can be a direct impact on lower students' self-reporting of depression, anxiety, and suicidality. The system has noted a reduction in bullying in all forms over the past 2 years (e.g. anonymous bullying reporting app and focus on bullying in the SEL curricula). The system believes there is a direct relationship between this action and the reduction in depression and suicidality.

The system also noted that their SAEBRS and MySAEBRS scores have stayed consistently at or above 80% for their students showing no risk for behavior and social-emotional needs.

Arts and Cultural Appreciation-The system outlined multiple activities supporting arts and cultural appreciation from onsite field trips and Virtual Reality field trips to additions of courses in the secondary schools.

Postsecondary and Career Preparation - The system has placed a strong emphasis on building their Individual Plans of Study framework so that students have a wide array of post-secondary and career preparatory activities to pursue while in high school. Specific items to highlight would be the scope and sequence of lessons for the IPS, student-led conferences and student ambassadors, and the Career Symposium they host each year.

In an effort to continuously improve in this area, the system is planning to start reviewing the WorkKeys Assessment. The OVT noted that they have started a Work-Based Learning initiative with an emphasis on using the ASPIRE platform.

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

ARC Comment

The system goals are broad, but allow for action plans to be tailored by each of its building levels needs while still aligning to the overall system plans.

The system kept track of all the action plans step development, modified, and refined efforts throughout the process. Meeting with the DLT and reviewing these plans helped the system to reflect on its growth as well as be responsive to the data and/or the need for data. There was clear indication that as years passed in the continual improvement process that the system and its buildings were able to make improvements and adjustments to their plans.

The OVT found that the refinement of goals improved the focus and succinctness to allow for measurable and meaningful progression in the classroom when used as part of the data-driven decision process aimed at curricular and instructional strategies' impact upon student engagement. The system used a variety of data sources to measure the impact upon student engagement. According to the OVT, there was a lack of cohesive understanding of what was actually needed from data sources as well as how it could be used to further advance the goals. Similar progress in knowing what to do and how to do it and how to provide evidence to measure it occurred at each of the five buildings and system levels.

Over the cycle, the system realized that not only did the goals need a sharper focus they also needed to rely on specific information and so they modified the tool to reflect specific data.

The OVT observed over the cycle the establishment and then refinement of this goal to focus on the key elements and modifications in action plans, specifically in prioritizing steps for establishing the needed foundations for growth in the area of aligned curriculum and instructional strategies to impact student engagement and achievement.

The system has enough data to ensure that in its next cycle it's system and building goals are measurable.

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

ARC Comment

Strategies to reach this goal and ways the system demonstrated progress include:

- *Providing and promoting professional development opportunities aligned to the state board vision and school redesign.

- *Refining the MTSS process by using the data collected at building and district levels to determine the effectiveness of all tier levels 1,2 & 3.

- * Used a PLC format to review data, share implementation strategies and district initiatives, created data review meetings, and developed a consistent system of record-keeping for assessment data shared across grade levels.

The system developed a system to organize and share data with needed stakeholders, and BLT meetings have data-based discussions. Other examples include using the tier triangle data to notice tier 1 reading level concerns to determine what components of their curriculum needed to be enhanced. After analyzing the different options, the SuperKids curriculum was added to the K- 2 reading curriculum.

According to the OVT, a systematic review of current curriculum alignment and in many cases a parallel resources adoption has occurred because of this goal. Using new materials to cover standards in SEL, reading and science has increased the staff's belief that the tier one core materials and curriculum are meeting the needs of the students. (IMIS 2021)

The OVT has confidence the system is able to measure the success of the implemented programs as well as understanding the relationship between the goals and implementation of the State BOE Outcomes.

During the next cycle the system should be looking at goals that reflect improvement and use its available data to show progress.

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, it is evident through many of the reviews of the data sources that the system has sufficiently moved to a one-system mindset. During the 5-year KESA cycle, the system has moved from building functioning independently to a more cohesive process led by shared professional learning, shared data decision making, and shared resources. This process led to the system 's second KESA goal being focused on coherent and cohesive curriculum resources and instructional practices as well as collaborative efforts at fidelity to the resources and practices. Starting with an effort focused on the Kansas MTSS process to bring teams together around similar data sources and content, which led to a systems mindset. Having regular DLT meetings and shared PLC time as well as resources that the entire system used and received professional development on improving the probability for the system to sustain its coherency efforts.

According to the OVT, their efforts at working as one system have resulted in a core belief that investment in data-based decision-making supports student achievement. When asked what was one thing that each DLT member could pinpoint as the "recipe for success" for their system, overwhelmingly they all said a focus on everyone in the district doing MTSS with fidelity. They believed that this structure was a cornerstone of how they continued to grow and work as one system.

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 made process and results improvements in the areas of the Kansas Vision for Education and State Board Outcomes. It is very important for this system to be looking at its building level trend data to ensure that all buildings are improving equally.

Board Outcomes

Social-Emotional Growth

The system implemented using the Kansas Competency Wheel curriculum at the high school level. After evaluating data, the system implemented Second Step K-8 to better meet student's needs. They also adjusted how they were using the KS competency curriculum, instead of using one area of focus building wide they created a plan for each 9-12 grade level to focus on a different strategy to create a more well-rounded plan for students 9-12. The system uses SAEBRS Fastbridge tool as their social-emotional screener.

Kindergarten Readiness

According to the OVT, the system has made huge gains in the area of Kindergarten Readiness. The system is working with the local preschools who have responded favorably to working with the system to provide the needed instruction to assist students being more prepared to enter school. The district began giving the ASQ-3 and the ASQ-SE in 2018. The gains they reported on the ASQ-3 from 2018 to 2019 were 55.8% to 57.89% in overall no concerns. It is important for the system to take a closer look at this data and see if progress in students progresses as they move through K - 3 grades. Data for 2020 is not available due to COVID.

Individual Plans of Study

According to the OVT, the system started this cycle with the IPS process in place in two of their three high schools. In year five, all three high schools now have a strong IPS process. Students are utilizing Xello (formerly Career Cruising) to assist with the process. The system plans to create a scope and sequence of lesson plans within Xello so each grade level works on needed activities to help them be prepared for post-secondary success.

In addition to creating a plan of study, the system has initiatives that allow students to explore the careers they are interested in. According to the OVT, the system has a curriculum to support the educational needs of students to be prepared for their career path whether that path is college, technical school, the workforce, or the military.

High School Graduation Rate

The system has an improving graduation rate as seen by the data: 2018 92.2 %, 2019 94.8 %, 2020 96.8 %. They continue to look at ways to reach ALL students and assist students in successfully graduating from high school.

Postsecondary Success

The system's post-secondary success rate continues to be above the state's predicted indicator for them. In 2015 they had a 61% success rate (their lowest high school being 40%, this was also the high school that did not have an IPS process in place at the time). In 2018 their district success rate was 63%, and the previous lowest high school increased to 63%.

According to the OVT, students have access to advanced placement/college classes, technical skills classes, and a solid core curriculum. In addition, the system also provides a PLE (professional learning experience) for their students which allows for an opportunity to work in an area of interest while still in high school.

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

ARC Comment

The system regularly used three different measures for stakeholder involvement: the IMIS which gathers feedback from instructional staff, the Family Engagement Survey (FES) which gathers feedback from families, and the Communities that Care (CTC) survey which gathers feedback from students in

6th, 8th, 10th, and 12th grades. These three data sources have been woven throughout the 5-year cycle as measures of fidelity to their system (IMIS), measures for communication improvement (FES), and measures for climate improvement (CTC).

In addition to these surveys given annually, the system also obtains anecdotal data from stakeholders through community conversations, district and building site councils, and board of education meetings and reports.

Stakeholder communication with families and the community has occurred in the form of newsletters, BOE reports, site council meetings, and community conversation meetings. Stakeholder communication with students has been through the Social Emotional Learning curriculum lessons. The stakeholder communication with staff has been through the Self-Correcting Feedback Loop with much of the discussions being around how to interpret and analyze data and then use the data to inform instruction.

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

ARC Comment

The members of the leadership team for this blended district were persistent in working together in the KESA process. The process accounted for the different attendance centers, two with K 12 buildings and the 3rd with 3 buildings K-12, as far as needs, geography, size, and opportunities. The process continually showed a unified effort to focus on the established goals as a district rather than by individual buildings. Over the 5 years, they grew more cohesive in the process.

For each visit, the team was provided with access to all needed documentation and data. The leadership team was well prepared as a whole and provided presentations to the OVT team as well as participated in reflective discussions and proactive planning for the next steps. Presentations were thorough and highlighted the use of data and gathered evidence throughout the individual years and the overall cycle to determine progress and next steps in a continuous drive for improvement. The system's desire to change and improve was especially evident by their responsiveness to much of the feedback given to them by the OVT.

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

ARC Comment

The OVT provided evidence that the system is reporting to their local board and stakeholders, reports were completed in a timely manner. A system plan with action steps and goals that drove academic improvement priorities are evident, the system plan was aligned with the local board strategic plan. OVT reports indicated that all buildings have an aligned action plan to the system goals. OVT visits were conducted in a timely fashion. The system and OVT established improvement priorities and the process was evaluated through the use of data and a feedback loop exists.

ARC Recommendation

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

Justification

The system and OVT reports provided evidence that they have met the expectations of KESA. The system has built a strong foundation upon which they can continue to build and improve education at Prairie Hills. They took the time and did the work necessary to put into place organizational tools and procedures that have established protocols for them to evaluate the strategies, curriculum, and data they work with on a daily basis.

Strengths

Strength for this district is their willingness to analyze the data and identify where changes needed to be made. They followed through and made changes to benefit their students. A second strength for the system is including everyone in the decisions making process by using the data to decide what is best for students. The improvement process appears to have become embedded into their culture, it was not just top-down decisions. They met with stakeholders and listened to concerns, the teachers met and had discussions about what the data was telling them. The system is willing to do the hard work at all levels.

Challenges

According to the OVT, the SEL curriculum is young especially at the Elem levels; and they will need to continue to refine Second Step lessons to meet students' needs. At the secondary level, they will need to evaluate ways they can assist with improving bullying behaviors.

With regard to their goals, they need to continue to use their data and be sure that their next cycle goals are written in measurable terms. It was evident that they learned a lot during this first cycle of KESA.



Prairie Hills USD 113

1619 S. Old HWY 75, Sabetha, KS 66534-2898
(785) 284-2175
usd113.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Todd Evans**

Demographics



1,103 Students

African American 1.00%
Hispanic 1.45%
Other 5.71%
White 91.84%

Academically Prepared for Postsecondary Success

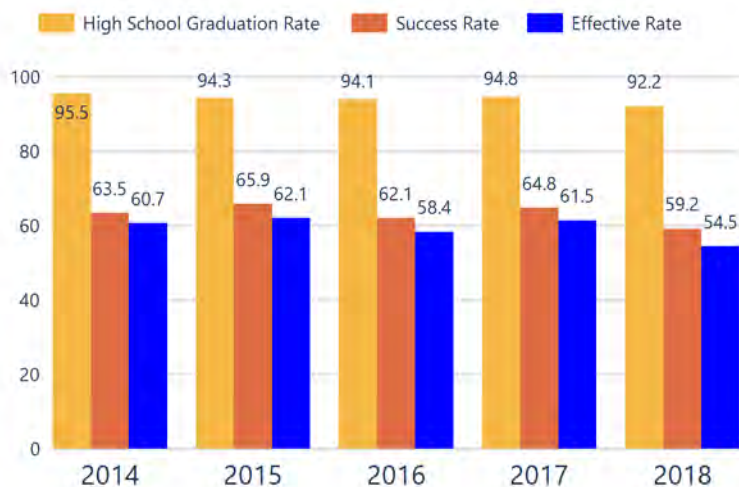
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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			★	

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

94%

Five-Year Success Avg

63%

Five-Year Effective Avg

60%

95% Confidence Interval
for the Predicted
Effectiveness Rate

55.4 - 58.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

96.8%

State:
88.3

District ESSA 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.

\$12,197

State:
\$12,193

95.7%

State:
94.5

[Click here for State Financial Accountability.](#)

7.8%

State:
13.9

0.8%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.79	19.05	24.57	17.08	20.64	25.20	N/A	N/A	N/A
Level 2	34.30	31.21	27.96	34.16	30.96	30.00	N/A	N/A	N/A
Level 3	36.84	38.29	33.05	32.74	37.90	34.00	N/A	N/A	N/A
Level 4	15.06	11.43	14.40	16.01	10.49	10.80	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.21	32.24	40.00	27.00	30.50	42.64	N/A	N/A	N/A
Level 2	42.62	31.69	27.14	38.50	34.50	26.47	N/A	N/A	N/A
Level 3	28.96	29.50	22.85	27.00	29.50	25.00	N/A	N/A	N/A
Level 4	8.19	6.55	10.00	7.50	5.50	5.88	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.93	64.06	71.42	53.73	68.65	62.96	N/A	N/A	N/A
Level 2	37.50	18.75	28.57	34.32	17.91	22.22	N/A	N/A	N/A
Level 3	25.00	17.18	0.00	8.95	11.94	14.81	N/A	N/A	N/A
Level 4	1.56	0.00	0.00	2.98	1.49	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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.

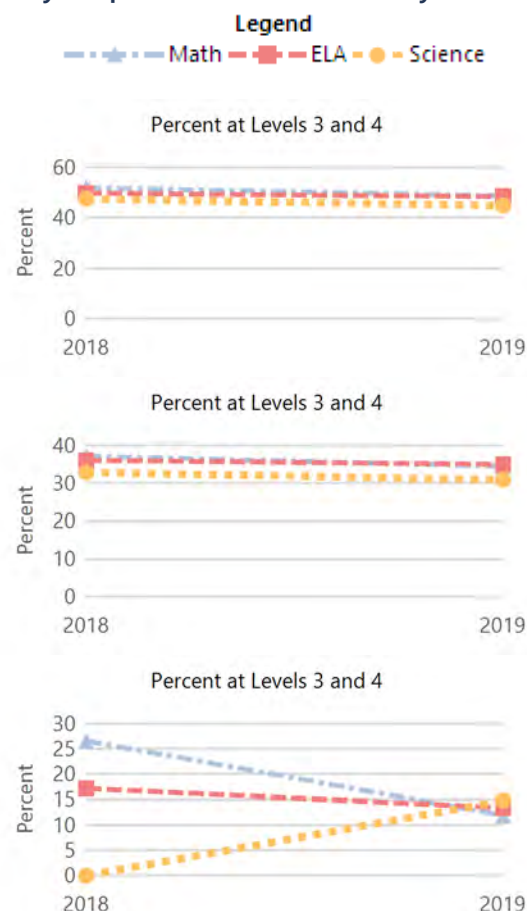
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



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.

District	21.1
State	20.4

Accreditation Summary

Date: 03/08/2021

System: D0233 Olathe (0000)

City: Olathe

Superintendent: John Allison

OVT Chair: Verenda Edwards

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Evidence provided by the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas.

Tiered Framework of Supports: The system has a comprehensive protocol to implement MTSS at all levels in reading, math, and behavior at each level. All three areas will be integrated during the implementation. Each school is monitored for performance and will be phased in as it completes the necessary professional development. The plans for MTSS are very prescriptive, with a universal screener used and specific protocols for support depending on the needs of the student. The system also ensures that staff has the needed staff development before implementation so that success rates will be high.

Stakeholder engagement: The system has established and maintained both district-level and building-level site councils with regular meetings. In addition, they have engaged their stakeholders through various focus groups, surveys, interactions with students, staff, parents, business partners, civic partnerships, and faith-based partnerships.

Diversity and Equity: The system established a Department of Diversity and Engagement in June 2019 with two full-time staff members dedicated to carrying out the district's mission of promoting a diverse, equitable, and inclusive environment for all students, staff, and community stakeholders. The department delivers training on diversity, equity, and inclusion to all certified and classified staff. In August 2020, the Diversity and Engagement Advisory Council (DEAC), a 33-member council comprised of community leaders, students, administrators, Board of Education member, and district employees, was established. The DEAC ensures the fidelity of all diversity initiatives throughout the district.

Communication and Basic Skills: Speaking and listening standards are incorporated in all courses. In addition, a prek-12 multi subject group has been established as the literacy leadership team.

Civic and Social Engagement: The system offers many opportunities for volunteering, participating in events, and real-work experience for students. Additionally, student clubs and organization exist at all levels based on different interests and current issues.

Physical and Mental Health: A physical education requirement continues to be present for all students in secondary schools. Curriculum resources related to mental health are being used proactively in all schools. The elementary and middle schools use Second Step and high schools SOS signs of suicide. The district's use of Panorama, SEL Assessments, also includes specific interventions to be utilized with students. The addition of Positive and Behavioral Support (PBIS) staff also supported the work in the area of Social Emotional Learning (SEL).

Arts and Cultural Appreciation: The system prioritizes arts and cultural opportunities for students. All students visit the Nelson Art Museum and the Kansas City Symphony at least one time. Both middle and high schools offer strong performing arts programs. In addition, the district is now offering high school courses that now include Black American History, Women's Studies, and LatinX Studies.

Postsecondary and Career Preparation: The system implemented the Pre-ACT and Work-Keys to align with the ACT and PSAT to give all high school students the opportunities they need. Starting in elementary school, students are exposed to various careers. Students at the secondary level participate in real-life work experiences, interview processes, 21st Century Academies, and CTE pathways.

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

ARC Comment

The Olathe School District identified Relevance as their first goal area. The data that Olathe collected around this goal also reflect an alignment to the work and included the specific goals of 100% of students completing the following: positive teacher student relationships, ability for all students to self-regulate behavior, 3rd graders reading on grade level, successful completion of algebra by freshman, graduation rates and market value assets. Olathe has interim assessments in place utilizing Mastery Connect to ensure students are on track without waiting until the end of a school year or cycle. The system's work has been centered around the work on the Portrait of a Graduate. The process involved a sustained conversation leading to shared agreement focused on a unique community-owned picture of what graduates need for success.

Representatives included communities of faith, business, higher education, community members at large, social service agencies, district leaders, school leaders, families, teachers, and students. Once the top six competencies were agreed upon, representatives from the Community Advisory Committee presented the plan to the Board of Education, who then approved the Portrait of a Graduate in January 2019.

Within the plan are metrics to determine success at each level and include assessments such as Measure of Academic Proficiency (MAP), Kansas Assessment Program (KAP), ACT, Panorama and building or district level assessments utilizing Mastery Connect. Olathe holds individual classrooms accountable for the progress toward these long-range goals. Data submitted regarding the current effectiveness rate of the district was 59. This was higher than the predictive effectiveness rate which was 53.7 – 56.7. Other data reflected a 91.2% graduation rate, a mean percentage rate of 41% of students in level 3 and 4 for reading and 38% students proficient in mathematics. ACT average scores for the five high schools in the district are an average of 23.9% with a chronic absenteeism at 6.3%.

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

ARC Comment

In alignment with goal 2 related to rigor, the district and schools focused on the following measurable goals:

1. Students not meeting projected growth on the MAP assessment will be reduced by 50% over the 2017-2018 school year in both reading and in math.

2. Students scoring in level one on the Kansas assessment will be reduced by 50% over the 2017-2018 school year in both reading and math.
3. The number of students scoring in level three or four will increase on the Kansas assessment in both reading and in math.
4. The district's ACT composite score will continue to improve each year. Each school has set its own goal based on school-wide data. ACT average scores for the five high schools in the district are an average of 23.9%.

Olathe students outperformed state averages on the KSA in most grade levels in ELA and Math. The district is aware of gaps between some buildings at each level and is working to eliminate those differences. Work was done with each high school and significant movement in ACT scores at some high schools could be seen from the beginning of the KESA process to its accreditation year.

In ELA, Olathe students outperformed the state with regard to both percentage of students at Level 1 and the percentage of students at CCR. Olathe students had at least 6% fewer Level 1s at every grade level and at least 6% more students at CCR than the state average.

In MATH, Olathe students outperformed the state with regard to both percentage of students at Level 1 and the percentage of students at CCR. Olathe students had at least 6% fewer Level 1s at every grade level and at least 6% more students at CCR than the state average.

In Science, Olathe students outperformed the state with regard to both percentage of students at Level 1 and the percentage of students at CCR. Olathe students had at least 4% fewer Level 1s at every grade level and at least 4% more students at CCR than the state average.

Schools each have SMART measurable tied to each of these in literacy, math, and Behavior Social Emotional Learning (BSEL) outlined within their individual school improvement plans.

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 reports that Olathe has closely aligned the school improvement work around their most recent Strategic Plan. The Strategic Plan is comprehensive and includes elements of the Kansas Vision for Education. The system ensured that all departments support the goals established by the district and schools. The plan has been developed around the needs of the system as well as the required KESA process.

Staff and departments have been added to ensure that the new initiatives stay in place and show growth. For example, there is now a director and staff members responsible for Social-Emotional Learning. The purpose of this group is to continue to move the work forward and monitor improvements. There is also a new department for equity and diversity. During the accreditation process, Olathe adjusted and expanded the instructional coaching model that was used in the system. Each building currently has a learning coach to support teachers and students around the academic standards at each grade level. Additional coaches have been added for specific areas such as behavior, pre-school, and Kindergarten.

Olathe is working with the Kaufmann Center on strengthening the skills of its graduates on the MVA and expanding their Career Technical Education (CTE) programs. Currently, the district has 21st Century Programs in each building as well as CTE programs. An expansion of the Olathe Career Technical Center has occurred over the past four years. Olathe is also looking to offer core classes while taking CTE courses.

6.Á 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 OVT and System reported data for all State BOE goals at or above expectations or showing a positive incline. The system demonstrated evidence, data and a viable plan reflecting all State BOE goals will result in change.

Board Outcomes

Social-Emotional Growth

The Olathe team continued to focus on a systematic approach to SEL. The pre-schools, elementary schools, and middle schools are currently using the Second Steps curriculum taught by general education teachers. Additionally, the high schools are delivering lessons during the advisory time that all students attend. The counselors are closely involved with the implementation of all of this work as well as the delivery of the counseling curriculum for all students. Through the use of Panorama the district is able to monitor areas of improvement as well as needed growth.

The district now has a full Behavior Social Emotional Learning Department (BSEL) focused on supporting this work. During the 2019-2020 school year, the district's BSEL team studied various behavior management systems that could be utilized system-wide to include PK-12 students. In January, this team selected Positive Behavioral Interventions and Support (PBIS) as the system Olathe will use moving forward. PBIS will be implemented within the system over the next two years by dividing schools into four different cohorts. In order to support this work, a PBIS Coordinator and five PBIS coaches have been hired. In addition, because of the continual pressure of student behavior, additional behavior coaches and specialized paraprofessionals have also been hired. This will complement the work currently happening across the system to support the implementation of SEL curriculums.

Kindergarten Readiness

Olathe, has been implementing the ASQ assessment for incoming kindergarten students. They saw a dip in the percentage of parents completing it this year. They have put plans in place to get data when parents attend Kindergarten Roundup. All district programs supporting students' birth – age 5 were assigned as the responsibility of the Assistant Director for Early Childhood. Beginning with the 2020-2021 school year, an instructional coach was hired with responsibilities to support pre-kindergarten and kindergarten teachers exclusively. Additionally, they are training all preschool and kindergarten teachers on LETRS to support the literacy instruction of all students.

Individual Plans of Study

The district is in the fifth year of student IPSs. Plans include high school years as well as the first two years of college/career and is completed at all middle and high schools. Each school has the opportunity to develop the model they feel will work best for their students. Some schools have teams of teachers working with counselors to deliver this while others have it solely within the counselors' responsibility. Students can adjust the plan each year and parents have an opportunity to review and comment as well. The Individual Plans of Study are a part of the district strategic plan. Olathe Public Schools' dedication to a personalized learning experience for each student that encompasses high academic standards coupled with real-world engagement to best prepare our students for life-success. The biggest component of real-world engagement comes in the expectation that 100% of students will earn a Market Value Asset before high school graduation.

High School Graduation Rate

The district monitors aggregated data for graduation rates as well as for each subgroup. They have noticed a slight dip in the last year, which could be a result of COVID. The district monitors early warning signs, chronic absenteeism and tardy data. The district is also looking at the integration of curriculum to support student completion of the needed credits. High schools utilize this data as a part of their School Improvement Plans. Graduation Rates for 2016 (beginning of cycle) was above the state average at 89.4% and the graduation rate for 2020 (end of cycle) was above the state average at 92.4%.

Postsecondary Success

The district has added assessments such as the Pre-ACT and Work-Keys to align with the ACT and PSAT to give all high school students the opportunities they need. ACT average scores for the five high schools in the district are an average of 23.9%. Starting in elementary school, students are exposed to various careers. Students at the secondary level participate in real-life work experiences, interview processes, 21st Century Academies, and CTE pathways. Additionally, all secondary students have an individual plan of study. The ultimate goal is for every student to graduate with at least one market value asset, which includes work-based learning experiences, college credit, regionally vetted industry recognized credentials or entrepreneurial experiences. The system's predictive effective rate is 56.6-59.9 and the system has exceeded that rate with the most recent effectiveness rate of 61.6.

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

ARC Comment

The OVT and system reported multiple examples of involvement and engagement from students, parents, and community during strategic planning and system decision-making. In addition stakeholder involvement was documented with the development of the Portrait of a Graduate, building site councils meetings, the different advisory committees, and outreach programs. Olathe has demonstrated that patron feedback is valued throughout this process.

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

ARC Comment

Evidence of work between the system and OVT team was provided in the annual OVT reports. Each year the OVT team would write their report and identify work to be considered as the KESA process moved forward. Olathe responded to these suggestions as they continued to move goals forward.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team reports that Olathe has been committed to incorporating the KESA process. Each year Olathe and the OVT team communicated about the work Olathe was moving forward. Olathe has always been forthcoming about their work and the work that stills needs to be accomplished. Growth in many areas has been reported. The team has been most impressed with the preparations made to meet identified goals to ensure the Vision of the State Board and the Foundational Structures have been implemented in a way that will be sustained and improvement will be shown. The system has taken its time to ensure that staff has the resources at each building to accomplish the goals established. By doing this, the work has become part of the culture. There is no doubt in the minds of the current OVT team that this process has been meet with fidelity and that Olathe will stay committed to the work.

ARC Recommendation

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

Justification

The OVT and system documented that the system met the requirements of the KESA process, the system has a continuous improvement process in place that involves all stakeholders, and that the system has demonstrated improvement.

Strengths

Stakeholder engagement and documenting system growth are strengths of the system. The system has developed a strong improvement culture through adjusting plans based on data and stakeholder feedback.

Challenges

The OVT team was concerned that Olathe might be over-extending themselves given all they want to accomplish. That being said, the system has a firm eye on the work that needs to be done and closely monitor for the success they want for their students.



Olathe USD 233

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(913) 780-7000
www.olatheschools.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **John Allison**

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		★		

Demographics



29,773 Students

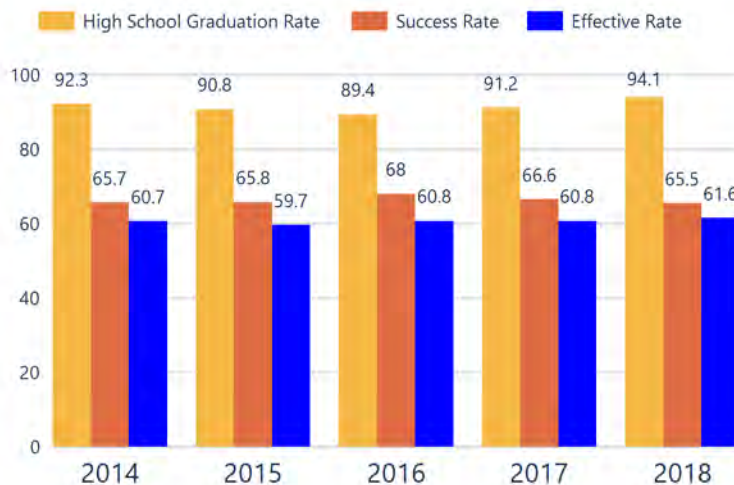
African American 7.32%
Hispanic 17.09%
Other 9.55%
White 66.04%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

92%

Five-Year Success Avg

66%

Five-Year Effective Avg

61%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.6 - 59.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.4%

State: 88.3

District ESSA 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.

\$12,934

State: \$12,193

94.8%

State: 94.5

12.3%

State: 13.9

[Click here for State Financial Accountability.](#)

0.5%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.34	20.42	27.08	19.91	21.02	27.84	N/A	N/A	N/A
Level 2	37.46	33.69	29.56	38.12	34.11	29.50	N/A	N/A	N/A
Level 3	28.56	34.19	28.29	27.95	32.70	28.35	N/A	N/A	N/A
Level 4	13.62	11.68	15.04	14.00	12.15	14.29	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.22	39.07	46.33	39.52	39.86	48.55	N/A	N/A	N/A
Level 2	42.39	37.64	32.28	42.91	37.14	30.12	N/A	N/A	N/A
Level 3	15.28	19.81	16.57	13.89	18.93	17.04	N/A	N/A	N/A
Level 4	3.09	3.46	4.81	3.66	4.04	4.27	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	53.86	54.80	59.33	54.40	53.99	62.55	N/A	N/A	N/A
Level 2	30.23	25.24	24.13	30.27	26.26	21.52	N/A	N/A	N/A
Level 3	10.66	16.14	11.92	9.83	14.46	11.47	N/A	N/A	N/A
Level 4	5.23	3.80	4.59	5.48	5.27	4.44	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.98	33.83	48.28	33.24	33.50	49.14	N/A	N/A	N/A
Level 2	42.31	35.96	31.71	42.27	36.46	27.56	N/A	N/A	N/A
Level 3	16.87	24.33	16.16	19.44	24.36	16.88	N/A	N/A	N/A
Level 4	5.83	5.86	3.83	5.03	5.65	6.41	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.03	36.83	47.15	37.27	38.30	48.32	N/A	N/A	N/A
Level 2	42.34	39.09	31.83	43.57	38.06	29.83	N/A	N/A	N/A
Level 3	15.39	19.88	15.87	14.49	19.34	16.91	N/A	N/A	N/A
Level 4	4.22	4.18	5.13	4.65	4.28	4.92	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.

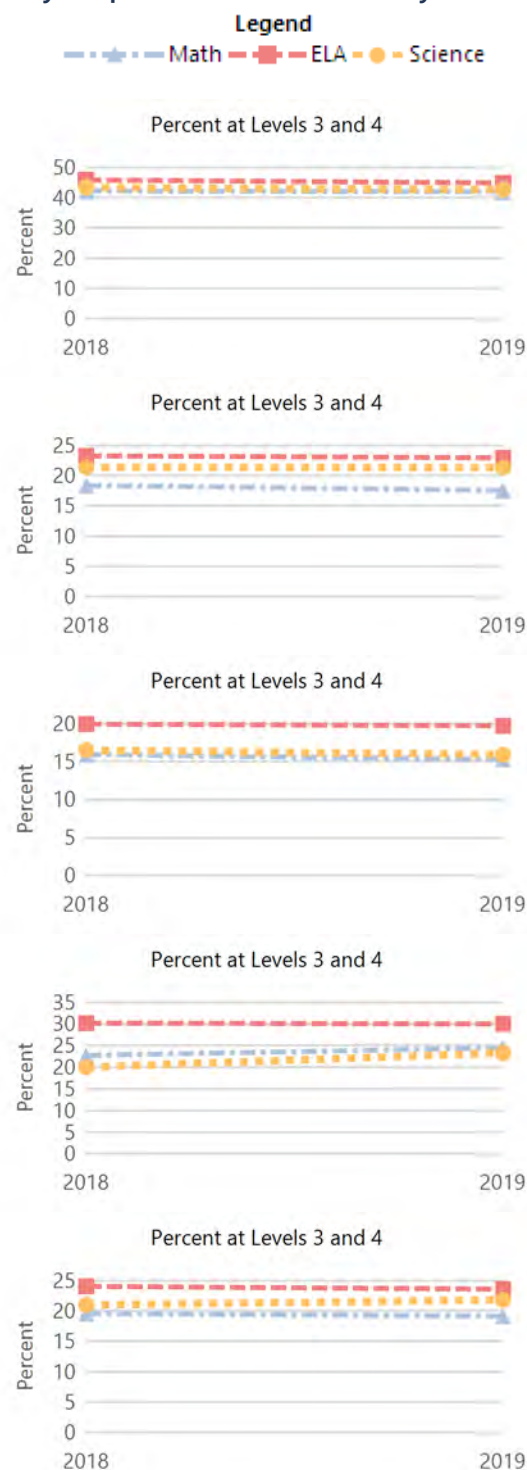
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District 22.7

State 20.4

Accreditation Summary

Date: 06/17/2021

System: D0253 Emporia (0000)

City: Emporia

Superintendent: Allison Anderson-Harder

OVT Chair: Heidi Paquin

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

- **Tiered Framework of Supports:** Emporia Public Schools (EPS) designed an MTSS framework at the beginning of the accreditation cycle. This framework has grown over the years of the accreditation cycle. The pandemic did slow down the work and required the interventionists to be placed back in the classroom. During the final visit, the EPS leadership discussed the need to retrain staff to progress monitor and refocus on supporting at risk students. EduClimber was recently purchased to support EPS's ability to analyze academic and SEL data.
- **Family, Business, and Community Partnerships:** Each OVT visit highlighted partnerships with organizations in the county, city, and Emporia University. Some of those partnerships include Crosswinds Counseling, Tyson Foods, Ignite Emporia, Emporia Chamber of Commerce, and the Jones Foundation. Because of declining attendance at site-council meetings EPS continues to look for ways to increase participation. Even though the pandemic has limited outside learning experiences for students, EPS worked with partners to increase Project Based-Learning (PBL).
- **Diversity, Equity, and Access:** COVID-19 tested the district's ability to provide equitable access to all students. The system used CARES funds to purchase needed technology and internet access. The most significant loss of students seemed to be at the preschool level. The district is currently working to find ways to support those students who were lost. During this accreditation cycle EPS made the financial commitment to AVID (a program to support middle schools and high school students at risk).
- **Communication and Basic Skills:** All KSDE graduation requirements have been maintained for communications and basic skills. A commitment to PBL has been made by the district. Professional development sessions have been provided for this.
- **Civic and Social Engagement:** The district has provided professional development for staff on how to embed components of civic engagement into PBL projects. The strong partnerships enjoyed by the district also supports civic engagement.
- **Physical and Mental Health:** EPS has committed to several programs that support students' overall physical and mental health, including Capturing Kids' Hearts, Second-Step Curriculum, and the use of Zones of Regulation. Each building also has a list of strategies to personalize support of students.
- **Arts and Cultural Appreciation:** EPS is fortunate to be able to work with the Emporia Arts Council. Elementary utilizes the arts council, providing numerous opportunities for activities. Graduation requirements for the arts and cultural appreciation are met through multiple electives.
- **Postsecondary and Career Preparation:** EPS reports that the numerous community partnerships continue to allow growth in the area of post-secondary and career preparation. Elementary schools begin exploring careers and beginning in 6th grade, students use Xello to help identify strengths and

weaknesses. Post-secondary data shows growth in the graduation rate as well as the effectiveness rate. EPS seems to be performing above the predictive level.

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

ARC Comment

Goal 1: Relationships: Support the social-emotional development within the educational community and the enhancement of communication and relationships with all stakeholders.

Evidence of Meeting Goal 1:

- The OVT conversations with the various stakeholder groups emphasized the alignment between the district and the buildings in this goal area. Stakeholder groups included district/building administrators as well as BOE, site council, and teacher representatives.
- Buildings repeatedly spoke to the addition of EduClimber as a tool that is used to identify students for interventions in SEL.
- The system identified an SEL screener during this accreditation cycle (Student Risk Screening Scale, SRSS). EPS piloted the screener in select buildings last year and implemented the screener district-wide this school year. Baseline data are available within the system's annual summary.
- Chronic absenteeism declined from 19.45% in 2018-2019 to 17.94% in 2019-2020. Current 2020-2021 chronic absenteeism data shows an increase to 20.2%. While the system continues to decrease this rate, it seems likely that the challenges of the COVID-19 pandemic prevent us from seeing the clear impact of the system's efforts.
- All buildings can provide data that demonstrate SEL progress. Building specific SEL data are included in the system's annual summary and is central to all building stakeholder discussions with the OVT.
- Emporia High School stakeholders spoke to the high school's responsiveness in providing communication choices for parent/teacher conferences. Parent options included meeting face to face, through Zoom, or by receiving an email progress report.
- Elementary and middle school staff use the Second-Step curriculum. The elementary has moved to a teacher delivery model of the curriculum versus a narrow counselor delivery model. SEL is not another subject taught but rather integrated into all subjects.
- Buildings are utilizing SEL support strategies that fit the needs of each building while allowing for individualization. Some support strategies the OVT heard about include a Tiger's Den at Riverside, a physical and virtual Beehive at Walnut, and Capturing Kids' Hearts at Village Elementary.
- High school referral data shows a steady decrease in the number of student referrals from 2017 to 2021.

The system has already identified next steps or potential new goals as it continues its improvement process.

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

ARC Comment

Goal 2: Rigor: Support the academic development and improvement of all students.

Evidence provided to support this goal's impact on the buildings and alignment to the system include:

- All buildings referenced the use of tiered interventions in reading and math. EduClimber has been instrumental in tracking student progress.
- Several buildings are involved in the redesign process.
- All EPS buildings participated in ELA and Math Interim assessments in 2020-2021. Results were promising. Specific building data can be found in the systems' annual summary.
- The percent of graduating seniors using XELLO to plan all 24 credits during their high school career has increased from 18% in 2019 to 24% in 2020 and 35% in 2021.

- EPS offers 16 different pathways. This year the high school is looking for effective ways to promote the various pathways.
 - Counselors target middle school students in tiered intervention groups for additional support.
 - Middle school at-risk students received priority status when it came to on-site instruction during the 2020-2021 school year.
 - EPS substitutes received professional development in Google Classroom, and Google Meets to support remote instruction this year.
 - Many buildings referenced Project-Based Learning and the benefits during stakeholder discussions with the OVT.
 - Riverside Elementary noted a 31% increase in the use of “closure” in lessons and an increase in the percent of teachers expressing comfort with differentiated instruction based on a teacher survey.
 - Village Elementary highlighted its addition of a STREAM instructor who served 60 students this school year. Village Elementary also identified an 83% engagement rate in its classes based on walk-through data.
 - All buildings are engaged in student academic data analysis using various measures.
- The system has already identified next steps or potential new goals as it continues its improvement process.

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

Emporia Public Schools and its Board seem committed to the KESA process. Monies have contributed to hiring new staff, purchasing materials, and providing professional development. All departments are involved in the process. The community recently approved a 78-million-dollar bond issue to support the repair and/or expansion of current buildings. The bond issue will also support the building of a new preschool center.

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 Emporia District met the expectations of the KESA process in relation to the State Board Outcomes.

Board Outcomes

Social-Emotional Growth

The OVT found in conversations with stakeholders’ groups and through data that social-emotional learning (SEL) that the system has established supports for addressing students’ needs. During the accreditation cycle EPS has implemented a district-wide screener, a relationship with Crosswinds Mental Health, the implementation of calming rooms, and hired additional counselors. Chronic absenteeism across the district dropped from 19.46% in 2018-2019 to 17.49% in 2019-2020.

Kindergarten Readiness

Kindergarten Readiness:

- ASQ:3 and ASQ:SE data for kindergarten students reveal small increases in some areas over the past three years and slight decreases in some areas.
- Through its Mobilizing Literacy Grant, EPS started administering the ASQ in local preschools. Data for 2020 reveal a slight decrease from 2019 in several areas, most notably fine motor skills.
- The utilization of a Kindergarten Readiness Profile provides EPS kindergarten teachers with valuable data about incoming students.
- Data guide efforts to provide professional development and programming for Lyon County public and private preschools through the Mobilizing Literacy Grant. While this grant is ending and the liaison is retiring, EPS realizes the grant's impact and plans to continue providing services.

Individual Plans of Study

Conversations with EPS stakeholder groups across the district, especially at the middle and high school levels, and data provided to the OVT demonstrate that EPS has a process in place for individual plans of study and adjusts this process as warranted. Changes to the middle school Course Guide over the past year create a smoother enrollment process and align courses to students' individual career goals. High school students participate in a Career and Academic Planning (CAP) class led by the same adult over the students' course of study at EHS, which results in a stronger mentor/mentee relationship. EPS saw an increase in student planning over the accreditation cycle, as evident through IPS usage data. EPS strives to involve students and their families in the IPS process and provides numerous opportunities for dialogue.

High School Graduation Rate

High School Graduation: Data regarding high school graduation can be seen below.

- o EHS 4-year adjusted cohort graduation rate demonstrates a steady increase over time from 78.8% (2021-2015 cohort) to 91.3% (present cohort).
- o EHS 5-year adjusted cohort graduation rate increased from 80.40% (2012-2016 cohort) to 92.9% (current cohort).
- o Students who are 1) not on track to graduate, 2) desire a technical career, or 3) desire a different type of education have the option of entering the FLEX program. This program is a combined effort of EPS/EHS and Flint Hills Technical College (FHTC), and allows students to complete a certificate program while in high school. Of the 21 students selected to participate in the FLEX class of 2020, 11 were not on track to graduate at the end of their freshman year. Of those 11 students, 10 graduated on time. Approximately half of the students selected for the FLEX class of 2021 and 2022 will graduate on time.

Approximately half of that group will also have FHTC certification.

- o EPS offers numerous CTE pathways, including five pathway introductory courses at the middle school level as of the 2019- 2020 school year.
- o The number of CTE Completers has increased from 53 students in 2017 to 307 students in 2020.

Postsecondary Success

Emporia Public School recently received a Bronze Star for its increase in Effectiveness Rate. The district has implemented AVID and JAG to prepare students for their post-secondary success. Also, the FLEX program described under High School Graduation impacts this.

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

ARC Comment

Emporia School District worked with internal and external stakeholders as goals were developed and programs were implemented.

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

ARC Comment

It was stated several times in the OVT report that the district worked closely with the visiting team and provided all needed data and evidence.

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

ARC Comment

The OVT feels the system has done a fantastic job balancing the KESA implementation with ReDesign. EPS provided annual system summaries and evidence of completion of tasks. At this time the district is working on completing a new needs assessment that will guide their work for the next 5 years.

ARC Recommendation

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

Justification

The Emporia School District has met and exceeded the requirements for accreditation. The process was followed with fidelity. The district has exceeded the 5-year effectiveness average. The district has also shown improvement in their rate of graduation level.

Strengths

The district is to be complimented on the works they have been able to complete during this first cycle. It was noted that during Year 3 the district took time to set the stage for how the district moved forward. By setting these priorities and communicating them to staff, the work began to take hold. The district will continue to implement the plans that are in place and adjust as needed moving forward.

Challenges

Recommendations from ARC and OVT: For the next cycle the district needs to write specific, measurable goals with targets to meet the goals. This will enable the district to focus on the most urgent needs of the district. EPS will need to complete its needs assessment before moving into the next accreditation cycle. The system might consider evaluating its current school improvement process in KansaStar. EPS may find it beneficial to identify what practices are working best and which require refinement. Some buildings may benefit from strengthening their building improvement plans.



Emporia USD 253

1700 West 7th, Emporia, KS 66801-2424
(620) 341-2200
www.usd253.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Allison Anderson-Harder**

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				

Demographics



4,691 Students

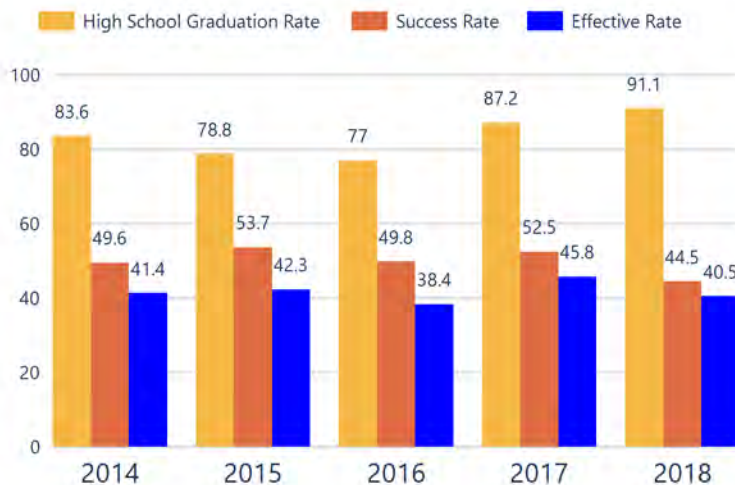
African American 1.19%
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White 45.38%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

84%

Five-Year Success Avg

50%

Five-Year Effective Avg

42%

95% Confidence Interval
for the Predicted
Effectiveness Rate

36.2 - 40.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

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3. Student earned a Postsecondary Degree.
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Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

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

ATTENDANCE RATE

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CHRONIC ABSENTEEISM

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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.

91.3%

State: **District ESSA Expenditures Per Pupil**

88.3

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.

\$11,816

State:

\$12,193

93.7%

State: 94.5

17.9%

State: 13.9

Click here for State Financial Accountability.

1.0%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.92	31.75	36.83	32.68	34.74	43.92	N/A	N/A	N/A
Level 2	38.79	34.83	29.86	40.15	34.00	29.87	N/A	N/A	N/A
Level 3	21.23	26.46	23.34	19.39	24.18	18.76	N/A	N/A	N/A
Level 4	8.04	6.94	9.95	7.76	7.06	7.44	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.88	38.55	45.40	40.29	42.24	53.32	N/A	N/A	N/A
Level 2	40.27	36.37	29.11	41.21	34.92	27.44	N/A	N/A	N/A
Level 3	16.08	21.41	19.15	14.53	18.63	15.38	N/A	N/A	N/A
Level 4	4.75	3.65	6.32	3.95	4.19	3.84	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	63.10	60.13	56.32	59.58	62.24	64.28	N/A	N/A	N/A
Level 2	26.20	22.68	27.58	29.20	22.12	27.67	N/A	N/A	N/A
Level 3	7.58	14.43	14.94	8.55	11.79	7.14	N/A	N/A	N/A
Level 4	3.10	2.74	1.14	2.65	3.83	0.89	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.50	40.00	43.75	44.82	31.03	76.92	N/A	N/A	N/A
Level 2	30.00	32.50	31.25	44.82	44.82	15.38	N/A	N/A	N/A
Level 3	22.50	22.50	18.75	6.89	20.68	7.69	N/A	N/A	N/A
Level 4	5.00	5.00	6.25	3.44	3.44	0.00	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.52	39.41	51.10	40.31	43.04	53.59	N/A	N/A	N/A
Level 2	41.28	35.71	25.86	40.61	34.89	29.93	N/A	N/A	N/A
Level 3	14.64	21.93	18.61	15.11	17.59	13.68	N/A	N/A	N/A
Level 4	4.54	2.93	4.41	3.95	4.47	2.78	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.

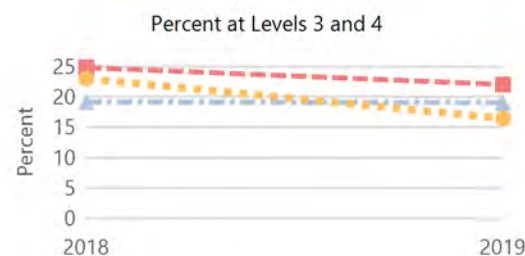
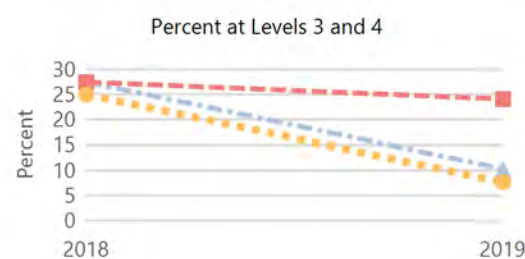
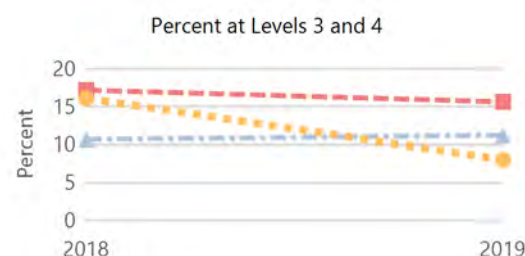
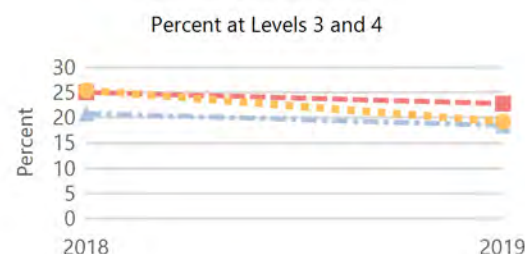
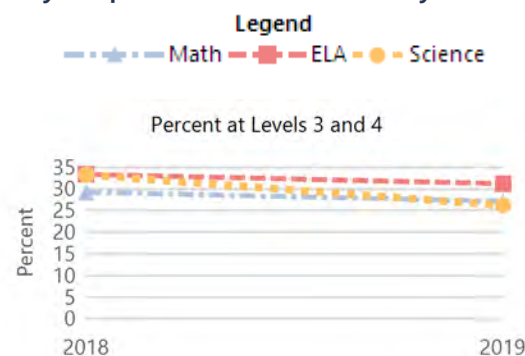
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.6
State	20.4

Accreditation Summary

Date: 06/15/2021

System: D0262 Valley Center Pub Sch (0000)

City: Valley Center

Superintendent: Cory Gibson

OVT Chair: Holly Francis

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

The system has addressed and embraced each of the KESA Foundational Structures. The System has moved from developing to implementing in most areas. The System recognized its strengths and challenges. They have made improvements in their strengths and made plans to improve areas that they believe are challenges.

Tiered Framework of Support

The system has comprehensive K-8 reading and math MTSS systems in place, Foundational skills assessments (IGDIs, AIMSWeb) are administered to K-8 students at least three times a year. Data is analyzed by teams to determine tier instruction focus for students. Special education students that are not able to take the assessments have observational assessments in their classes to determine needs as documented in IEPs. Evidence-based/state-approved Tier II resources for MTSS Reading have been reviewed and adopted. Math MTSS has been delayed because of COVID but they will continue to make progress once the pandemic ends. The system is currently working on the development of Tier II efficacy and understanding. High school staff is currently learning how to effectively implement Learning opportunities that are currently being provided. The system has become very intentional about using/analyzing data for reading, math, and SEL to ensure that quality intervention is employed.

Family, Business, and Community Partnerships

The system has worked to increase stakeholder engagement. They have increased the number of events offered and have strengthened communication with stakeholders. Conversations with stakeholders have occurred to acquire input/feedback regarding engaging summer school programs. A shift in the mindset from inviting stakeholders to events to strategically and purposefully asking for specific feedback and inviting stakeholders into more decision-making has occurred. The system partners with a number of community organizations to provide a variety of opportunities and resources for students and parents (i.e. internships, job shadows, speakers, joint projects).

Diversity, Equity, and Access

There is a strong focus on supporting and celebrating diversity through professional development, student groups, and ongoing collaboration/conversations regarding how to better support diverse students. Based on data collected, additional positions were hired to meet the growing needs of various populations of students. KELPA scores are analyzed to determine how best to allocate resources. The system is focusing on "belonging" as compared to just "fitting in".

Communication and Basic Skills

The development and mastery of basic skills in math and reading are very important. Currently, 75% or more of students in K-8 are proficient in basic skills as evidenced by Aimsweb- data provided. A “watch list” for dyslexia has been created by graduation year for students needing more intervention. The system is making sure that students who are identified as at-risk are placed with teachers in courses that will best support their needs. All K-8 staff members have been trained on Dyslexia by the system’s learning support staff. Required staff at the high level will complete this training. High Evidence-based/approved curricula have been implemented and support that has helped to increase achievement in these areas. The “Science of Reading” is focused upon and the system is working diligently to use resources in a way that supports structured literacy. The math focus during the KESA cycle has been on both basic skills and mathematical practices. This has resulted in increasing mathematical understanding and achievement. Development and use of writing rubrics employed are to strengthen student writing and building connection between writing and reading. Currently, 75% or more of students in K-8 are proficient in basic skills as evidenced by Aimsweb.

Civic Engagement

Civic engagement has been primarily taught in the social studies classrooms. The system has researched methods to expand civic engagement throughout the entire system and is working to expand their opportunities for students. The following are examples of expanded opportunities: Student Council working with local government, Blood Drives, Journalism Club, Community Service Day, Service Learning projects, working with a facility for handicapped adults, students interact by reading to senior citizens, participating in art projects, and practicing social skills.

Physical and Mental Health

The KSDE Behavioral Health Intervention Program Grant is in place with the expansion of staff (liaisons, social workers, clinical therapists, and case managers from COMCARE). The system has focused efforts have been placed on structuring for SEL and as well as the development of an integrated systematic process that is powerful and efficient in order to assist students whose results demonstrate they need additional assistance in the categories of risk and/or competency.

For adults, the system’s Wellness Committee provides monthly challenges for staff, a Healthy Living Incentive to offset insurance costs and EMPAC/EAP to assist adults with their mental health needs. An outside consultant worked with staff on how to apply stress management skills and thrive in a chaotic environment. Data are being collected in this area; SEL survey, discipline referrals, attendance rates, and academic data.

Arts and Cultural Appreciation

The system has added a formal art program for grades K-5 and now has art education for grade K-12 students. The system continues to find ways to provide access to culturally relevant literature/content for staff and students. The staff has access to curricular resources to culturally relevant literature. The system is adding more culturally diverse books and materials to libraries.

Postsecondary and Career Preparation

The system has increased focus on professional (Adulting) skills, and courses that are career preparatory based. The system has increased the number of dual credit (DC) courses to 32 taught by the HS staff, frequently with multiple sections. Students are also allowed and encouraged to take online DC courses, in lieu of traditional electives, to meet college general education requirements and/or career-focused courses that may not be offered. The system has increased their partner institutions to three area colleges. The system has taken a greater focus and is maintaining data, on at-risk students being encouraged to take DC courses. Funds have been allocated for special populations to assist with the cost of DC course materials/books. Data are collected on those who earn Technical Certificates (TCs), by Higher Education standards. Vocational programs are being promoted in all advisories in an effort to increase enrollment in those programs.

The counseling team maintains the IPS, in partnership with a daily 30-minute advisory class/teachers. During the KESA cycle, the system started tracking College and Career Reading Assignment data to ensure that students are completing assigned tasks in Xello.

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

ARC Comment

The system initially wanted licensed staff members to improve instructional teaching practices which would lead to improved student learning. The system researched and studied relevant literature and created a teaching framework. The system planned to use the McRel evaluation instrument to monitor progress toward this goal. The McRel evaluation instrument was abandoned fairly quickly when the system realized the McRel data was not in much alignment with their new framework. This led to a discussion, review, and adoption of the CUES evaluation instrument which more accurately aligns. Because this is the first year to use this instrument, the system plans to analyze the data in order to set additional goals.

The number of indicators was overwhelming when the system considered the entire intentional teaching framework. Buildings were primarily focusing on Learning Objectives; thus it is not surprising that this area had the highest growth. In Year 4 (2019-20) the system added the quantitative measure of walkthrough data in each building that tied to learning intentions. Buildings used their data to determine professional development needs. They also chose the threshold of 80% present before moving to the next indicator. The systems building Walkthrough data is now directly tied to school-level learning intentions and drives professional learning at each school. Prior to this, the primary focus area on the walkthrough tool was Learning Objectives districtwide.

As principals and BLT teams collaborate, buildings have also teamed up to provide professional development. The system plans to continue the practice of empowering buildings to track and report their data. The system found that system-wide PD did not translate to the classroom as well as building-level and specific professional development. Principals and learning specialists attended training on the Distance Learning Playbook this fall and used research that is aligned to their framework. This has helped with the quality and applicability of their professional development program.

The number of students reaching proficiency on the state math and reading assessments has increased or remained steady. The system Aimsweb Plus data is showing small gains in reading and math, with a higher % of students now performing at or above the 25%ile.

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

ARC Comment

At the beginning of the KESA cycle, the system wanted to improve communication with families and the community. They focused on increased communication by inviting stakeholders and parents to events. Events added publicized for the purpose of sharing good news. Additional events included parent nights and communications videos.

At the end of year 2, the OVT team challenged the system to change stakeholder participation by pointing out that they were communicating with stakeholders, but not necessarily engaging them. The system then focused on understanding what engagement meant and developed a definition that would support the system. As a system, they decided that engagement meant providing stakeholders with opportunities to have a voice and provide input into decision-making. The system realized that they needed avenues such as site councils, advisory boards, KESA teams, and surveys to accomplish the

goal of obtaining feedback from their stakeholders. They worked to be more transparent and explicit about how to focus on engagement rather than communication. Also, the system realized that they needed to be more clear, concise, and consistent with communications to increase effectiveness.

The system administered a stakeholder perception survey and continued to analyze the data through year 4. They found that their focused efforts to communicate more effectively during a pandemic were not sufficient enough for some patrons. An increase of roughly 5% in the category of "not enough information" was procured from survey data. The survey still indicated that 73% of the patrons believe that they have the perfect amount of information. In year 3, the system added the Family Engagement Survey from TASN to measure stakeholder engagement. The baseline data indicated that all measures were at or above 3.75 on a 5-point scale. The overall rating gathered from the survey has remained the same. The system believes the area of sharing power and advocacy has grown which is believed to demonstrates that their efforts to engage stakeholders have helped. The system concluded that they didn't need to add events, rather they needed to be more focused and transparent in providing stakeholders with opportunities to participate and stay engaged.

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

Intentional efforts were made by the system to combine the systems strategic plan with KESA requirements. Initial attempts by the system to communicate the KESA process were focused more on overall and best practices of improvement rather than specific KESA requirements. Combining the systems' strategic plans with KESA requirements allowed the system to focus on both learning and operations combined in one document. The continuous improvement allowed the system to meet their vision of being a system known for excellence in education, innovative instruction, outstanding programs, and dedication to students.

The system reports that their local board of education supports the work that they do to support students learning and strive for continuous improvement. The local board is anxious to hear how students are performing and measures staff are taking to make improvements. Data and advances are reported regularly with the local board.

According to the system, any additions in staffing must meet the strategic plan/KESA initiatives and goal areas. The systems leadership team collectively prioritizes the list of needed personal which is then shared with the local school board to make final decisions.

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 evidence provided in the system and OVT reports indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

At the beginning of the KESA cycle, the system did not have a formal Social Emotional Learning (SEL) program. The following structures have been added to improve SEL:

- ~~A~~ECED standards adopted locally. (Curriculum)
- ~~A~~SEL curricular resource adoption.
- ~~A~~Professional development regarding behaviorsupports provided.
- ~~A~~Gallup and Communities Care surveys administered in the secondary schools. (Assessments)
- ~~A~~SRSS-IE assessments given in grades K-8. (Assessments)
- ~~A~~Additional counselor in grades 4-5
- ~~A~~Started participating in the MHIT grant;
- ~~A~~Added 2 full-time licensed, clinical social workers grades 6-12.

Also, in the beginning of the cycle the system's Mental Health Initiative Program was able to help 28 students and believed there were many more that needed assistance. At the end of the cycle, the system is helping 73 students. A second liaison was added and the system restructured the program to include liaisons with LCSW credentials. With the increasing needs, the system has prioritized the addition of counseling staff for grades 4-8 so that more individual and group counseling could be implemented.

Since COVID, a staff survey was administered to staff to determine the stress levels of staff members. When asked to rate stress levels compared to previous years, the average rating was 4.2 out of 5 with 3 being a normal amount of stress. When asked about the staff member's personal stress level, the average was 3.8 out of 5 with 3 being a typical amount of stress. In the open-ended section staff members provided feedback on what could be done to reduce stress. Staff answers fell into the following categories: time to plan, better communication, nothing--life is stressful with COVID, and ending remote learning. As a result of the survey, administrators worked to explain what they could, PD days were added and principals worked to carve out more planning time for teachers if they could. Time during PD sessions was dedicated to acknowledging the difficulty surrounding COVID and unknowable events.

Kindergarten Readiness

The system defines Kindergarten Readiness to include Pre-K indicators as well as general readiness in students that do not attend Pre-K. Data indicates that students who attend the systems Pre-K program have outperformed students who did not. Additionally, the system achievement data for Pre-K shows an increase in achievement for Pre-K students since beginning of the KESA cycle. The system believes this is a direct reflection on their structuring, standards focus, and data digs.

Currently, the IGDIs (a pre-academic screener for math and literacy skills) data is nearly at or above baseline data (winter of 2018). Data collected during the last three cycles show gains in all four assessed areas and 3 out of five literacy areas. ASQSE2 and ASQSE3 are child development screeners that assess SEL and academic skills. On the ASQSE2, student's system-wide with NO concerns increased to 88%. The percentage of students with NO concerns on the ASQSE3 increased the first two years of the cycle but declined the final year when students were assessed during the pandemic.

During this cycle the systems Pre-K program has expanded significantly and upcoming changes are being made for inclusion of new programs. The system Kinder Readiness Committee was created to ensure that communication and collaboration with non-district Pre-K programs occurs to ensure area children are kindergarten ready. The biggest change the system has seen is the mindset of Pre-K staff. To improve student success, the staff is now focused, using data and standards to drive instruction. The system developed and implemented a Home and School Connections program.

Individual Plans of Study

The system indicated that IPS were previously tied to graduation requirements. At the current time, student's IPSs are now connected to the interest inventories and pathways information to make meaningful selections in courses. The system is continuing to strengthen and improve their offerings and options for students. In addition, the system is now offering an Introduction to STEM course at the middle school.

Students share their IPS, grades, growth, and future needs with counselors and advisory teachers. Advisory teachers facilitate students by pointing them towards additional resources and help with developing their portfolios.

The system is creating an IPS Framework to add continuity and transparency to their work. This framework uses the Kansas Career Advising Model and the Career Development Cycle to help students chart their path.

Student XELLO participation and activity completion data is being collected to ensure that IPS requirements are being met. Internship opportunities available to students are tracked by the high school CTE Director and is used as another data point. There were approximately 50 internships offered each school year prior to the COVID pandemic. Business Partnerships are also tracked. The number prior to the pandemic was increasing each school year beginning with 19 and ending with 22.

High School Graduation Rate

The system's graduation rate has increased from 93.6% at the beginning of the KSEA cycle to 95.6% for the class of 2020. The system believes that the increase in graduation rate demonstrates that their intentional staffing, course alignments, adjustments, and additions, as well as their instructional supports, have been effective.

The system is intentional about identifying students who are at risk for not graduating and are providing instructional additional support and guidance for these students. The system monitors third grade reading proficiency levels which can be used as an indicator for high school graduation. Third grade reading proficiency levels have increased with the number of students performing at the 25th percentile or higher from 85 to 88%. ELA state assessment data is also being tracked by the system.

Postsecondary Success

The system's graduation rate is increasing; internships were increasing prior to COVID; they have 80 students attending block CTE classes; students are on track to earning 1847 college credits this year; business and industry certificates are rising; and the system is helping students enroll in dual credit courses. The data indicates that their efforts are paying off and students are finding success.

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

ARC Comment

The system defines stakeholders as parents, classified and licensed staff, and board members who were involved in the selection of initial goals by completing rubrics and offering ideas. Each school shares its information and progress via site council reports and parent communications. The system site council meets to discuss progress which is reported to the Board of Education. Updates for KESA were shared with the system and building SITE Councils, system leadership team, and board of education throughout the cycle. Feedback and input were also provided by each group. A stakeholder survey was administered and data was analyzed to identify strengths and areas of growth.

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

ARC Comment

Evidence of the system taking suggestions seriously and discussing their potential impact on the improvement processes was given. Throughout the cycle, the OVT provided relevant suggestions that the system incorporated. Some examples include refocusing their District Goal 2, improving their civic engagement strategies, refining and implementing a distinct data dashboard, and becoming more strategic in how the system implemented its High Impact Instructional strategies.

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 process began with establishing leadership teams at both the system and building levels. A needs assessment was completed and system goals were developed. The system worked diligently to make improvements in each of the goal areas. The system used data to establish plans and drive the work to provide quality education for the students. Changes in plans were made when the desired results were not realized.

ARC Recommendation

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

Justification

The system has complied with all of KESA guidelines. They have embraced the continuous education model and made changes to improve the quality of education for all students. Data were used to make decisions throughout the process. The stakeholder's input became a valued resource during the process. The system has already begun making plans for the next accreditation cycle.

Strengths

- The system is working with TASN on MTSS structuring which has propelled the system forward for Prek- 12 implementation. Progress is being made in all three tiers, not just Tier I and III.
- Attentional efforts are being made to redefine behavior and SEL and they are in the process to develop tiered supports for the learning of SEL standards and skills.
- Attentional efforts are being made to address the Science of Reading and development of a plan for changes that need to be made in reading instruction. In addition, LETRS training has been provided for instructional support specialists.

- At the beginning of the cycle, family and community engagement for the system was mostly related to communication to stakeholders. Great strides in improving the types of engagement opportunities available to stakeholders. Focus: stakeholder voice and power to influence decisions.
- Mental and physical health has been addressed by adding personnel, a school-based health clinic, and continual efforts to incorporate additional activities/professional learning related to staff health and wellness.
- Postsecondary and career preparation efforts are focused system-wide. Quality data is being collected to monitor this area and plans to monitor additional data points in the next cycle have been made. Post-Secondary Coordinator in place to lead the charge at the secondary level.
- Strong evidence was provided to show that the system has a strong, supportive, and collaborative leadership team that is truly focused and intentional about doing things to positively impact students.
- As compared to year 1, system and building level data analysis has increased and improved dramatically. Data are carefully and thoroughly reviewed and monitored regularly and are also used to make decisions based on the results.
- The system-wide Data Dashboard is a valuable comprehensive data collection tool for system and building level staff to enter data and reference data that are collected throughout the school year.
- The System Strategic Plan and KESA Plan are closely aligned and are integrated. Leadership efforts in the system are distributed among many stakeholders, not just 1-2 people.
- Practicality of embedding key areas, i.e. civic engagement, careers, SECD standards, etc. into already existing curriculum, classes is evident.
- When making decisions, the empty chair philosophy is always employed to ensure that changes that are made are always in the best interest of students.
- From years one to five of the KESA process, the OVT has observed tremendous growth in the collective efficacy of this educational system.

Challenges

- Continue development of K-12 MTSS framework for Behavior/SEL as well as for secondary level structuring and professional learning for MTSS ELA and Math.
- Continue to create dashboards so data collected from each school is available for staff to review/monitor/update regularly.
- Continue developing a formal structure for 6-12 IPS/Career Development Framework & curriculum/lesson scope and sequence.
- Develop a Program of Study for CTE Pathways to ensure that families, staff, and students are well informed about pathway opportunities available at Middle and High School.



Valley Center Pub Sch USD 262

143 S. Meridian, Valley Center, KS 67147
(316) 755-7000
www.usd262.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Cory Gibson**

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			★	

Demographics



3,136 Students

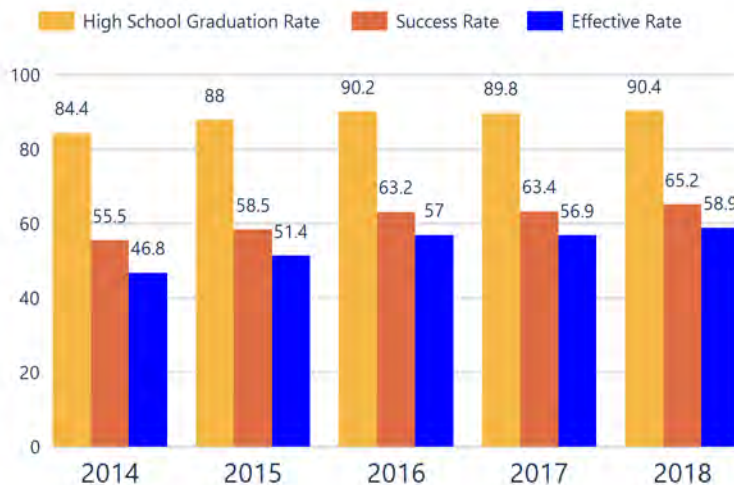
African American 2.26%
Hispanic 11.89%
Other 6.98%
White 78.86%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

89%

Five-Year Success Avg

61%

Five-Year Effective Avg

54%

95% Confidence Interval
for the Predicted
Effectiveness Rate

51.2 - 53.8%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.0%

State:
88.3

District ESSA 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.

\$10,026

State:
\$12,193

94.7%

State:
94.5

12.6%

State:
13.9

Click here for State Financial Accountability.

0.8%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.09	21.65	27.30	20.28	24.08	30.86	N/A	N/A	N/A
Level 2	39.85	34.89	33.17	40.88	32.91	31.31	N/A	N/A	N/A
Level 3	28.37	33.00	26.82	28.43	33.10	26.47	N/A	N/A	N/A
Level 4	11.67	10.43	12.69	10.39	9.89	11.34	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.69	33.72	41.07	28.70	34.67	40.51	N/A	N/A	N/A
Level 2	41.98	31.86	29.46	43.38	32.74	30.17	N/A	N/A	N/A
Level 3	21.41	28.64	23.21	22.41	26.61	19.82	N/A	N/A	N/A
Level 4	5.90	5.76	6.25	5.48	5.96	9.48	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	57.50	62.00	56.25	58.52	59.90	73.61	N/A	N/A	N/A
Level 2	29.50	22.00	27.50	27.18	24.88	13.88	N/A	N/A	N/A
Level 3	11.00	14.00	13.75	12.44	13.36	11.11	N/A	N/A	N/A
Level 4	2.00	2.00	2.50	1.84	1.84	1.38	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.14	44.44	58.33	34.78	43.47	60.00	N/A	N/A	N/A
Level 2	33.33	33.33	33.33	43.47	32.60	26.66	N/A	N/A	N/A
Level 3	14.81	18.51	0.00	19.56	21.73	13.33	N/A	N/A	N/A
Level 4	3.70	3.70	8.33	2.17	2.17	0.00	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.08	29.67	41.17	29.10	29.25	38.82	N/A	N/A	N/A
Level 2	44.02	39.01	35.29	40.21	32.97	32.94	N/A	N/A	N/A
Level 3	23.91	26.37	19.11	22.22	30.31	17.64	N/A	N/A	N/A
Level 4	5.97	4.94	4.41	8.46	7.44	10.58	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.

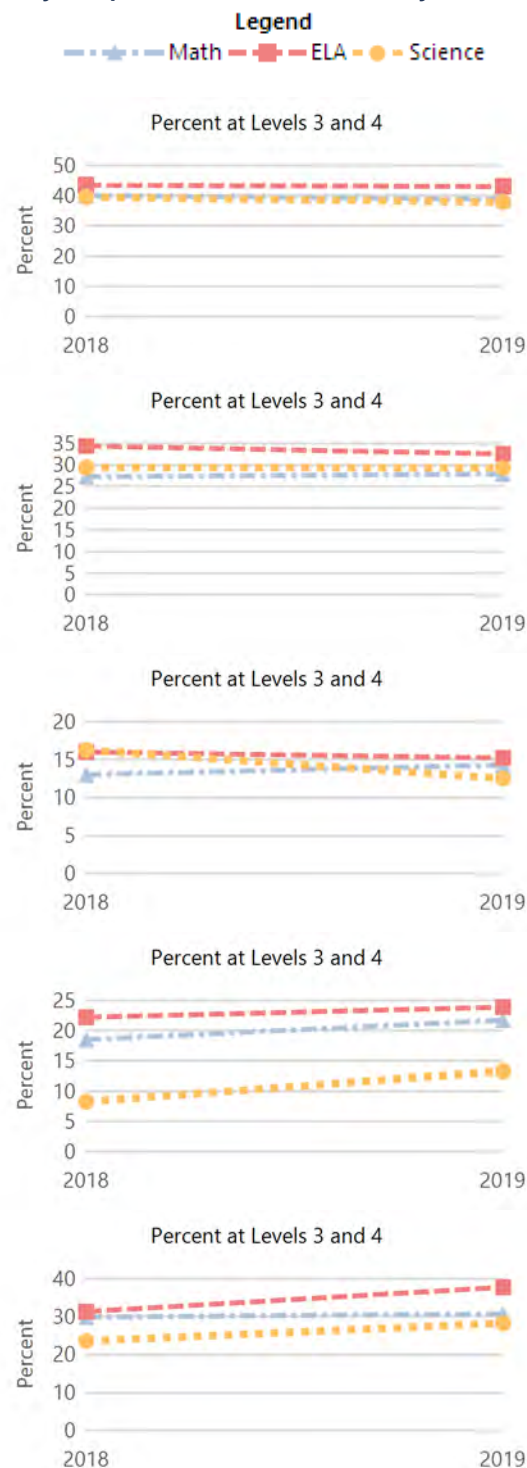
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District 19.8

State 20.4

Accreditation Summary

Date: 06/16/2021

System: D0323 Rock Creek (0000)

City: St. George

Superintendent: Kevin Logan

OVT Chair: Ben Proctor

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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.

Evidence supporting the foundational structures have been addressed. The system has taken a systematic approach to improving their MTSS process through partnership with TASN. This includes a Tier 1 support in the classroom in addition to the Tier 2 and 3 pull-out services at both elementary and secondary level.

USD 323 has a longstanding history of Family, Business, and Community Partnerships that have continued through the KESA process including Harvester's Backpack Program and local fire department partnerships. New partnerships now include SGES Aspen Business Group, Flint Hills Nursing Home, and more.

To address Diversity, Equity, and Inclusion, the system has maintained one-to-one device access while partnering with local internet providers amid COVID to ensure equitable access during Continuous Learning. They have also developed a Spanish section within the library to serve the greater needs of their students.

Additionally, multimodal forms of communication are employed to reach all stakeholder ranging from social media accounts, local broadcasting stations, and student-produced news programming. Multiple civic engagement opportunities exist for students to develop leadership and service skills such as the Christmas Bureau and partnerships with Flint Hills Nursing Home & Westy Care Center where students visit with residents on a monthly basis.

To address the Physical and Mental Health needs of students and staff, USD 323 has increased counselor numbers from 2.5 FTE to 5.0, hired a Mental health Liaison, and established a partnership with Pawnee Mental Health and Courser-Lapo Family Mental Health for the MHIT grant.

The system has taken a proactive stance to improve their art course offerings during this cycle to ensure Arts and Cultural Appreciation. They have furthered this course of action by increasing participation Fine Arts Programs, initiation of Art Club, and an Advanced Musician course.

Finally, USD 323 has addressed Postsecondary and Career Preparation by creating key partnerships with Highland Community College for dual and concurrent course offerings and developing a Classroom to Careers partnership with local Chambers of Commerce and the Pottawatomie Economic Development Council.

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

ARC Comment

Goal: – The system will improve student-to-student, student-to-teacher, and people-to-system relationships at the building-level.

The system and OVT indicate that Kagan Cooperative Learning structures were again pivotal to improving staff relations due in part to the collaboration between staff members and the trusting relationship that grew from this collaboration. Additionally, measures were taking at the building level to promote positive relationships including Character Education Implementation during Advisory period, a study and implementation of Habitudes and The Harbor, and an analysis of SEL screening data of SAEBRS. Moreover, PTO and Site Council groups were formed to support the new middle school, each with 15 members. Finally, the overall volume of community involvement activities increased during the KESA cycle with additional emphasis on improving the quality of family engagement and communication.

Overall, the process for continuous improvement is in place. The system appears to have made intentional improvement during the cycle. However, it is recommended that more succinct and measurable goals be established in future cycles with assigned roles and timelines for completion making it clearly, and empirically, evident that the goals were achieved. While Kagan Structures are highly beneficial for improving instructional quality, it would be ideal to see baseline and end-point data, especially for relationships, to show that progress is being rigorously tracked, monitored, and used to make data-driven changes in the course to achieving the end-goal.

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

ARC Comment

Goal – As a threefold goal, the district will provide teachers with peer-coached Cooperative Learning training one-time per month; with peer coaches employed by USD 323; and with a systematic plan for new faculty to be trained in the structures.

The OVT and DLT collaboration indicate that the Kagan Cooperative Learning structures were implemented and utilized with fidelity yielding a “profound impact on instructional practices at all levels and has changed the overall approach to student engagement.” To measure progress and success related to this goal area, the district is reportedly focused on building teacher capacity to implement Kagan Cooperative Learning in a high-quality way including the creation of a peer coaching model to be performed once per month.

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

Rock Creek is focused on system-wide improvement, beginning with their site councils. They noticed a decline in District Site Council participation. With the onset of COVID, the system moved to virtual meetings and has since seen a 360% increase in participation, thus electronic collaborative sessions will continue in the future. They have also made necessary plans to continue training of new district staff in Kagan Learning Structures, which have become a staple district initiative. The system has also identified MTSS as a key area of focus for the impending cycle. Both Kagan and MTSS have been interwoven into their administrative walk-through tools to provide necessary data for reflection and the guidance of future adjustments. They are clearly committed to the improvement process providing monthly progress reports to the local BOE, hiring additional staff to meet their goals, and focusing their professional learning around the key structures of their school improvement 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. 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

The system increased their counselors from 2.5 FTE to 5.0 over the course of this cycle in addition to adjusting the master schedule to ensure greater counseling availability for students. They have further partnered with Pawnee Mental Health and Corser-Lapo Mental Health to ensure access to needed mental health services. A focused curriculum has been purchased along with professional learning for teachers to ensure its success at each level: elementary, middle, and high. SAEBRS has been used as a universal screener to ensure that students are receiving needed supports.

Kindergarten Readiness

The preschool program is continuing to expand in order to meet to growing need of the community to ensure a quality experience. The ASQ is administered on an annual basis beginning in 2018 along with the use of the myIGDI screener, which appears to show over student growth. The system identifies that they will need to use these data more intentionally during the next KESA cycle as part of their MTSS development goal. The system obtained a Copper Star Recognition in this area for the 2019-2020 school year.

Individual Plans of Study

During this cycle, the system has developed and implemented a full-spectrum IPS process. The process, while formalized in the secondary level, extends into the elementary level as well through Community to Career Experiences. At the middle grades, the students participate in career visits and presentations. Secondary students use Xello to create their IPS and further serves as a tracking system for course alignment with student goals and progress toward successful graduation.

High School Graduation Rate

Rock Creek maintains graduation rates above the state and national average by monitoring credit/non-credit achievement and grades. Their rate has steadily increased from 92% to 94% over the last five years. Tech Ed Programs have been added at the high school to improve offerings of greater interest to students. The system notes that they will continue to strive for improvement in these rates moving forward. The system has a Silver Star Recognition in this area for 2019-2020.

Postsecondary Success

Updated post-secondary success data shows that the Five-Year Effective Average of 62 has remained above the 95% Confidence Interval for the Predicted Effectiveness Rate. The Predicted Effectiveness Rate is at 58.7% to 62.1%. Since 2015, the updated data shows growth in the five-year graduation rate. The success and effective rates saw a significant peak in 2016 with a steady relapse since. The system achieved a Silver Star Recognition in this area for 2019-2020.

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

ARC Comment

The Rock Creek system has used the lessons learned during this cycle to plan for future. They plan to continue the use of virtual meeting settings to increase attendance and involvement in their Site Council meetings. They further seek to increase student presentation and voice in their work and open up membership to the county Economic Development Executive Director to provide a more well-round perspective.

****In regard to OVT collaboration, it should be noted that the Chair was unable to attend to final review accounting for the very brief OVT summary.**

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

ARC Comment

The Rock Creek system has used the lessons learned during this cycle to plan for future. They plan to continue the use of virtual meeting settings to increase attendance and involvement in their Site Council meetings. They further seek to increase student presentation and voice in their work and open up membership to the county Economic Development Executive Director to provide a more well-round perspective. ****In regard to OVT collaboration, it should be noted that the Chair was unable to attend to final review accounting for the very brief OVT summary.**

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

ARC Comment

Rock Creek demonstrates commitment to the intent of the KESA process. They have reflected upon their experience and aim to strategically create groups to analyze and review their data as it relates to their overall goal. However, they need to be sure to set specific and measurement goals with aligned tools of measurement. Regardless, the system has made Cooperative Learning and student engagement a priority by making systemic change to train and incorporate Kagan learning structures at the core of their instruction. Essential technology has been purchased with necessary staff training for full implementation to ensure equitable access while changes have been made in course scheduling to personalize learning for their students. Moreover, a dedication to student wellbeing has been established with the additional of counseling staff and key partnerships with mental health providers. It should also be noted the system has made tremendous improvement over the course of this cycle building a working IPS process from the ground-up.

ARC Recommendation

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

Justification

It was demonstrated that the district followed the process with fidelity. The district worked on each goal area identified by the system. The district was responsive to the community through the addition of mental health staff at each building and procurement of essential technology for equitable student learning. Rock Creek has strived to meet the State Board Outcomes by creating an effective preschool program, establishing an MTSS model, and designing and implementing an IPS process. All of these have been in addition to an extensive commitment and undertaking in making Kagan Learning Structures a core value centered around peer collaboration and mentoring. The system has undertaken many initiatives during this cycle.

Strengths

The district has been able to incorporate several changes during the KESA process. They have been responsive to the needs of their community and students. They have implemented a School-Based Mental Health team in each building and implemented the Ci3T behavior intervention model in response to the noted disproportionality of behavior modification used with select groups of students, which portrays a positive awareness of needed growth. Furthermore, they added both a Technology Integration Specialist and technology assistive aide to each building in response to their goal areas. The middle school and high schools have been proactively providing students more opportunities for learning and flexibility in what they pursue as areas of interest through careful cultivation of community and business partnerships due in part to the hiring of a Career and Technology Facilitator at the secondary level. The OVT provided suggestions for future work that will build on what has been accomplished the last five years, particularly through the alignment of building and individual teacher goals with the district-wide goals.

Challenges

In future cycles, the system needs specific goals to work from that are measurable and can be monitored over time. It was further indicated that the measurements should be carefully considered in order to align more accurately with the selected goals ensuring the intentionality of the process, most specifically, the student outcomes yielded from teacher usage of Kagan Structures. Furthermore, goals related to relationships can be difficult to quantify, however, it is important for the system establish baseline data and to then consistently monitor this data for the course of the cycle (e.g. – KCTC data related to students' safety and desire to attend and/or engage in the school system, self-created surveys, etc.). Finally, for the ease of the review committee, it would be helpful for the OVT to complete the KESA Final Report with documented evidence of progress toward the system's specified goals.



Rock Creek USD 323

9353 Flush Road, St. George, KS 66535
(785) 494-8597
<http://www.rockcreekschools.org>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Kevin Logan**

Demographics



1,142 Students

African American 1.14%
Hispanic 5.25%
Other 2.54%
White 91.07%

Academically Prepared for Postsecondary Success

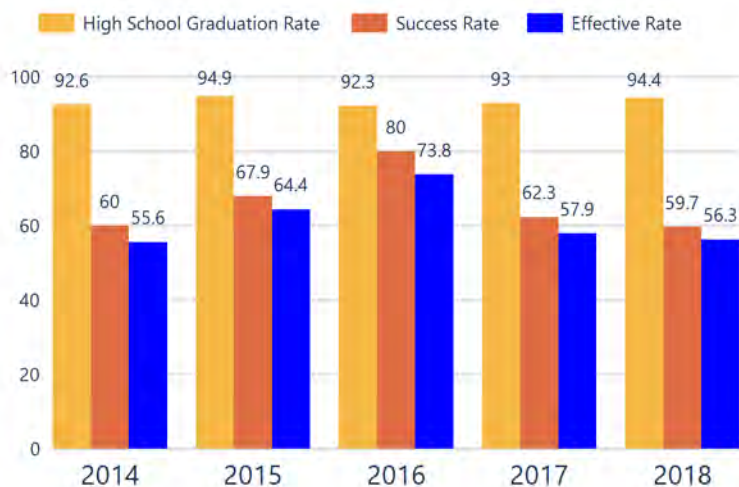
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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		★		

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93%

Five-Year Success Avg

66%

Five-Year Effective Avg

62%

95% Confidence Interval
for the Predicted
Effectiveness Rate

58.7 - 62.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

95.7%

State: **District ESSA Expenditures Per Pupil**

88.3

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

\$10,195

State:

\$12,193

95.0%

State: 94.5

9.3%

State: 13.9

Click here for State Financial Accountability.

N/A

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.82	12.10	16.35	9.68	12.13	18.21	N/A	N/A	N/A
Level 2	38.07	31.05	31.77	42.69	36.06	32.38	N/A	N/A	N/A
Level 3	30.70	43.85	30.84	33.33	38.85	35.22	N/A	N/A	N/A
Level 4	21.40	12.98	21.02	14.28	12.95	14.17	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.66	23.18	33.33	19.14	26.05	41.17	N/A	N/A	N/A
Level 2	46.37	40.57	29.41	52.48	45.77	31.37	N/A	N/A	N/A
Level 3	26.08	30.43	27.45	21.98	21.12	21.56	N/A	N/A	N/A
Level 4	10.86	5.79	9.80	6.38	7.04	5.88	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.02	48.57	44.44	28.23	34.88	30.76	N/A	N/A	N/A
Level 2	36.23	24.28	25.92	48.23	37.20	50.00	N/A	N/A	N/A
Level 3	14.49	22.85	22.22	14.11	16.27	15.38	N/A	N/A	N/A
Level 4	7.24	4.28	7.40	9.41	11.62	3.84	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	6.45	6.66	15.38	15.62	15.62	31.25	N/A	N/A	N/A
Level 2	64.51	46.66	69.23	43.75	59.37	37.50	N/A	N/A	N/A
Level 3	9.67	43.33	15.38	31.25	21.87	25.00	N/A	N/A	N/A
Level 4	19.35	3.33	0.00	9.37	3.12	6.25	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.

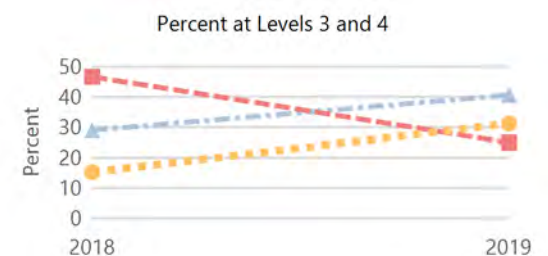
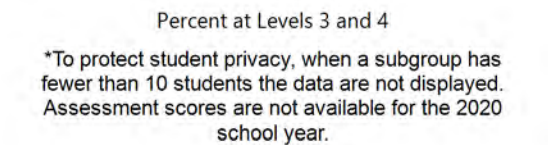
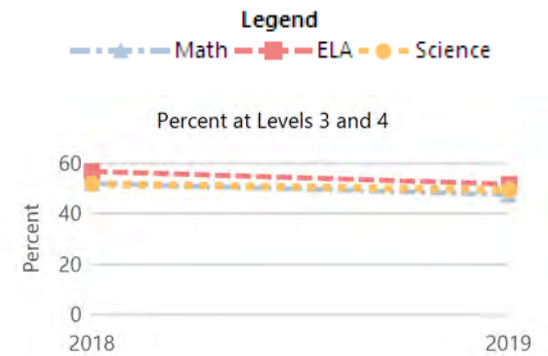
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.6
State	20.4

Accreditation Summary

Date: 06/14/2021

System: D0358 Oxford (0000)

City: Oxford

Superintendent: Cathi Wilson

OVT Chair: Jennifer Ray

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

All the Foundational structures have been addressed by the system. The System has moved from developing to implementing in most areas. The system has implemented MTSS services in several different models. The Elementary School uses the Walk to Intervention model for math and In-Class MTSS for reading. Grades 7-12 have Seminar time in which students can work on iReady Reading and Math individualized lessons. They also have days designated to target ACT subskills and can access teachers for tutoring. Tier 3 Reading and Math interventions are also provided by the Title 1 teachers and paraprofessionals and Special Education teachers and paraprofessionals. The System has made strides in working on their Tiered Systems of Support: Both Elementary and Jr./Sr. High have improved their knowledge of students' needs in social-emotional learning.

The system has made great strides in Stakeholder engagement with monthly building and district site councils that discuss items through the accreditation process. The System has an effective plan in place to allow all levels to improve community involvement.

Diversity: The System, like many small rural communities, lacks a wide variety of ethnic diversity, it recognizes their range in socioeconomic status, families, and students with trauma, and ability levels.

Civic and Social Engagement: There are extensive programs and opportunities for the district and families to work together. It is an open and welcoming environment that has sustained connections over the years. Despite challenges with the pandemic, relationships remain strong. The district also prides itself in high involvement in civic and social engagement. Students can participate in a variety of activities, contributing in a myriad of ways. This involvement and volunteer spirit are the tradition in Oxford and spans from local to national organizations.

Postsecondary and Career Preparation: The system continues to increase the number of college and career visits, as well as provide job shadow opportunities to better match post-secondary planning goals with training. All the Foundational structures have been addressed by the system.

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

ARC Comment

The system continues to cultivate an environment that recognizes and responds to needs for the development of a safe and open learning environment for all. This was a high priority at the start of the system's journey as they used surveys and observational data to evaluate various areas of safety. Data guided the team to determine a need for improved behavior MTSS structures, trauma-responsive strategies, and improved engagement. Efforts and focus in this area have been consistent and thriving. Tier one processes and procedures were refined which marked early success. Tier two supports for behavior and social/emotional needs are evident in both school settings. Professional development for trauma-responsive and regulation strategies is continuous, which allows for staff mastery and understanding. These strategies are integrated in a variety of settings. Throughout their progress, The System seeks out community feedback and adjusts as data indicates. Additional staff and programs enable them to thrive in their development of a truly responsive culture.

Since this goal was written early in the process it was not necessarily measurable, this will need to be addressed in the next cycle.

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

ARC Comment

The System changed after the KESA process began. Following data discussions, collaborations, and an acknowledgment of a desire to improve academic performance, the systems team combined their first two goals to allow a second one. This new goal aimed to ensure all students meet postsecondary goals. The strategies employed are stronger MTSS structures, evaluation of curriculum, focus on evidence-based instruction, and the development of an Early Childhood Coalition. Tier 1 adjustments first began at the curriculum adoption level and continue as teams evaluate and adopt math and literacy curriculum resources. Additionally, there is an aim to utilize evidence-based instructional strategies including setting objectives, providing feedback, project-based learning, effective cue/prompts, and cooperating learning. As a newer goal, the team recognizes components they wish to develop further. Most specifically, progress monitoring of student performance at various tiers. The ARC encourages the adoption of an observation tool that could further support the measure of effectiveness and implementation of the instructional strategies.

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 proven that they are working to implement a continual improvement action plan. They are making progress and have tweaked some of their strategies. The system used their implementation of Ready Math to deepen the knowledge Ready Math provides by pushing their students to do more than before. Also, the use iREADY math provides Tier 2 and 3 lessons for students based on diagnostic results. The system began curriculum mapping English Language Arts in fall 2019. This process has revealed several areas that will be addressed to improve their student's curricular opportunities in future years. The system's students participate in STEAM and PBL activities quarterly. These projects are designed in collaboration with teachers and incorporate cross-curricular standards. An Early Childhood Coalition was established during year four. The goal of this coalition is to equip parents and daycare providers with the skills and knowledge needed to prepare their children for school. This includes using Soft Landings to start schools. Staff are also continuing to use Family Time and are seeing

improvements in their peer-to-peer and student-to-staff relationships. Their advisory times with students are helping with motivation and engagement. The district has also started Clubs of all sorts of topics based on student choice to try and engage all students in areas of interests that might lie outside of the required curriculum, but also meet basic personal needs.

The system works with its local board to ensure procedures and policies exist to support improvement efforts and has some implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan.

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 evidence provided in the system report indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

The system utilized the following data: Devereux Student Strengths Assessment (DESSA) results, chronic absenteeism rates, and KCTC survey results.

The DESSA results showed that the percent of students in need of social, emotional, and behavioral support and interventions decreased by 1% at the elementary level from the fall of 2019 to the fall of 2020 from 15% to 14%. At the secondary level, the percent of students in need of social, emotional, and behavioral support and interventions decreased by 7% from 24% to 17%. They observed an additional decrease from the fall of 2020 to the winter of 2021. The percent of students in need of intervention decreased by 7% at the elementary level from 14% to 7% and by 4% at the secondary level from 17% to 14%. Additionally, the percentage of students at the elementary level identified as having social-emotional skills as a strength area has increased by 12% from 22% to 34%.

Chronic absenteeism data shows that the percentage of students who were chronically absent has increased, however upon further investigation, it was identified that there were data errors in their student management system and reporting in years 18-19 and 19-20 which inflated the rates significantly. The correct chronic absenteeism Oxford Elementary for 19-20 is 10.5% not the reported 16.4%. This change makes the correct district percentage for 19-20 9.9%.

Kindergarten Readiness

The percentage of kindergarten families who participated in the Ages and Stages Questionnaire has stayed consistent over the past three years as has the percentage of students entering kindergarten with at least one area of concern. During the 2018-2019, 40% of families completed the questionnaire and 37% of students entered kindergarten with at least one area of concern. During the 2019-2020 school year, 60% of families completed the questionnaire and 41% of students entered kindergarten with at least one area of concern. We determined that the increase in the percentage of students entering kindergarten with at least one area of concern was, in part, due to the increase in the percentage of families completing the questionnaire. During that 2020-2021 school year, 50% of families completed the questionnaire and 30% of students entered kindergarten with at least one area of concern. While the percentage of students entering kindergarten with at least one area of concern decreased, the percentage of families completing the questionnaire also decreased from the previous year. Therefore, the system determined that their data has remained fairly consistent throughout this cycle. The Early Childhood Coalition's goal is to provide an outreach program to provide families tools to better prepare their children to master kindergarten readiness skills. Activities planned included specialized family fun nights focused on specific skills models by staff with materials sent home with families so they can work on and practice skills.

Individual Plans of Study

The system has students in grades 7-12 complete XELLO surveys annually to explore interests and careers. During this KESA cycle, secondary staff developed an advisory model; grades 7-8 loop with a seminar/ advisory teacher for two years. Students in grades 9-12 remain with the same seminar/advisory teacher for four years. The model has grown from just monitoring grades and attendance to a focus on developing and revising IPS and portfolios. This model has also increased the number of students enrolling in CTE courses. In the next cycle staff will be working on ways to sustain students' support after graduation to increase post-secondary retention rates.

High School Graduation Rate

The system has improved its graduation rate to 90% in year 19-20 from 79.3% in year 16-17. One factor affecting this % for the 19-20 year were 3 virtual students.

Postsecondary Success

The system has since focused on the social-emotional needs of students, development of an IPS system, and their success rate has declined. This area is a planned focus in the next KESA cycle.

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

ARC Comment

The System demonstrated many stakeholders are involved in the goal-setting review and reflective practices. The system and building site councils, work cooperatively to increase the effectiveness of the system. Evidence shows all staff within buildings continue the practice of leadership skills, Family Time and other stakeholders provided feedback to the system about their improvement efforts. A needs

assessment survey is used to gather information from teachers, parents, and community members. The system continues to relate data to the needs of their community and gain input from many stakeholders.

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

ARC Comment

The System is a dedicated and collaborative system focused on the whole child. Students are a priority in their academic progress, perceptions of safety, mental/emotional wellbeing, and connections with the community. It is a collaborative environment that enables stakeholders to work toward a common goal of student success. A problem-solving approach allows the Oxford team to think critically about practice and to adjust based on data. As efforts to improve rigor and ensure quality tiered instruction continue, the OVT encouraged the integration of reliable tools to measure instructional practices. The OVT team celebrated Oxford's enriched community experiences and noted how a connectedness cultivates success. The culmination of these elements and Oxford's successes reflects their preparedness for accreditation. The OVT felt the system to be very responsive throughout the accreditation cycle.

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

ARC Comment

The system used assessments to demonstrate they made growth and tracked progress. The system demonstrated the OVT's belief that the System is a strong educational system deserving of accreditation, as stated in the OVT chair's year 5 report. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all buildings. Although their goals were not written in measurable terms, the system has Action Plans aligned with building needs. Evaluation of strategies are in place, but the evaluation of the success of its improvement process is not evident.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. Evidence of moving forward with new programs and continued work within the State Board outcomes was discussed with the OVT. State board goals are showing movement towards growth.

Strengths

By all indications of these reports, it is evident that the system has been putting processes in place for each of the state board outcomes that will help them identify their areas for improvement more effectively in their next accreditation cycle.

Challenges

Due to the size of the system data can be easily influenced by only one or two students. In the next cycle, the system could utilize data to promote the initiatives and decisions of the system. The system needs to be mindful of including and demonstrating that data is used in an effective and intentional manner. Goals need to be measurable and sustainable. The system needs to focus more on strategies to improve graduation rates and postsecondary success.



Oxford USD 358

515 N. Water St., Oxford, KS 67119-0937
(620) 455-2227
<http://www.usd358.com/>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Cathi Wilson**

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				

Demographics



450 Students

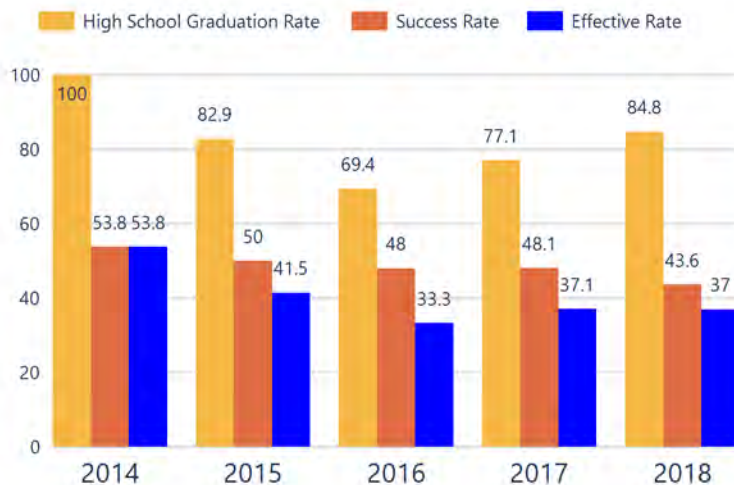
African American 3.33%
Hispanic 8.89%
Other 7.33%
White 80.44%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

82%

Five-Year Success Avg

48%

Five-Year Effective Avg

40%

95% Confidence Interval
for the Predicted
Effectiveness Rate

45.2 - 47.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

90.9%

State: **District ESSA Expenditures Per Pupil**

88.3

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.

\$11,071

State:

\$12,193

94.5%

State: 94.5

12.9%

State: 13.9

[Click here for State Financial Accountability.](#)

1.7%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.16	30.93	36.04	32.25	29.72	41.48	N/A	N/A	N/A
Level 2	45.05	37.56	40.69	42.47	42.70	29.78	N/A	N/A	N/A
Level 3	18.13	27.07	22.09	20.43	24.32	23.40	N/A	N/A	N/A
Level 4	1.64	4.41	1.16	4.83	3.24	5.31	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.73	33.67	40.00	33.67	32.98	46.80	N/A	N/A	N/A
Level 2	45.91	41.83	46.66	50.00	47.42	36.17	N/A	N/A	N/A
Level 3	17.34	23.46	11.11	13.26	18.55	17.02	N/A	N/A	N/A
Level 4	0.00	1.02	2.22	3.06	1.03	0.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.54	37.14	46.66	48.00	48.00	53.84	N/A	N/A	N/A
Level 2	40.54	28.57	26.66	32.00	44.00	15.38	N/A	N/A	N/A
Level 3	13.51	31.42	20.00	16.00	4.00	30.76	N/A	N/A	N/A
Level 4	5.40	2.85	6.66	4.00	4.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	36.36	N/A	50.00	41.66	N/A	N/A	N/A	N/A
Level 2	41.66	45.45	N/A	33.33	50.00	N/A	N/A	N/A	N/A
Level 3	8.33	18.18	N/A	16.66	0.00	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	0.00	8.33	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.

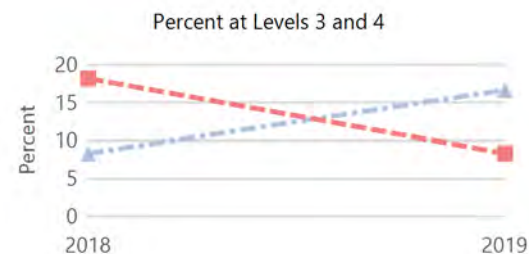
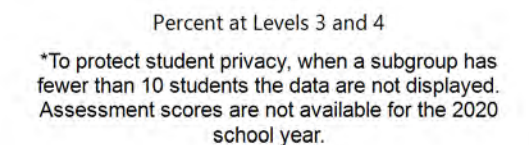
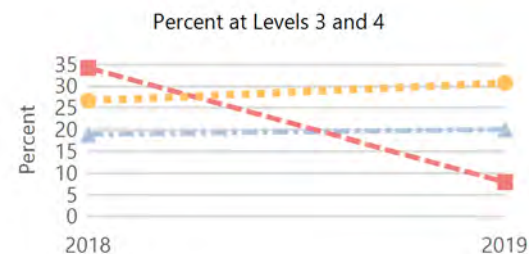
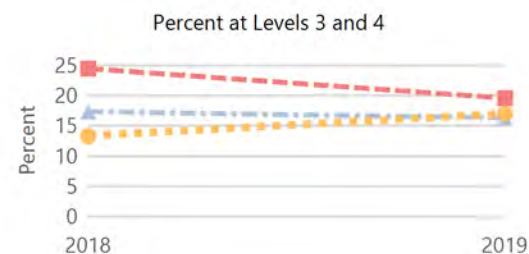
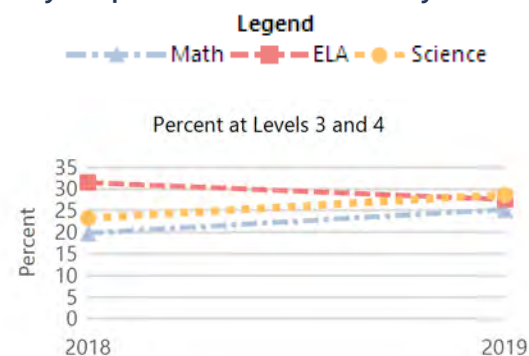
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	16.2
State	20.4

Accreditation Summary

Date: 04/16/2021

System: D0360 Caldwell (0000)

City: Caldwell

Superintendent: Alan Jamison

OVT Chair: Adam Hatfield

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

All the Foundational structures have been addressed by the system. The System has moved from developing to implementing in most areas.

Tiered Framework of Supports: The System has made strides in working on their Tiered Systems of Support. Both Elementary and Jr./Sr. High have improved their knowledge of student's needs in social-emotional learning. The system has provided classes for their struggling students through seminar and study skills classes, leadership classes, and IPS.

Logs, Positive Parent Contact Referrals, staff guidance from the Redesign Team, DLT involvement, and surveys. Along with these, they have added PBL's this year including presentations to community members. They have also increased their social media presence and a system to update the district 's website regularly.

The System has built strong building and district site councils that discuss items through the accreditation process. The System has an effective plan in place to allow all levels to improve community involvement.

Diversity: The System, like many small rural communities, lacks a lot of diversity in its population. The diversity comes from within is socioeconomic status.

Communication and Basic Skills: Students increased communication skills and opportunities through student-led conferences. Seniors complete senior projects and present their career goals and projects to community judges. The district has increased communications on Twitter, Facebook and on their website to keep families and the community engaged in school events. Additionally, staff and administration have worked hard to build relationships with parents and contact them regularly with concerns and celebrations regarding student success.

Civic and Social Engagement: The system has made great strides in increasing their Civil and Social Engagement. They have continued their Senior projects, food drives, charity fundraisers, veteran honors, field trips, and guest speakers. Along with these include new additions including an elementary student council, after-school programs, leadership community projects, student ambassadors, and school visits.

Arts and Cultural Appreciation: Project Based Learning was added in 2019, and arts and cultural appreciation was Integrated into those PBLs. The district also Increased art opportunities for students during flex days in 2019-2020.

Postsecondary and Career Preparation: The system has been in transition in their work with Postsecondary and Career Preparation. They are trying to offer more CETE Pathways now, have been incorporating Individual Plans of Study for middle school students too, offer certifications, and take advantage of more time for advisors to meet with students in middle and high school. With the Redesign Team at the forefront of their district changes, great gains should continue to be made in this area by next year

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

ARC Comment

Goal Area- Responsive Culture

The KESA and Redesign team at Caldwell is proactive and making great gains with a positive impact on their relationships and social/emotional goals. It is evident with their programs such as Families, Nest Time, Rise and Shine, and Character Ed lessons, they continue to be making and creating lasting, strong relationships among students and staff. With team building, problem-solving, and celebration activities, behaviors and attitudes of students and staff, as well as parents, are positive. The system and team are looking at different means for collecting and analyzing data to monitor progress. They currently use surveys and are considering using them more than once a year, along with student/staff observations, and feedback from Student Council. Students in K-12 were given a survey about relationships in both the 2018 and 2019 school years. CES saw a 2% increase, CMS saw a 7% increase, and CHS saw a 6% increase in students feeling that have meaningful relationships with staff at school.

The staff participated in Poverty Simulation and Trauma Training professional development. They are having early outs once a month so staff can collaborate on specific subjects. Staff visiting other redesign districts has led to great ideas and outcomes.

Significant student leadership and engagement opportunities are provided for students at all levels. This is evident through the additional classes, elementary Student Council, Blue Crew, Caught with Character, Leadership courses, MS and HS student ambassadors, KTOY visits, the addition of a student support services coordinator, calm room, Sumner Mental Health, Soft Landings, and Family Time.

Career Exposure/ Work-Life Ready Career Exposure/ Career Preparation that is evidenced by, at all levels, career experiences, guest speakers, career day, and community partners.

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

ARC Comment

The System had a second goal focused on increasing academic growth (rigor). Again, challenges due to the pandemic have made it difficult to keep students on track, but strategies put into place prepared the district to tackle these challenges.

The application of PBL in every classroom once a year, implementation of an after-school program to help students with homework, implementation of Pathways to Reading at the elementary level to improve reading scores, bonus specials of art, computer, counselor, and library four times a week and creating and revisiting Individual plans of study for students 6-12 are strategies that the team chose to give students additional support academically.

The system is looking at ways to measure this goal more effectively in the future. They will consider using state assessment scores and movement within levels. Another data point can be graduation rates since these took a dip from 100% to 95% in 2019.

It is important for this system to develop measurable goals to determine progress in its improvement process and see if their goals and strategies are impacting positively the State Board Outcomes.

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 district believes that the KESA system was a positive step in evaluating its schools. Presentations are done yearly to the Local Board of Education to provide them information on its KESA progress. It was reported that the local board has become more involved and receptive to the information. Additional resources have been allocated to the area of social-emotional learning as evidenced by the purchase of curriculum and additional social-emotional learning personnel support.

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 evidence provided in the system report indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

This was an area that the system focused on as part of its responsive culture goal. The system measured progress of social-emotional screener early in the KESA cycle. Throughout their process they have moved their focus to put into place supports for students needing extra help and support. Some strategies they have piloted are soft starts to the morning, after school programs, and small group supports. The system may want to think about making this a measurable goal during its next cycle.

Kindergarten Readiness

Throughout this cycle the system has been strategic on how it works in the Kindergarten readiness area. In year 1 of KESA, the system looked at the data to find weaknesses in their Preschool and Kindergarten programs, as well as how they aligned. In year 2, they researched new evidence-based practices, curriculum, and assessments. The system identified a program called Frog Street that was an evidence-based curriculum with built-in assessments and hands on learning that meets state standards and incorporates social emotional learning. This program continued in Year 3 in the 4-year-old program with great results. They system also began using the ASQ-3 and the ASQ:SE-2 as a screening tool in Kindergarten in year three. In Year 4, Frog Street was implemented in their 3-year-old program. In Year 5, they are using Frog Street with more fidelity and introducing NWEA skills set screeners in their preschool program and in their Kindergarten through 5th grade in both ELA and Math. This needs to be monitored throughout the next cycle to determine effectiveness.

Individual Plans of Study

The system has gone from a nonexistent IPS to electronic IPS for the students, where each student has a one on one person to help them find their potential careers, paths, and schooling. The system uses a wide variety of tools such as "Ramp Up for Readiness," "Xello," "Common Sense Media - Digital Citizenship," etc. They are all part of the IPS process. The system obtained a copper star recognition for its IPS efforts this year.

High School Graduation Rate

The system has an excellent graduation rate of 97.5 % average for the last three years, well above the state average. In 2019 one student did not finish which brought their graduation rate down. The system holds a gold star recognition this year.

In reviewing the district data for student success (assessment data), the system shows that students with disability data has improved while data in the all student groups have maintained or slightly decreased.

Postsecondary Success

From 2014 to 2018, The success average and effectiveness average have exceeded the predicted effectiveness rate four out of five years. Because they graduate a small number of students each year, they are able to monitor their post-secondary progress. The system holds a silver star recognition this year.

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

ARC Comment

During the OVT visit, the district allowed them the opportunity to speak with stakeholders including teachers, counselors, and administrators. These stakeholders all reported how current procedures are working well to bring together everyone in the community who sees the district as the main hub. Everyone had consistent and complementary qualities to report about the district and the communication of goals to its stakeholders.

Many stakeholders are involved in the goal-setting review and reflective practices. The system and building site councils, work cooperatively to increase the effectiveness of the system. Evidence shows all staff within buildings continue the practice of leadership skills, Family Time and other stakeholders

provided feedback to the system about their improvement efforts. Attendance sheets and meeting notes were made available to the OVT to document these statements. A needs assessment survey is used to gather information from teachers, parents, and community members. The system continues to relate data to the needs of their community

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

ARC Comment

The OVT indicated that the system was very receptive to any and all feedback given. They stated that the system provided information needed upon request.

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

ARC Comment

The system used assessments to demonstrate growth and tracked progress. The system showed both qualitative and quantitative data. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all building. The system's Action Plan exists and is aligned with building needs. Evaluation of strategies is in place, but the evaluation of the success of its improvement process is not yet fully evident.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. Evidence of moving forward with new programs and continued work within the State Board outcomes was discussed. State board goals are showing a movement toward growth.

Strengths

By all indications of these reports, it is evident that the system has been putting processes in place for each of the state board outcomes that will help them identify their areas for improvement.

Challenges

Due to the size of the system data can be easily influenced by only one or two students. In the next cycle, the system should utilize data to promote the initiatives and decisions of the system. The system needs to be mindful of including and demonstrating that data is used effectively and intentionally. The system could benefit from training on evaluation of the improvement process. Chronic absenteeism rates are high in the district and this may be something to look at by building to determine where there are needs for support.



Caldwell USD 360

22 N. Webb St., Caldwell, KS 67022-1458
(620) 845-2585
<http://www.usd360.com>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Alan Jamison**

Demographics



259 Students

African American 0.00%
Hispanic 11.58%
Other 7.34%
White 81.08%

Academically Prepared for Postsecondary Success

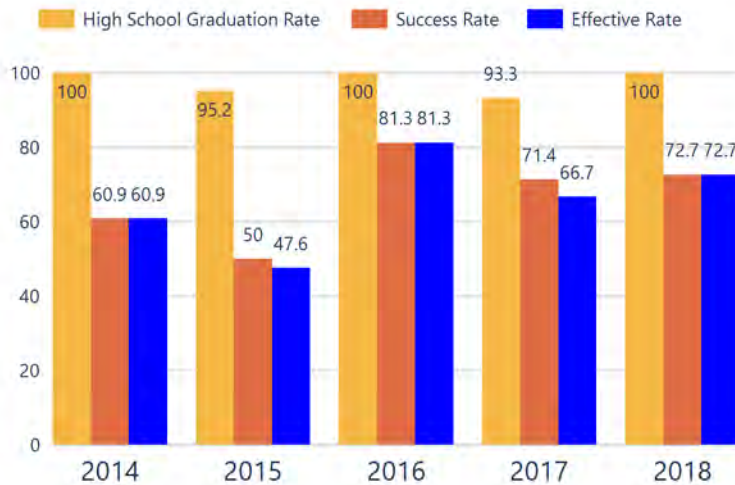
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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		★		

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

98%

Five-Year Success Avg

65%

Five-Year Effective Avg

64%

95% Confidence Interval
for the Predicted
Effectiveness Rate

49.1 - 52.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

95.7%

State:
88.3

District ESSA 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.

\$16,174

State:
\$12,193

94.8%

State:
94.5

14.7%

State:
13.9

[Click here for State Financial Accountability.](#)

N/A

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.30	35.87	39.21	33.05	38.98	46.96	N/A	N/A	N/A
Level 2	39.23	36.64	21.56	41.52	36.44	25.75	N/A	N/A	N/A
Level 3	23.84	19.84	25.49	22.88	19.49	22.72	N/A	N/A	N/A
Level 4	4.61	7.63	13.72	2.54	5.08	4.54	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.36	43.28	50.00	37.50	48.21	51.61	N/A	N/A	N/A
Level 2	36.36	35.82	20.00	44.64	35.71	25.80	N/A	N/A	N/A
Level 3	24.24	14.92	20.00	17.85	12.50	16.12	N/A	N/A	N/A
Level 4	3.03	5.97	10.00	0.00	3.57	6.45	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	70.58	70.58	N/A	53.84	84.61	N/A	N/A	N/A	N/A
Level 2	17.64	17.64	N/A	15.38	0.00	N/A	N/A	N/A	N/A
Level 3	5.88	5.88	N/A	30.76	15.38	N/A	N/A	N/A	N/A
Level 4	5.88	5.88	N/A	0.00	0.00	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

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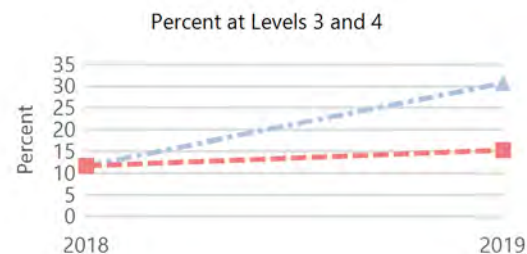
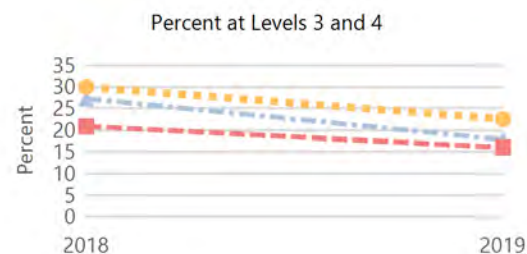
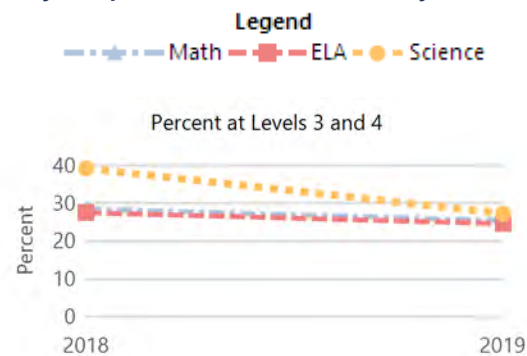
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Note: Not all eligible students completed an ACT.



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

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District	19.7
State	20.4

Accreditation Summary

Date: 04/19/2021

System: D0361 Chaparral Schools (0000)

City: Anthony

Superintendent: Josh Swartz

OVT Chair: James Regier

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

All Foundational areas are addressed and evidence was provided.

- **T**iered Framework of Support - Building MTSS support in reading, math, and behavior with TASN support. This process is very intentional and followed through at each building.

- **S**takeholder Engagement - Programs and events support engagement of stakeholders. The Capturing kid's hearts, Character Strong and Spark to Change programs have been instrumental in forming relationships from staff to parents to the community. An additional focus was placed on job shadowing and internships at the high school level along with a Transition to Career program. This program has created CNA, mechanic, and welding opportunities for students. The mental health team provides resources and support to families in the district.

- **D**iversity, Equity, and Access - The entire district and community took part in a poverty simulation that is driving community and school alignment with diversity, equity, and access. The Spark after-school program assists in this endeavor. The Capturing Kids Hearts and the Character Strong programs help to support this area as well. The ESL program provides dual communication for parents. Remote learning opportunities and hotspot availability has assisted families in need of technology and the internet.

- **C**ommunication and Basic Skills - Utilizing TASN processes in communication is ongoing. The district has built presentation skills into their curriculum at each grade level. An emphasis has been placed on sharing positive district news throughout the community. SkyLert, social media, newsletters, and OTUS are all used to provide the community and families with various modes of communication.

- **C**ivic and Social Engagement - Through the Spark the Change program, ESSDACK Poverty Simulation, job shadows, internships, and the new pathway programs, consistent communication and feedback is occurring between community and school.

- **P**hysical and Mental Health - USD 361 has established a mental health team since receiving a 5 year School Climate Transformation Grant. This team meets weekly to discuss and plan strategies for children, staff, and families in need. At the elementary level, daily instruction is provided on character traits and social and emotional skills. An emphasis has been placed on student involvement at the secondary level that has resulted in over 70% of all students being involved in some sort of extracurricular activity. Various wellness opportunities are provided for students and staff.

- ~~A~~Arts and Cultural Appreciation - USD 361 students are exposed to the arts and culture in various ways; partnership with the Arts Center, field trips, various music, and theater opportunities. Participation is available to students through many of the above activities as well.
- ~~P~~Postsecondary and Career Preparation - Graduation rates are up from 79.7% to 85.5%. The addition of a transition to career program has introduced new programs and pathways for students that are non-college-bound College visits, job shadows, internships, and a focused IPS are intentional. Time has been spent conversing with students about their interests, post-secondary options, and next steps in their post-secondary choices.

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

ARC Comment

A specific district/system goal was not observed; however, it is evident that school improvement is part of this district as evidenced by their building goals.

Harper Elementary School (HES) Goal: Increase student engagement through positive relationship building.

Over the past five years, HES has been working on increasing student engagement by building better relationships between staff/students and students/students. They participated in a two-day poverty simulation to increase awareness of the challenges students and families were facing and increase their ability to empathize. At the beginning of the cycle, they targeted students for "check-in, check-out" each day to increase connections with harder-to-reach students. After implementing "Capturing Kids Hearts" they found that they were organically reaching all kids without the formality of the "check-ins and outs" and have focused on each teacher developing those relationships with their students on a daily basis. HES started an after-school program (SPARK) for families that requested it to provide extra academic support to students as well as a safe place to stay until families get off work. In addition, the School Climate Transformation Grant allowed them to add a mental health and wellness team and some support services that have made a positive impact on the culture of the building. This work has positively impacted student attendance, dropping from 8.56% chronic absence to 2.65% in the fall of 2020, and reduced the number of office referrals from 25 in 2019-20 to 5 up to this point in 2020-21. Anthony Elementary School (AES) Goal - Teaching citizenship, respect, and responsibility.

AES adjusted during this cycle from positive perception to a focus on teaching citizenship, respect, and responsibility. All staff participated in a poverty simulation which increased their ability to empathize with the experiences of their students and their families. They have implemented "Capturing Kids Hearts" and "Character Strong" for their social and emotional learning time. As a result, 9th hours, an after-school work time, has declined by 48% from the previous year. Disciplinary actions have declined by approximately 90%. Attendance rates have increased as well from 95% to 96%.

Chaparral High School - Responsive Culture

The culture of the school reflects respect, kindness, and student involvement. Office Referrals-Office referrals went from 266 offenses and 96 students in 2017 to 83 offenses and 47 students in 2020. Absenteeism rates decreased with the implementation of a new absentee policy. Student involvement was tracked for 7th-12th grade students. Over 70% of the students are involved in something extra at the junior/senior high level. The implementation of the Runners Recognizes Runners program has sparked a change in promoting kindness and respect for each other. They also use Capturing Kids Hearts and Character Strong lessons. The staff has been trained in a poverty simulation, Capturing Kids Hearts and the Character Strong programs. In addition, the School Climate Transformation grant has assisted in this area with the addition of a mental health and wellness team.

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

ARC Comment

Harper Elementary School (HES) Goal: Improve math proficiency and math fact fluency. In 2017, 31% of students scored at level 3 or level 4 on the Kansas State Assessments. HES identified math as an area of need and began its focus on increasing fact fluency and then transitioned to general math proficiency. STAR benchmarks in the Fall, Winter, and Spring are used to determine progress in this area. Fact fluency time was added to their math core as an intervention at the beginning of the cycle. Last year, dedicated MTSS time was added to increase the effectiveness of the intervention. In the winter data from 2019, 73% of the students were performing at or above benchmark. No results from the spring due to COVID. In the fall when school resumed, the students had dropped back to 50% at or above benchmark before increasing to 75% at winter benchmarks. The most recent data from Kansas State Assessments completed in 2019 looks promising as the number of students scoring at levels 3 and 4 increased to 37%. Given the increase in performance on the STAR benchmarks, HES is excited to see more gains this spring.

Anthony Elementary School (AES) Goal: Increase math fact fluency from 80% to 90% of students meeting benchmark levels on math probes by spring of 2021.

Local CBM scores; Fall 75%, Winter 82%, and Spring 80% for 2018-19. Fall 70%, 83% Winter NA Spring for 2019-20. Fall 70%, Winter 84% for 2020-21. Fact fluency has been embedded in lesson planning which has had a positive impact on student achievement.

Chaparral High School (CHS) Goal: The goal here is to increase the graduation rate.

Although they realize this will have to continue to grow, they have made huge gains. They have looked at absenteeism and also their graduation rate and the drivers behind them. The graduation rate has improved from 79.7% in 2016 to 85.5% in 2020. This is remarkable, especially with the pandemic. CHS has tracked office referrals, absences, and student involvement. They have focused on students and their own learning style by offering three pathways to graduation; traditional, PBL, and virtual learning or a combination of the three. They have increased opportunities for CTE pathways and certifications with free college credit programs. Implementation of Xello, IPS plans, job shadows, and internships continue to grow. Campus visits of post-secondary options are provided for students; Vo-Tech, Junior College, and 4-year college visits are provided.

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

Chaparral USD 361 has shown systemic improvements the past four years especially during a pandemic that has disrupted education for over a year and a half. KESA goals of relationships and responsive culture have been embedded in all three schools' priorities and policies which ensures longevity. A large commitment on the part of the district to participate in the TASN MTSS process as well as implementing a five-year School Climate grant has been instrumental in staying on track with these goals and also achieving large gains. The practical application and professional development involved helps to make these goal areas more permanent process-driven changes.

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 evidence indicates growth in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

USD 361 invested a significant amount of time and resources into this area over the past five years. All of the district participated in the Poverty Simulation to improve awareness of the situations families in the community are experiencing. "Capturing Kids Hearts" and "Character Strong" curriculum are taught on a daily basis at all levels and student SEL screeners are in place to assess student and family supports that are needed. In 2019, they received the School Climate Transformation Grant and have added members to their "Mental Health Team." This team provides support and services to staff, students, and families in the community. Attendance rates have improved significantly, especially at the high school level, over the last five years demonstrating that the professional development, the instructional resources, and the staffing decisions have been effective.

Kindergarten Readiness

There has been a focus on early childhood care and education programs. They have been using ASQ-3 and the ASQ SE-2. The four-year-old at-risk program has increased from a half day program to a full day program.

Individual Plans of Study

USD 361 utilizes Xello for career exploration and as a strength finder in grades 7 -12. Information gained via Xello is utilized to build student schedules. Digital portfolios have been implemented this year. Middle and high school students are provided the opportunity to visit community colleges, vocational schools, and universities. Individual post-secondary visits are allowed for juniors and seniors as well as college representative visits. Advisors assist with maintaining individual plans of study. Student led conferences allow an opportunity for parents to learn about the IPS process along with Parent University.

High School Graduation Rate

USD 361 has improved graduation rates over the past four years with a focus on absenteeism, relationships and high school pathways. They will continue to focus on this area and continue to grow with true intentions on building positive relationships, mentoring and Individual Plans of Study especially with those students that may have an unclear focus on postsecondary success.

Postsecondary Success

The exposure to careers changed from year 2 to year 5 through a variety of strategies. The district implemented Career Cruising for 7th to 12th grade students which then has shifted to Xello. A specific focus to career work takes place with Xello each week during a 25-minute advisory period.

The number of CTE courses and pathways has increased from 9 to 16 to include a program partnership with 2 other school districts that allows students to complete certifications in both automotive and welding. This work also has strengthened the CTE programs of these other 2 districts as well through the collaboration of staff working through the planning and implementation of these programs. Internships and job shadowing are also a part of this section that have increased in frequency and quality. Reality U started during the 17-18 school year where students experience a work & home simulation with play money and includes the goal setting and conversation work related to academics connecting to life after high school and post-secondary.

The following list of events are avenues that span all grade levels and start with COW day (Career on Wheels) where elementary students participate in a half day event highlighting local partners sharing their expertise using their work vehicle as the demonstration. Before COVID, secondary students participated in career events at ESSDACK and WSU Tech.

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

ARC Comment

Throughout the process, improvements and updates were shared in various ways throughout the 4 year process. Each building has a parent group where updates were shared regularly. Social media also took on a higher focus during this accreditation cycle as Facebook posts and Facebook Live events helped to share information as well as engage parents in the current work of the district and school buildings. USD 361 held community meetings throughout the process to gain feedback from community members. This small group setting allowed for good conversation around all topics of school improvement and school activities. Adjustments in goals and strategies occurred as a result of the feedback gaining through these conversations.

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

ARC Comment

The System Yearly Update Report including the Year Five and the OVT Chair Annual Summary Report reflected a strong sharing of information and communication. Mutual collaboration and communication within the system are evident and strong.

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

ARC Comment

The system demonstrated a strong level of communication within the system and all stakeholders that included: sharing of information, training, collaboration, and feedback that all impacted improvement and change over the five-year cycle. Overall the system has implemented improvement plans in all of their buildings and use data to evaluate progress and make changes as needed. They followed all KESA requirements.

ARC Recommendation

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

Justification

Evidence indicated that the system has addressed all components of the KESA process. Fidelity and competence is demonstrated within the system and the OVT process.

Strengths

- They have a strong emphasis to continue to develop, maintain and support MTSS programming
- The implementation of Capturing Kids Hearts is and will continue to be beneficial
- The districts Mental Health Team has been an asset for families, students, and staff
- The continued focus on absenteeism and specifically chronically absent students supports all programming.
- The SPARK Program has been impactful in the district
- Integrate career education in the elementary schools at an age-appropriate level as trend data is collected will be seen at the upper levels.
- Strong level of CTE offerings at Chaparral High

Challenges

Limitations experienced by USD 361 are not dissimilar to other rural districts; declining enrollment, staffing issues, budget constraints, and a high percentage of low SES students are some of their challenges. They have continued to add programming and address the needs associated with these limitations.

USD 361 has improved graduation rates over the past four years from 70% to 81.4%. Students leaving the district impact this if they cannot be located by the district for state reporting. The district will continue a focus on absenteeism, relationships, and high school pathways to encourage students to continue post-secondary options that encourage students to graduate from high school. They will continue to focus on this area and continue to grow with true intentions to build positive relationships, mentoring, and Individual Plans of Study, especially with students who may have an unclear focus on post-secondary success. The system needs to look at identifying measurable goals at the system level that align with building goals.



Chaparral Schools USD 361

124 N Jennings, Anthony, KS 67003-0486
(620) 842-5183
www.usd361.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Josh Swartz**

Demographics



836 Students

African American 0.84%
Hispanic 12.08%
Other 6.82%
White 80.26%

Academically Prepared for Postsecondary Success

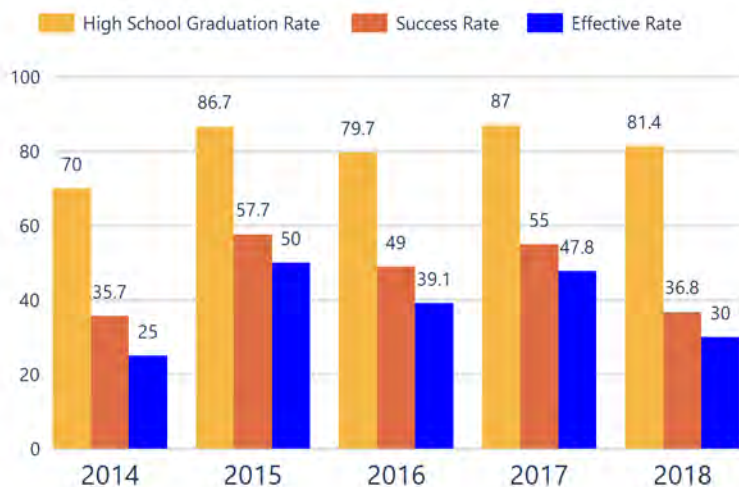
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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				

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

81%

Five-Year Success Avg

47%

Five-Year Effective Avg

38%

95% Confidence Interval
for the Predicted
Effectiveness Rate

36.1 - 39.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

87.5%

State: 88.3

District ESSA 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.

\$13,845

State: \$12,193

94.8%

State: 94.5

13.5%

State: 13.9

[Click here for State Financial Accountability.](#)

1.5%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.56	38.14	35.16	23.48	32.11	40.71	N/A	N/A	N/A
Level 2	37.40	32.76	24.72	46.00	36.00	31.73	N/A	N/A	N/A
Level 3	26.40	24.44	29.67	25.18	25.79	17.36	N/A	N/A	N/A
Level 4	5.62	4.64	10.43	5.32	6.08	10.17	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.29	44.23	40.86	29.76	38.49	49.47	N/A	N/A	N/A
Level 2	38.99	33.07	24.34	46.42	36.50	31.57	N/A	N/A	N/A
Level 3	21.23	19.23	26.08	19.44	21.03	10.52	N/A	N/A	N/A
Level 4	3.47	3.46	8.69	4.36	3.96	8.42	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.62	62.50	66.66	49.39	60.24	68.57	N/A	N/A	N/A
Level 2	22.98	20.45	20.51	32.53	20.48	20.00	N/A	N/A	N/A
Level 3	16.09	13.63	10.25	9.63	14.45	5.71	N/A	N/A	N/A
Level 4	2.29	3.40	2.56	8.43	4.81	5.71	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.66	42.22	50.00	21.73	29.54	63.63	N/A	N/A	N/A
Level 2	57.77	42.22	21.42	54.34	52.27	31.81	N/A	N/A	N/A
Level 3	13.33	15.55	28.57	21.73	18.18	4.54	N/A	N/A	N/A
Level 4	2.22	0.00	0.00	2.17	0.00	0.00	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.

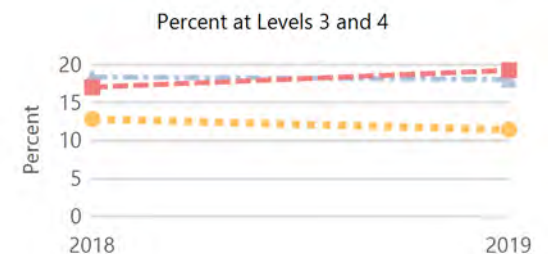
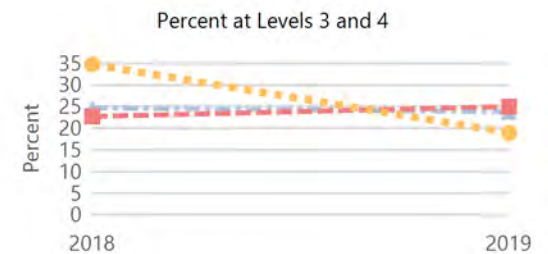
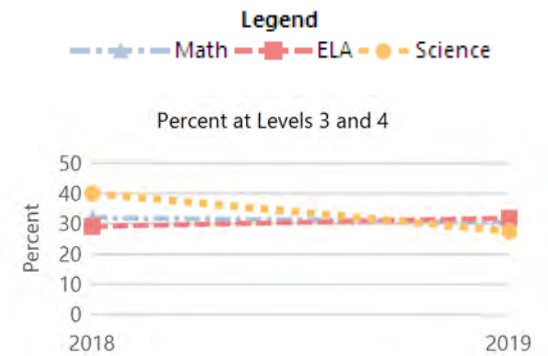
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

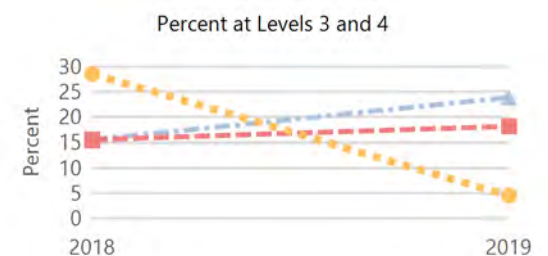


Academically Prepared for Postsecondary Success



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.



District	18.4
State	20.4

Accreditation Summary

Date: 06/17/2021

System: D0363 Holcomb (0000)

City: Holcomb

Superintendent: Scott Myers

OVT Chair: Justin Coffey

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Evidence provided by the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas.

Tiered Framework of Supports: USD 363 has worked hard to individualize supports needed per student. The system now utilizes Fast Bridge for both assessments and progress monitoring with complete fidelity. Data discussion and data analysis has become an important conversation at PLC meeting.

Family, Business and Community Partnerships: Outreach with the community has grown throughout the cycle. The system has an outstanding working relationship with both Garden City Community College and Garden City School District to offer courses to their students that they cannot provide themselves. The system has also worked with parents and employers to help families in need within their district.

Diversity, Equity and Access: USD 363 has a significant Hispanic population. The system builds opportunities to ensure that students receive a more global perspective, along with specific concepts added to the curriculum.

Communication and Basic Skills: The system has made a concerted effort to include positive and effective communication across the curriculum instead of just in language arts courses.

Civic and Social Engagement: USD 363 has created some unique opportunities for their students to become more engaged. One is a sixth-grade formal banquet where table etiquette is taught and guest speakers are brought in. Local law enforcement works with the school to teach digital citizenship.

Physical and Mental Health: All USD 363 personnel have a trauma handbook to assist them with helping students in crisis. The system has also moved from two full time counselors to four full time counselors.

Arts and Cultural Appreciation: The system employs full time music and art teachers. Students are also engaged in cultural exploration tied to the fine arts.

Postsecondary and Career Preparation: The system provides students with opportunities starting in kindergarten to help them focus on a post-secondary path or career. Engagement with students is ongoing and there is a focus in middle and high school age students.

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

ARC Comment

Goal 1: The overall goal for this area revolved around increasing parent/family involvement at school and bolstering relationships with the students within the school building.

USD 363 has data to support the increase in communication with parents, while also growing relationships within the school. PBIS has become a cornerstone of their buildings with positive results to show. Family engagement nights have grown in attendance and parent teacher conferences reached 100% participation during year 5 of the KESA cycle.

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

ARC Comment

Goal 2: No specific goal was given for the system.

Each building has goals and data to support their individual goals under relevance, but there is no system wide goal that can show growth. They have positive data to support the different programs that have begun at each building, such as play based learning for young grades and project base learning in grades 3-12. The system has also worked with students IPS programs to work more electives into the middle school schedule that relate to students interests.

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 district has developed a team approach throughout the cycle that will better allow them to sustain their improvement efforts. The local BOE is supportive of the changes and resources have been set aside to sustain the changes and improvements.

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 demonstrated evidence, data and a viable plan reflecting all State BOE goals resulting in systematic improvement.

Board Outcomes

Social-Emotional Growth

The system is dedicated to both students and staff and their overall health, both physical and emotional well-being. They have activities for both physical well-being for staff and students. They have worked to teach their staff and students about zones of regulation and allow students to rate themselves each day along with having Peace Corners at two buildings that allow students to decompress and regulate before approaching the issue they are struggling with.

Kindergarten Readiness	The system has made great strides toward kindergarten readiness over the five-year cycle. During year one, the system only offered a 4-year-old preschool and kindergarten. During the five-year cycle, the system has added a Parents as Teachers program for birth to age 3, added a 3 year old program and have seen greater participation in all early childhood programs. The system is working toward a goal of 100% participation in the kindergarten readiness screener.
Individual Plans of Study	The system has 100% of students with an IPS before entering high school. They have brought career interests all the way to elementary by tying field trips to career awareness. There is a very detailed program that occurs starting in middle school and continuing until graduation. One item of note, the system has created "Adulting Day" activities so students can experience post-secondary life, including topics such as purchasing insurance and taking part in economic simulations that help students understand and experience living within a budget.
High School Graduation Rate	The system recognizes that their four-year graduation rate is not where they want it to be, while their five-year graduation rate is above the state average at 93%. The system wants to work on raising their four-year rate.
Postsecondary Success	The systems five-year effectiveness average is 59% which is well above their projected confidence interval. While four-year graduation rate may be down, the system is showing improvement in success rate and effectiveness rate. The system obtained a Bronze Star Recognition for the 22019-2020 school year.

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

ARC Comment

According to the OVT the system worked hard to ensure that stakeholders from all areas were included in the school improvement process.

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

ARC Comment

According to the OVT, the district leadership team was responsive throughout the five-year cycle.

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

ARC Comment

The OVT reported that the system completed all KESA requirements, held regular OVT visits and responded to recommendations.

ARC Recommendation

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

Justification

USD 363 has worked to create a culture of shared leadership where teachers, administrators and community stakeholders' work together to make meaningful and purposeful decisions and adjustments to better meet the Kansas State Board outcomes and to work toward the Kansas BOE vision. Although goals are not written clearly and effectively, it is evident that the system understands their improvement needs.

Strengths

This system has worked hard to look at data and use it to drive change, most notable with their IPS and Kindergarten readiness. The system created additional pre-kindergarten opportunities.

Challenges

The system needs to take advantage of the Hispanic community in order to have all students learn about other cultures. The system is also already aware that they need to focus on their four-year graduation rate. The system needs to make sure that moving into their second cycle, they use their needs assessment to develop two goals that are written from a system perspective that can be measured. Building level goals are to be developed to be aligned to the system goal but pertinent to the work needed in each building based on their data needs.



Holcomb USD 363

305 Wiley, Holcomb, KS 67851-0008
(620) 277-2629
www.USD363.com

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent: **Scott Myers**

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			★	

Demographics



993 Students

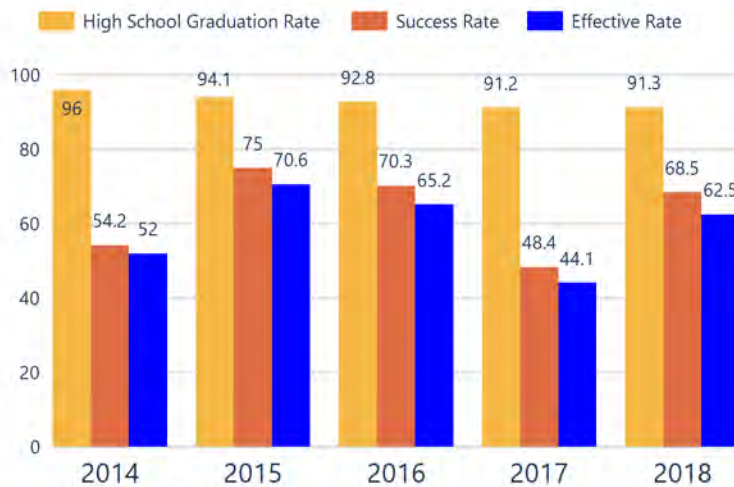
African American 0.81%
Hispanic 43.81%
Other 2.62%
White 52.77%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93%

Five-Year Success Avg

63%

Five-Year Effective Avg

59%

95% Confidence Interval
for the Predicted
Effectiveness Rate

52.0 - 55.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

84.7%

State:
88.3

District ESSA 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.

\$11,251

State:
\$12,193

92.8%

State:
94.5

21.0%

State:
13.9

[Click here for State Financial Accountability.](#)

0.9%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.04	25.27	35.21	26.23	35.49	32.31	N/A	N/A	N/A
Level 2	49.72	45.23	36.61	48.66	40.07	37.99	N/A	N/A	N/A
Level 3	22.22	25.27	23.47	21.48	20.99	21.83	N/A	N/A	N/A
Level 4	4.00	4.21	4.69	3.61	3.43	7.86	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.76	33.00	39.47	31.35	39.73	36.29	N/A	N/A	N/A
Level 2	51.28	41.10	35.08	47.52	40.06	36.29	N/A	N/A	N/A
Level 3	15.06	22.00	18.42	18.48	17.54	19.25	N/A	N/A	N/A
Level 4	2.88	3.88	7.01	2.64	2.64	8.14	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.52	66.66	64.28	55.76	63.46	50.00	N/A	N/A	N/A
Level 2	28.57	23.80	21.42	30.76	17.30	31.25	N/A	N/A	N/A
Level 3	9.52	7.14	7.14	9.61	15.38	18.75	N/A	N/A	N/A
Level 4	2.38	2.38	7.14	3.84	3.84	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.12	32.87	46.05	29.58	43.88	48.45	N/A	N/A	N/A
Level 2	53.60	42.46	27.63	49.16	40.08	34.02	N/A	N/A	N/A
Level 3	16.66	20.54	17.10	18.75	12.23	10.30	N/A	N/A	N/A
Level 4	3.60	4.10	9.21	2.50	3.79	7.21	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.

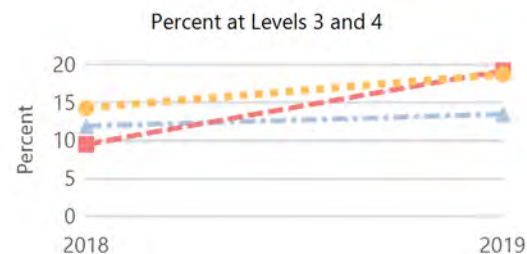
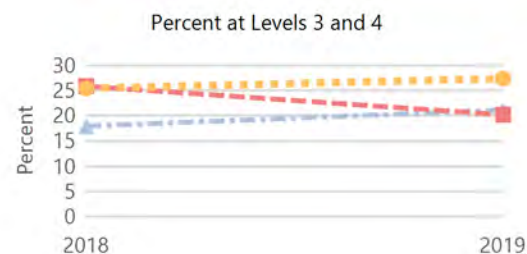
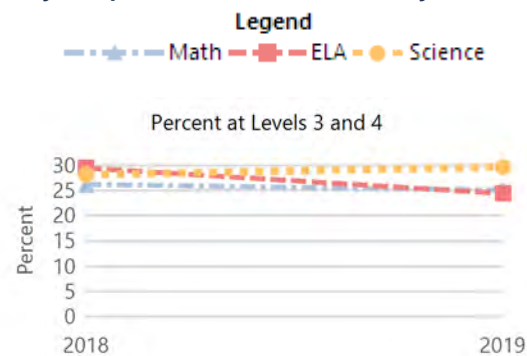
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

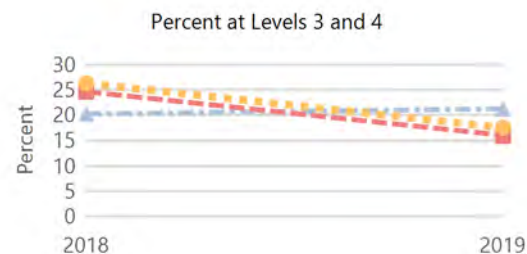


Academically Prepared for Postsecondary Success



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.



District	17.3
State	20.4

Accreditation Summary

Date: 04/20/2021

System: D0410 Durham-Hillsboro-Lehigh (0000)

City: Hillsboro

Superintendent: Max Heinrichs

OVT Chair: James Regier

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Tiered Framework of Support:

Hillsboro USD 410 served as a statewide pilot school in MTSS implementation. Hillsboro Elementary (HES) offers tiered support for students in grades Pre-K - 5 in both reading and mathematics. Hillsboro Middle/High School offers tiered support for students in grades 6 - 8 in both reading and math. Hillsboro High students are supported with tiered courses and an academic skills class, and a dedicated teacher to provide support.

Stakeholder Engagement:

Both USD 410's buildings use various methods to engage their stakeholders, such as surveys, conferences, site councils, advisory committees, presentations, civic engagement, district and building-level meetings, and CTE internships. Both buildings have active Site Councils that are made up of parents and staff members from each building. HES holds multiple family and community events during the school year and surveys their families and the community to get their opinions about their current or new programming. HMHS has rich partnerships with business and industry, which is outstanding for a district their size.

Diversity, Equity, and Access:

USD 410 Staff members have received extensive training in Trauma-Informed Schools. USD 410 serves non-English speaking students with ELL/ESOL services. HMHS also notes that they have an unusually high number of students in courses that many would deem nontraditional.

Communication and Basic Skills:

USD 410 has implemented all of the state ELA standards and opportunities for dual credit for seniors in composition and speech. Communication skills have also been integrated into other subject areas throughout the district via presentations, PBL's, CTE, PLTW, Entrepreneurship and Network Kansas.

Civic and Social Engagement:

USD 410 Students are actively engaged with Lions Club, FFA, TSA, clubs, nursing home engagement/activities, senior center visits, churches in the community, and the Chamber of Commerce. Opportunities also exist for students to debate current events, court cases, and politics at all levels of governance. Additionally, USD 410 purposely builds Civic engagement within their curriculum. This is evident through the PBLs that their students are involved in.

Physical and Mental Health:

USD 410 has grown in this area during this accreditation cycle. The district now has a counselor in each building as well as a social worker. In addition, they have a partnership with Prairie View, their local mental health provider. Prairie View has designated therapists to serve student needs socially and emotionally in each of their buildings. Physical Education and health classes are offered to student's Pre-K - 12. Faculty and students have also had the opportunity to learn CPR and participate in the "Better You" program.

Arts and Cultural Appreciation:

USD 410 offers a wide variety of music and art courses to their students. K - 12 students have access to vocal music and art courses with instrumental music beginning at grade 5 and continuing through the 12th grade. In addition, students in Hillsboro have the opportunity to participate in various competitions, concerts, performances, and festivals around the state and their community.

Postsecondary and Career Preparation:

USD 410 has earned Star Recognition Awards for Graduation, Academically Preparation, Postsecondary Effectiveness and the Commissioners Award. Activities contributing to this success are; PLTW, college visits, Career Cruising, dual credit, job shadowing, CTE and various opportunities for students to earn certifications in job-related courses.

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

ARC Comment

USD 410 has focused its efforts in a systematic way to ensure students in the district have positive relationships with staff members who support, encourage, and interact with them. Through the use of data surveys (i.e. Communities that Care, ACES, and Resilience Indicator for staff), the district identified areas to focus on. Through training and implementation of strategies surrounding trauma-informed practices and self-regulation, practitioners across USD410 worked to address needs identified. Finally, USD 410 tracked progress through tools such as Closegap and student-staff connection matrices to gauge success and adjust as needed.

HMHS Relationship Data:

Staff Connections – Percentage of students stating they have an "above average relationship" with at least one staff member 2018 – 92%; 2019 – 96%; 2020 – 99.2%

Discipline Referral Rates:

It was estimated that HMHS would see an overall reduction in office referrals of 37% by the end of this year (Fall 2017 to Spring 2021). This decrease occurred alongside increases in enrollment. The system attributes the focus on relationships as the key reason for this impact.

HES Relationship Data

Staff Connections – HES focused its efforts on answering two key questions in regard to staff connections:

Question #1 – Is there an adult(s) at school you feel you can go talk to about anything (school stuff, home stuff, good stuff, bad stuff)? Of 220 students surveyed, data reflected the following: 125 – 56.8% (YES); 39 – 17.7% (NO); and 56 – 25.5% (Not Sure)
Question #2 – Is there an adult that helps you feel safe at school? Of 220 students surveyed, data reflected the following: 188 – 85.5% (YES); 26 – 11.8% (NO); and 6 – 2.7% (Not Sure)

Student Risk Screening Scale with Internalizing Behaviors (SRSS-IE) Data:

The system saw an increase in the “low risk” category while observing decreases in the “mid risk” and “high risk” categories. The system attributes the positive movement in these categories to three key efforts: Partnership with Prairie View, implementation of mindfulness activities, and classroom check-ins with students

Professional Learning and Effective Communication provided the drive behind the above data improvements and perceptions over the 5-year cycle. According to the OVT, it is clear that the system has taken deliberate steps to train staff, implement high-yield strategies, and track data to check for progress toward their goal of creating a system where “100% of students have an above-average relationship with staff”. As USD410 continues in this effort the primary goal is to imbed Social, Emotional, Character Development (SECD) standards into their curriculum.

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

ARC Comment

Over the last 3 years, their students have shown continual growth in math and reading, as shown in the NWEA graph the OVT indicated they observed during their visit. It was clear that every single grade level showed improvement every year.

Effective Communication

Teachers at Hillsboro Elementary frequently send out email communication to parents on what activities and projects they will be working on in the coming weeks. Additionally, a weekly Communicator is sent to all parents via email or hard copy, which also details what Hillsboro Elementary activities are taking place and pictures of students doing various activities.

Professional Learning

All Hillsboro Elementary, classroom teachers were trained to become certified PLTW instructors last summer. This has greatly enhanced the ability for each of them to teach within their own structure and schedule during the school year. Each classroom teachers had to teach at least two PLTW units during the school year. HMHS teachers all received the latest updated training.

Hillsboro Elementary adopted the Amplify reading curriculum this year. They received training last spring and again in the fall and have been using the curriculum this school year. Teachers have been pleased with the assessment scores, and teachers reported their satisfaction with technical and instructional support along with results from using this curriculum.

Hillsboro has continued to grow their PBL programming in both of their buildings during these five years. The district has dedicated rooms and budgets in both buildings to support their students and staff as they grow in their PBL offerings. The district is working with ESSDACK as a pilot school to bring in Headrush Learning software to help them manage project-based learning from start to finish.

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

District and building school improvement teams have addressed sustainability throughout the cycle. The groundwork for sustainability and improvement has been laid. The system appears to have the necessary financial and human resources needed to support effective implementation of its continuous improvement 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

Overall, the system shows growth in the State Board Outcomes. Each section below provides evidence of gains, planning, and implementation of plans.

Board Outcomes

Social-Emotional Growth

USD 410 has focused its efforts as a system to identify areas in need of improvement, train staff in addressing gaps, implementing strategies to target for growth, and ultimately, to collect data that demonstrates growth in this area. Through the use of data surveys (i.e. Communities that Care, ACES, and Resilience Indicator for staff), the district identified areas of focus. Through training and implementation of strategies surrounding trauma-informed practices and self-regulation, practitioners across USD 410 worked to address needs. Finally, by tracking progress through the use of such tools as Closegap and a student-staff connections matrix, the district was able to gauge for success and make adjustments as needed - ultimately seeing improvements in key measures of attendance, behaviors, and student discipline.

Kindergarten Readiness

USD 410 has systems in place to support kindergarten readiness, and data demonstrate they are making a positive impact. Several programs exist across USD 410 and Marion County to prepare students for kindergarten, and the district has multi-tiered systems of support in place to ensure learning gaps are addressed as students enter early elementary grades (i.e. K - 2). Programs in place to support this key area include things like Marion County Early Childhood Task Force, Marion County Parents As Teachers, half-day preschool for 3 and 4-year-old students (4 days a week), full day preschool for 4-year-old students (5 days a week). The USD 410 Preschool is funded and run through a collaboration of partners (Kansas At-risk, MCSEC, HeadStart, USD 410, and Peer enrollment)

Individual Plans of Study

This district has a system in place to provide students at the secondary level a plan 6 - 12 to explore, plan, and implement paths toward their future goals. Students in grades 6th-8th focus their IPS on school subjects, decision making, time management, discovering learning pathways and determining skill sets. At the high school level, students go through the following process for further development of their IPS:

- Explore career clusters and a career options for each cluster
- Identify a planned pathway of focus
- Develop a four-year plan for classes
- Identify potential post-secondary plans

Additionally, if students are planning to attend a post-secondary institution, students will include in their IPS specific courses to take in postsecondary classes.

High School Graduation Rate USD 410 earned the Silver Star for high school graduation rate. The inclusion of the Marion County TEEN Virtual School has influenced the graduation rate. To gather information and develop “next steps” to improve upon the district’s silver-star rate, the system plans to take a deeper look at data from students in USD 410 separately from those enrolled in the TEEN Virtual School. This effort will help to inform adjustments that can be made to continue increasing graduation rates.

Postsecondary Success USD 410 has taken a systematic approach to address key goals of relationships and rigor. In doing so, students have benefited while in the district and the years that follow. USD 410 has observed a five-year success rate average of 66 and a five-year effectiveness rate of 60 - which exceeds the predicted effectiveness interval of 54.1 - 58.2. Simply put, the efforts in place at USD 410 are working, and they contribute greatly to student outcomes beyond graduation.

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

ARC Comment

USD 410 provided feedback to stakeholder groups in a variety of ways. Examples include student meetings & follow-up, parent meetings which were used to provide the opportunity for parents to meet with staff specifically regarding the redesign process, newsletters and social media to share information and decisions throughout the improvement process, and civic engagement. For civic engagement students and staff participated in local projects to support the broader community (i.e. GIS class and Marion Reservoir)

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

ARC Comment

The OVT Annual Summary Report reflected evidence of consistent and strong communication with the committee. Also, sharing of data and suggestions for future implementation was well received.

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

ARC Comment

The team was extremely responsive, answered all of our questions, and were proud of the wonderful work happening within the district. In regards to areas they were unable to fully implement (because of COVID-19), they acknowledged that those initiatives would continue to be a primary focus in the future.

ARC Recommendation

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

Justification

Evidence indicated that the system has strongly addressed all components of the KESA process. The fidelity and competence are demonstrated within the system and the OVT process.

Strengths

USD 410 has excelled in its efforts to put more rigor into the curriculum. Programs such as trauma informed and mental health connections, PBL focus, Project Lead the Way and their use of data are to be commended. They continually evaluate their academic strengths and weaknesses. They are constantly looking toward the future and exploring ways to improve education for their students.

Challenges

Limitations experienced by USD 410 are not unlike those other rural districts are facing. Concern exists regarding a decline in enrollment which subsequently leads to a loss in funding, which ultimately impacts virtually every aspect of education. Their TEEN virtual program may be a challenge with regard to graduation rates.



Durham-Hillsboro-Lehigh USD 410

416 S. Date Street, Hillsboro, KS 67063-1698
(620) 947-3184
<http://www.usd410.net>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Max Heinrichs**

Demographics



586 Students

African American 1.88%
Hispanic 4.95%
Other 4.10%
White 89.08%

Academically Prepared for Postsecondary Success

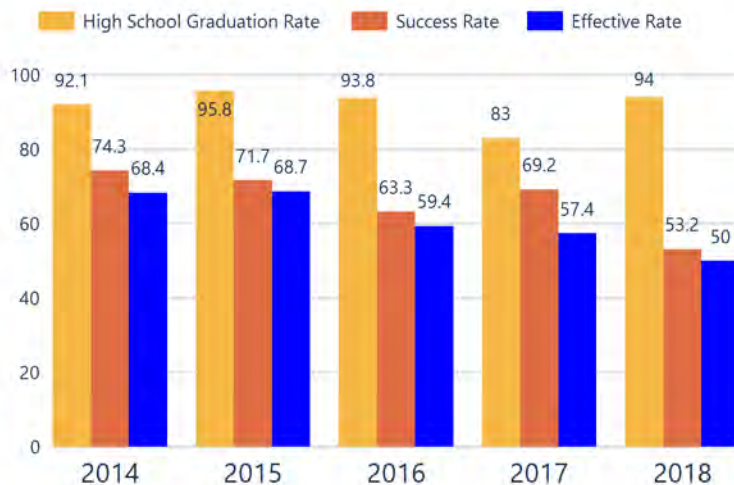
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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		★		

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

92%

Five-Year Success Avg

66%

Five-Year Effective Avg

60%

95% Confidence Interval
for the Predicted
Effectiveness Rate

54.1 - 58.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

80.6%

State: 88.3

District ESSA 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.

\$14,280

State:

\$12,193

94.2%

State: 94.5

15.2%

State: 13.9

[Click here for State Financial Accountability.](#)

0.4%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	21.38	21.78	20.16	16.45	24.68	30.25	N/A	N/A	N/A
Level 2	38.15	38.61	33.87	37.88	28.12	33.61	N/A	N/A	N/A
Level 3	30.59	28.05	30.64	33.22	35.31	23.52	N/A	N/A	N/A
Level 4	9.86	11.55	15.32	12.42	11.87	12.60	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.25	35.48	32.00	21.70	37.30	50.00	N/A	N/A	N/A
Level 2	43.54	45.16	30.00	48.06	28.57	30.43	N/A	N/A	N/A
Level 3	20.16	13.70	28.00	23.25	25.39	13.04	N/A	N/A	N/A
Level 4	4.03	5.64	10.00	6.97	8.73	6.52	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	57.40	53.70	70.58	53.06	72.00	55.55	N/A	N/A	N/A
Level 2	27.77	33.33	11.76	36.73	16.00	27.77	N/A	N/A	N/A
Level 3	11.11	9.25	17.64	8.16	8.00	16.66	N/A	N/A	N/A
Level 4	3.70	3.70	0.00	2.04	4.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.52	47.05	N/A	17.64	38.88	N/A	N/A	N/A	N/A
Level 2	58.82	29.41	N/A	64.70	38.88	N/A	N/A	N/A	N/A
Level 3	17.64	17.64	N/A	17.64	22.22	N/A	N/A	N/A	N/A
Level 4	0.00	5.88	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.

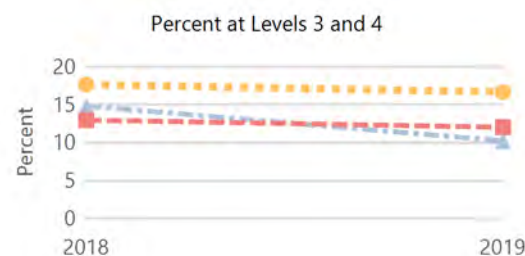
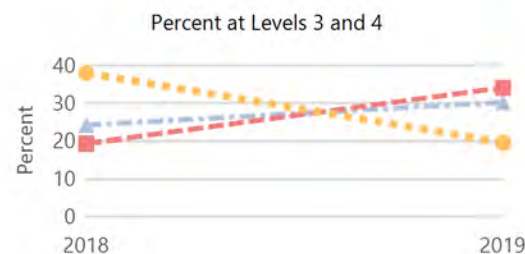
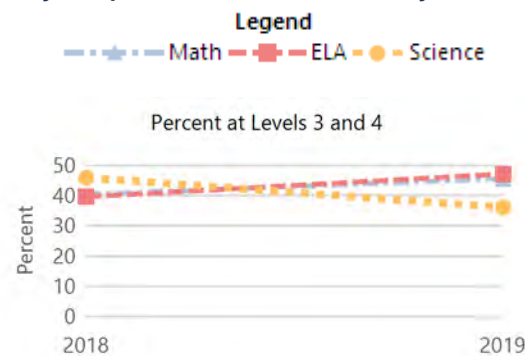
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

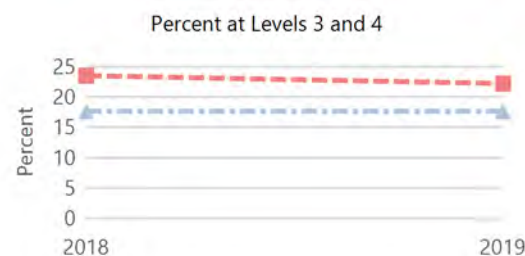


Academically Prepared for Postsecondary Success



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.



District	20.3
State	20.4

Accreditation Summary

Date: 05/17/2021

System: D0437 Auburn Washburn (0000)

City: Topeka

Superintendent: Scott McWilliams

OVT Chair: Tim Hallacy

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE. The system went above the mandatory requirements to identify and address internal concerns of noted inequity in Emotional-Disturbance referrals and elevated instances of restraint and seclusion at a particular elementary. Furthermore, the system took extensive measures in the area of dyslexia to ensure that all teachers were extensively trained in the science of reading to prepare for the impending changes.

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

ARC Comment

Evidence supporting the foundational structures have been addressed.

Tiered Framework of Support: The system has implemented Comprehensive Integrated Three-Tiered Model of Prevention (CI3T) process with a 94% staff approval rate of the system's ability to meet the needs of the students.

Family, Business, and Community Partnerships have been documented as essential components of the five-year Strategic Plan. Multi-modal communication has been employed to engaged students, parents, staff, and community members including surveys, meetings, and feedback sessions.

Diversity, Equity, and Access are all addressed through core curriculum adoptions by committee review to ensure appropriate representation in addition to the use of Assistive Technology Aides that support diverse learners. The system has further conducted a study to determine sub-group populations that lack technological access and have taken necessary steps to address those needs.

Furthermore, the system has made the areas of Communication and Basic Skills, Civic and Social Engagement, and Arts and Cultural Appreciation an essential focus to provide a litany of opportunities to all students, including Habitudes and Make a Difference Club as well as receiving recognition as a national School of Performing Arts.

Finally, the system has taken the necessary steps to ensure that students utilize the Naviance IPS system to its maximum efficiency by focusing on the appropriate measures for individual students whether college, technical school, military, or career. Key business partnerships have also allowed them to expand their job-training and shadowing opportunities for students.

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

ARC Comment

Goal Statement: School-based Mental Health: A focused school-based mental health plan to provide support for the academic, social-emotional, and behavioral needs of students.

The system appears to have made moderate progress toward these overarching goals. An intentional effort was made to increase support in each building through the use of counselors, social workers, and school psychologists, also referred to as the School-Based Mental Health Team. These groups addressed the basic needs and mental health needs of students and families, particularly in the wake of COVID.

Overall, quantitative measures indicate that progress was not consistently met over the four-year measurement cycle. Still, the system explained that these stagnant measures were addressed in the future plans for subsequent accreditation cycles, including the need to address strengthening the SEL curriculum and measurements of progress.

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

ARC Comment

Goal 2: To develop skills for success with each student, Auburn-Washburn will systematically implement a shared vision and planning for digital learning and effective use of technology.

Considerable effort was devoted to ensuring that all students had equitable access to technology as evidenced by the 1:1 device acquisition and implementation of Assistive Technology Aides in each building. While the system ensured equitable access to Wi-Fi hot-spots and families technical support by creating a help-line, it appears that many of the noted efforts for this goal were reactive to COVID during the later portion of the system's accreditation cycle. More information about the initial plans, implementation, and progress would be helpful demonstrating continuous effort toward addressing this particular 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

Auburn-Washburn has committed to the intent of the KESA process taking special care to interrelate the accreditation process with their five-year Strategic Plan. The implementation of School-Based Mental Health teams portrays their dedication to the social-emotional well-being of their students with the addition of staff including counselors, social workers, and school psychologists. They recognize the regression in academic progress, particularly at the elementary level, and addressed the need for systematic improvement in future cycles with renovated measurement processes. Regardless, they have developed an extensive and comprehensive system for collecting and analyzing data, which is reflected upon with a strategic team that includes community and stakeholder involvement, to determine effectiveness and areas of needed change

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 State Board Outcomes were met in all areas. The OVT report identified the following work accomplished by the district.

Board Outcomes

Social-Emotional Growth

Considerable fiscal allocations were dedicated to creating School-Based Mental Health teams to address the physiological and social-emotional well-being of students. This team monitors and adjusts their services based on need indicated in the SRSS- i.e., attendance, academic achievement, office discipline referral, and building-level data. The system noted that they intend to seek more intentional measurements and usages in the next cycle.

Kindergarten Readiness

Four of six elementary schools administer the ASQ with a participation rate of average of 91%; two schools average 28%. They recognize that involvement needs to be drastically improvement in these schools. It is the intention of the system to focus on better utilizing this collected data in the future per their prescribed plan.

Individual Plans of Study

Beginning in seventh grade, all students engage in an interest and engagement survey. The system has engaged in intentional efforts to increase the effective use of the Naviance IPS system. A Career and Technology Facilitator has secured partnerships with local businesses to provide job-training and showing opportunities for students, and career pathway offerings have been increased. Advisory teachers and counselors help students use the data collected in the Naviance IPS system and align that with their interests to create purposeful schedules. There has been a clear improvement in the IPS process during this cycle.

High School Graduation Rate

Auburn-Washburn maintains graduation rates above the state and national average by monitoring credit/non-credit achievement and grades. Their rate has steadily increased from 91% to 95% over the last five years. Credit recovery options are available during the school year and summer. The system notes that they will continue to strive for improvement in these rates moving forward.

Postsecondary Success

Updated post-secondary success data shows that the Five-Year Effective Average of 55 has remained above the 95% Confidence Interval for the Predicted Effectiveness Rate. The Predicted Effectiveness Rate is at 52.1% to 54.7%. Since 2015, the updated data shows growth in the five-year graduation rate. The success and effective rates have also increased.

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

ARC Comment

It is clear that the system worked very well with their OVT, engaging in numerous strategy sessions receptively employing feedback into their adjustments. Feedback was further obtained from several groups affiliated with the district. Utilizing building PTO, parent involvement in district and building leadership team meetings, OVT feedback, site council feedback, and family surveys, the district made adjustments to best serve students. Further communication regarding the improvement process has been shared with families via newsletter, district eNews, superintendent 's emails, School News articles, and Board of Education meetings.

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

ARC Comment

Auburn-Washburn has committed to the intent of the KESA process. The system was reported as being very responsive to the OVT during the KESA process. The collaborative feedback from the OVT was well received and implemented. The process was adjusted each year as the district continued to learn about the KESA process and the needs of their learners.

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

ARC Comment

Auburn-Washburn has strategically created groups to analyze and review their data and understand their overall goal. However, they need to be sure to set specific and measurement goals with aligned tools of measurement. Regardless, the system has made School-Based Mental Health a priority by hiring counselors, social workers, and school psychologists for each building to support social-emotional learning and a responsive culture. Essential technology has been purchased with necessary staff training for full implementation to ensure equitable access while changes have been made in course scheduling to personalize learning for their students. Thirty brainstorming sessions were held last year with staff, partners community, business members KSDE, Board of Regents, and Washburn University to plan and launch the integrated KESA/Strategic Plan 2021-2026.

ARC Recommendation

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

Justification

It was demonstrated that the district followed the process with fidelity. The district worked on each goal area identified by the system and building through the intentional integration of the Accreditation and Strategic Plan process. The district was responsive to the community through the addition of mental health staff at each building and procurement of essential technology for equitable student learning. The system further demonstrated their dedication to a responsive culture through the thorough implementation of relief measures in response to family need during the pandemic.

Strengths

The district has been able to incorporate several changes during the KESA process. They have been responsive to the needs of their community and students. They have implemented a School-Based Mental Health team in each building and implemented the Ci3T behavior intervention model in response to the noted disproportionality of behavior modification used with select groups of students, which portrays a positive awareness of needed growth. Furthermore, they added both a Technology Integration Specialist and technology assistive aide to each building in response to their goal areas. The middle school and high schools have been proactively providing students more opportunities for learning and flexibility in what they pursue as areas of interest through careful cultivation of community and business partnerships due in part to the hiring of a Career and Technology Facilitator at the secondary level. The OVT provided suggestions for future work that will build on what has been accomplished the last five years, particularly through the alignment of building and individual teacher goals with the district-wide goals.

Challenges

The district needs specific goals to work from that are measurable and can be monitored. It was further indicated that the measurements should be carefully considered in order to align more accurately with the selected goals ensuring the intentionality of the process, most specifically, the social-emotional measurements. Finally, it was also observed that each building should have their own measurable goals in addition to the alignment of teacher goals with the system's KESA objectives.



Auburn Washburn USD 437

5928 SW 53rd, Topeka, KS 66610
(785) 339-4000
www.usd437.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Scott McWilliams**

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			★	

Demographics



6,313 Students

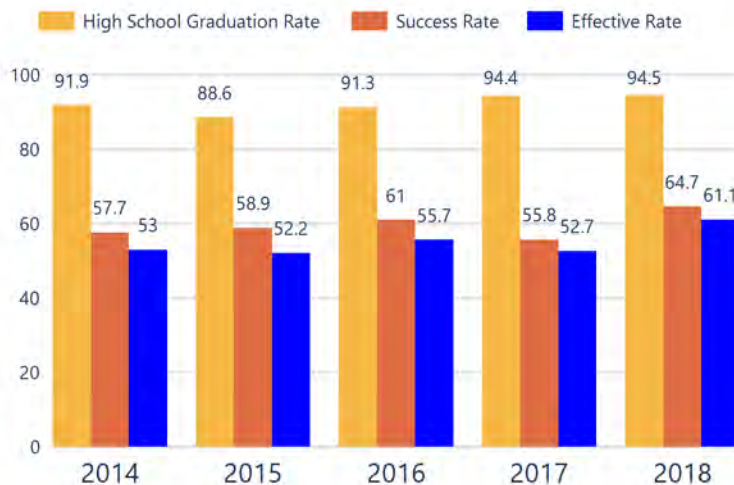
African American 4.67%
Hispanic 8.02%
Other 12.89%
White 74.42%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

92%

Five-Year Success Avg

60%

Five-Year Effective Avg

55%

95% Confidence Interval
for the Predicted
Effectiveness Rate

52.1 - 54.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

91.7%

State: 88.3

District ESSA 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.

\$10,599

State:

\$12,193

94.7%

State: 94.5

12.9%

State: 13.9

[Click here for State Financial Accountability.](#)

1.2%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.12	19.94	25.88	19.91	21.07	26.88	N/A	N/A	N/A
Level 2	38.13	32.48	30.06	38.23	31.81	32.66	N/A	N/A	N/A
Level 3	27.78	36.51	30.42	30.29	35.70	26.88	N/A	N/A	N/A
Level 4	11.95	11.04	13.62	11.55	11.40	13.57	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.88	36.07	41.87	34.18	35.76	45.31	N/A	N/A	N/A
Level 2	39.28	34.76	31.03	42.09	34.53	30.20	N/A	N/A	N/A
Level 3	18.14	24.84	22.41	19.40	24.76	18.75	N/A	N/A	N/A
Level 4	3.68	4.30	4.67	4.31	4.93	5.72	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	65.59	65.76	62.91	60.36	63.47	66.45	N/A	N/A	N/A
Level 2	25.80	23.98	25.82	26.19	21.00	25.46	N/A	N/A	N/A
Level 3	6.45	8.08	9.93	9.33	10.50	5.59	N/A	N/A	N/A
Level 4	2.15	2.15	1.32	4.10	5.02	2.48	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.13	42.76	50.94	39.72	41.78	56.36	N/A	N/A	N/A
Level 2	39.86	30.26	35.84	40.41	34.24	29.09	N/A	N/A	N/A
Level 3	13.72	21.71	11.32	14.38	19.17	12.72	N/A	N/A	N/A
Level 4	3.26	5.26	1.88	5.47	4.79	1.81	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.75	25.23	35.86	23.20	29.69	37.98	N/A	N/A	N/A
Level 2	38.33	35.14	36.55	47.78	34.12	31.00	N/A	N/A	N/A
Level 3	26.51	33.54	17.93	22.86	28.32	22.48	N/A	N/A	N/A
Level 4	6.38	6.07	9.65	6.14	7.84	8.52	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.

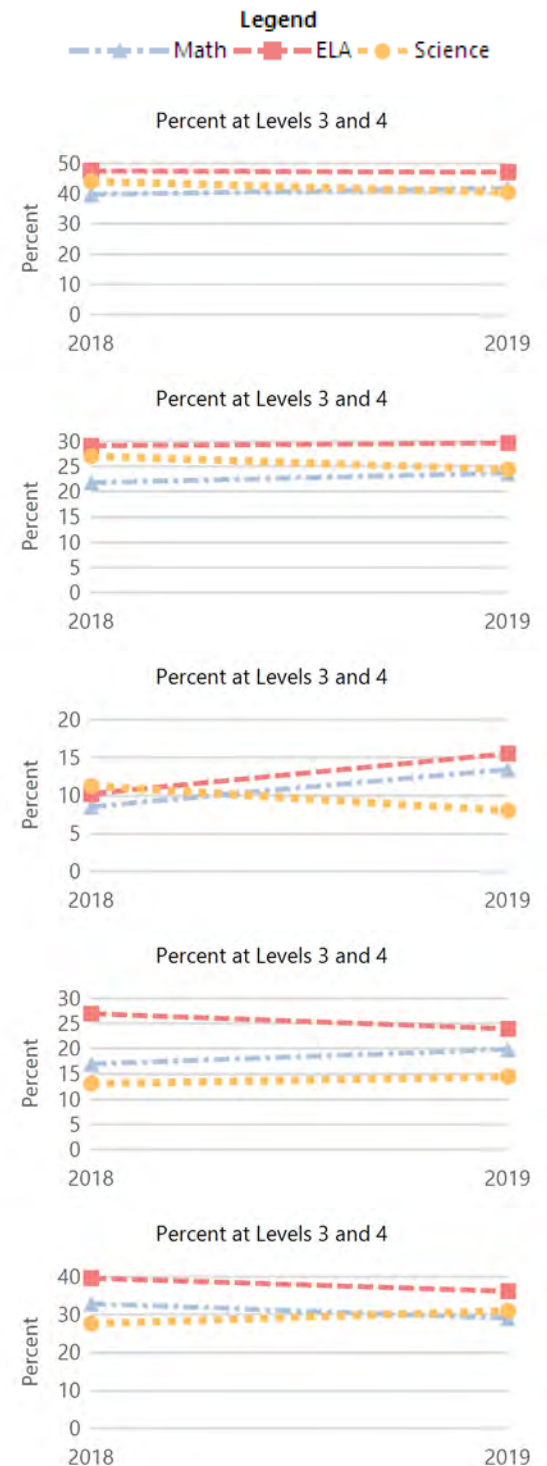
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District 23.2

State 20.4

Accreditation Summary

Date: 04/21/2021

System: D0443 Dodge City (0000)

City: Dodge City

Superintendent: Fred Dierksen

OVT Chair: Bill Biermann

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Tiered Framework of Supports

USD 443 has had many successes over the course of the 5-year improvement cycle. One of the most important areas of improvement demonstrated from start to finish has been in this area of MTSS. It began with reading interventions and data implementation.

The system brought Math Tiered support along mid-cycle and now has completed the 3-pronged approach of a Tier support model with Behavior. They have moved to Fastbridge as the platform solution to offer the data and interventions needed to successfully implement the program. Fastbridge has given them better data to drive instruction. It's been a good product to give them the needed data since they didn't have something consistent K-12.

Stakeholder Engagement

Each school has a Business Partner that might help with things like reading, supplies needed, and overall support. High School continues to expand its community partnerships with more and more businesses providing pathway options and intern opportunities for students. The local Beef packing plants have provided dollars during COVID and continue to be very supportive of the work of the local school district.

Diversity and Equity

The system has been working with staff to be trained in Culturally Responsive Teaching. The system communicates with its diverse demographics effectively. The OVT states that it was evident in their visits and through multiple data points that a system of equity was in place and well established. The district prides itself on its cultural diversity and embraces it. The schools are a focal point of the community, bringing family and business leaders together.

Communication and Basic Skills

The system participates in the Striving Readers Literacy Grant which has provided a terrific opportunity over the last several years to increase professional development in the district.

Physical and Mental Health

The establishment of the Behavior Social-Emotional Learning in the latter part of the cycle should pay dividends moving forward for the system. The district is working hard on incorporating SEL lessons at all levels and now with a positive behavior plan in place will continue to support student social and emotional health.

Arts and Cultural Appreciation

The OVT reported that the system has a very strong program throughout.

Postsecondary and Career Preparation

The system's score has risen throughout the cycle. The system has identified that a focus is still needed on post-graduation success. The work with IPS, student mentorship program and a strong CTE program should allow them to continue to see growth.

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

ARC Comment

Goal 1: USD 443 will foster student relationships with peers, teachers, families, culture, and community to build student self-efficacy with a focus on cultural competency as measured through district data.

The district was intent on refining teacher awareness of the variety of cultures of their students and families and determine how to establish empowering relationships. Their intent was to collect data to support student self-efficacy and to measure the impact of teacher relationships. The two key measurements used were the Self-Efficacy Questionnaire and a Family Engagement Survey. The results from these surveys showed a consistent gain, even with the challenges of the COVID pandemic.

Each school uses the indicators in KansaSTAR to operationalize this district goal and that documentation is available within that system. Although the district focus is clear, schools can determine how they focus on student/teacher relationships through their opportunity periods, parent-teacher conferences, IMPACT time, and DOT activities. Every school has the autonomy to meet the diverse needs of students at their school. Because of the district's intense attention to this goal, it has become sustainable practice. They are highly aware of the importance of building self-efficacy and confidence within their students. Realizing the impact teachers have on initiating and nurturing those relationships will continue to be highlighted in their next KESA cycle.

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

ARC Comment

Goal 2: USD 443 will develop, communicate, and implement a comprehensive district-wide strategic plan for all stakeholders that aligns with local and state board goals and outcomes.

The OVT team talked extensively about the comprehensive strategic plan the system developed and implemented. One of the outcomes from this strategic plan has been all buildings are using a common language and most of the district understands the direction in which the district is going. They have created an impressive feedback loop for the purpose of communicating district initiatives. They have also created a system where any instructional resources go through a process to determine if the resources are relevant and useful. The evidence to support impact on buildings and alignment to the system is the fact that USD 443 has created a strategic thinking culture. And with that, the stakeholders understand the decisions that are made because of the processes that have been put in place. The OVT mentioned that during their visit, the system mentioned data many times and how it drives 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 OVT reported that the DLT described the process of the development and implementation of their District Strategic Plan during this 5-year KESA cycle. Through this process, several key points stood out:

- They became more focused on core beliefs of the relationships in the district between the community, parents, students, and the staff. This led to the creation of the EEI pledge (Every Encounter Is Important).
- Several members of the DLT stated that this is the first time the entire district is speaking a "common language" regardless of the building.
- Throughout the process, they focused on building the family relationship piece for each student, with the goal of getting everyone on the same page. They will work to maintain this key relationship piece.

Within the parameters of the KESA cycle, the district created several new positions to help staff focus more intently on high school career pathways development, curriculum, data collection, and intervention implementation. In doing this, the building administration and the staff were able to focus their energy on targeted behavior interventions for student needs. In addition to the creation of the new positions, they reorganized the ESL/Migrant office in order to support the students and families more effectively.

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

It was evidenced in the report that the OVT looked at data supporting the state board outcomes, as well as extensive data supporting each of the priorities for the goals. The OVT and system reported data for all State BOE goals are at or above expectations.

Board Outcomes

Social-Emotional Growth

Staff and students have been trained in the zones of regulation. Using the CCC Framework staff and students have learned about self-efficacy and self-regulation. Each year the district will choose another component from the framework to learn and utilize.

Kindergarten Readiness

The district's PreK program utilizes the ASQ from Birth to age 4; so although ASQ was new for Kindergarten many of their families were familiar with the tool. In 2018 they had 93% of their kindergartners complete the ASQ-3 and ASQ-SE. In the 2020-2021 school year the district participation rate was 94% in the ASQ-3 and 90% in the ASQ-SE. Participation is high from start to finish.

Individual Plans of Study

Students work in Xello to explore interests, personality traits, work values, etc., to develop a better understanding of themselves. This allows each student to be better informed when making course selections, in career exploration, and developing post-secondary goals. They have moved from just

mailing a copy of the IPS to student homes, to now involving students and parents in the process. Students develop not only parts of the IPS in Xello, but create a detailed slideshow to share with parents. Parents in turn now have a place to sign to show involvement in the IPS process.

High School Graduation Rate

DCHS is above the state average, with it being 2019-87.5% and 2020 - 88.3%. DCHS has a solid 90% graduation rate on average.

Postsecondary Success

Starting in 2016, there has been an upward trend in postsecondary success. In 2015, the postsecondary success rate was 19.7% but by 2018 it had risen to 41.2%. The district has a goal of consistently focusing on preparing students for success in their future. The district has recently added a CNA and EMT program which allows students to complete the coursework at the high school and take the certification test once they meet the age requirement. The system understands that this needs to be an area of focus.

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

ARC Comment

At the beginning of the KESA cycle, the district knew that although they had a positive relationship with their stakeholders they were not fully engaged with them. Parents and community members were included at the beginning of the process to assist with both goal areas. USD 443 has met with, surveyed, and involved stakeholders throughout the process. In addition to what was done at the district level, in May 2020 a Wichita State Doctoral Field Study Team commissioned a study titled "Building Bridges and Strengthening Bonds: Hispanic Family Engagement and Student Achievement." The Field Study team interviewed internal and external stakeholder groups to collect perceptual feedback data on specific areas of positive school communities, family engagement, Hispanic family engagement, and student achievement.

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

ARC Comment

The OVT reported that the system was responsive to the feedback they were given. Initial OVT recommendations on sharing data led the system to create a measurement report that is used and shared. Another recommendation was connected to staying focused on improvement. With a large system, multiple schools, and departments it is easy to lose focus due to the amount of work that is being done, but by staying focused, the system can ensure the priorities stay the priority.

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

ARC Comment

Throughout the KESA process, the district has consistently provided documentation in a timely manner. Their yearly updates captured each successive year's work. During the OVT visit, members shared how the work bridged from one year to the next. The system has followed the guidelines and structure of the KESA document. Substantial growth for this district is apparent when reading their reports, viewing their evidence, and comparing their data.

ARC Recommendation

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

Justification

The district's goal and commitment to establishing a better leadership model have proven themselves to be a great starting point. This focus on a concise, focused, and more collaborative approach has allowed their school district to truly be defined as a cohesive system.

Strengths

Areas that stand out are their work in solidifying their MTSS process, embracing their culture and seeing it as an asset, the work with IPS, and truly focusing on the great people they have in place at all levels.

Challenges

Continue to analyze data to lead to the decisions that need to be made for the students. More work to ensure postsecondary success continues to grow. There is a need to address chronic absenteeism in the district. It is recommended that KSDE review this system's data for the next two years to see if they are still on track in their improvements.



Dodge City USD 443

2112 N First Ave, Dodge City, KS 67801
(620) 371-1070
<https://www.usd443.org/>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Fred Dierksen**

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				

Demographics



7,077 Students

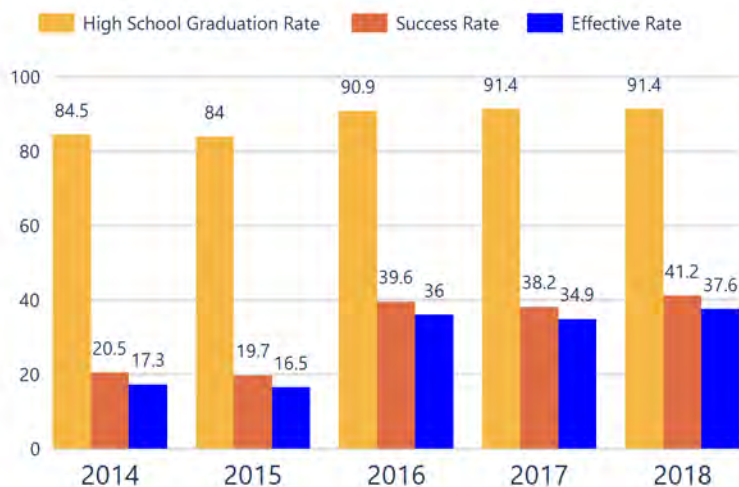
African American 1.78%
Hispanic 78.52%
Other 3.04%
White 16.66%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

89%

Five-Year Success Avg

33%

Five-Year Effective Avg

29%

95% Confidence Interval
for the Predicted
Effectiveness Rate

33.3 - 39.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

89.6%

State:
88.3

District ESSA 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.

\$12,094

State:
\$12,193

93.5%

State:
94.5

19.4%

State:
13.9

[Click here for State Financial Accountability.](#)

1.7%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.82	45.33	52.48	38.44	46.73	53.23	N/A	N/A	N/A
Level 2	37.85	34.24	29.62	39.23	33.00	26.68	N/A	N/A	N/A
Level 3	16.39	17.38	14.25	17.10	16.76	16.12	N/A	N/A	N/A
Level 4	4.91	3.04	3.63	5.22	3.48	3.96	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.71	49.28	56.44	41.41	51.07	55.89	N/A	N/A	N/A
Level 2	38.13	33.92	29.18	39.16	32.44	26.67	N/A	N/A	N/A
Level 3	14.46	14.54	12.00	15.72	14.23	14.34	N/A	N/A	N/A
Level 4	3.68	2.24	2.36	3.70	2.24	3.08	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	70.55	76.59	81.57	64.77	76.84	77.61	N/A	N/A	N/A
Level 2	21.48	17.28	14.47	28.32	15.27	13.43	N/A	N/A	N/A
Level 3	6.10	5.05	3.28	4.92	6.40	8.20	N/A	N/A	N/A
Level 4	1.85	1.06	0.65	1.97	1.47	0.74	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.41	67.14	85.71	66.15	73.77	73.07	N/A	N/A	N/A
Level 2	24.70	24.28	7.14	26.15	21.31	19.23	N/A	N/A	N/A
Level 3	5.88	8.57	7.14	6.15	3.27	7.69	N/A	N/A	N/A
Level 4	0.00	0.00	0.00	1.53	1.63	0.00	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.90	48.46	56.09	40.60	50.10	56.38	N/A	N/A	N/A
Level 2	38.70	34.27	29.65	40.25	33.14	26.78	N/A	N/A	N/A
Level 3	14.71	15.34	11.84	15.22	14.32	13.56	N/A	N/A	N/A
Level 4	3.67	1.91	2.40	3.91	2.42	3.25	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.

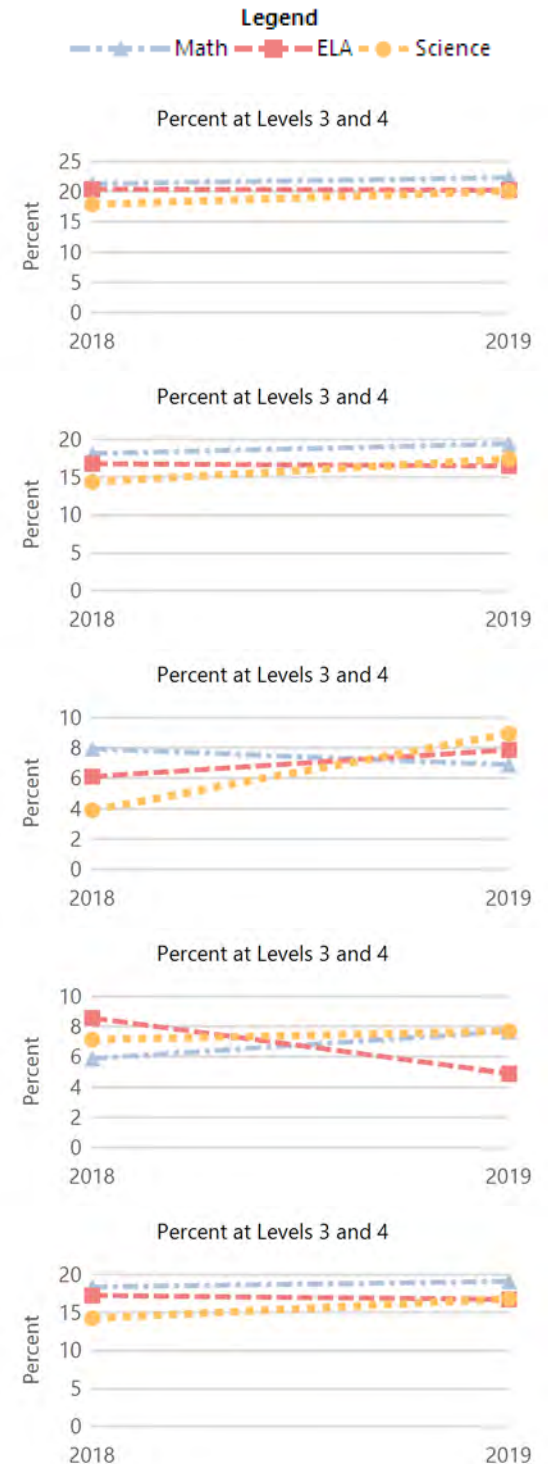
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	17.9
State	20.4

Accreditation Summary

Date: 06/16/2021

System: D0509 South Haven (0000)

City: South Haven

Superintendent: Dorsey Burgess

OVT Chair: Spencer Brown

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Evidence provided by the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas.

Tiered Framework of Supports- Over the past five years, with the assistance of the Kansas Technical Assistance System Network (TASN), the system developed and implemented their current Multi-Tiered System of Support (MTSS) process. The system improved its MTSS process by designating protocols and selecting research-based interventions and resources, striving for consistency across the building. The intervention tier schedule was modified so that cross-grade level student groups could be created. These student groups were created based on the learning needs as identified by AIMSWeb and other diagnostic tools. Currently, Kindergarten through 8th grade has a well-defined MTSS schedule that groups students in tiers 1, 2, and 3. Students in tiers 2 and 3 receive an additional 30 to 60 minutes of targeted instruction. South Haven is currently implementing elements of MTSS with math, reading, and behavior. The system has implemented a tiered framework of supports for all students and use data to determine what tier of support for each student requires. The system submitted the data used to determine tiered supports that was verified by the OVT team.

Stakeholder Engagement- The system has determined that communication is a key element when partnering with stakeholders. The system utilizes their website, social media accounts, automated communication system, and electronic billboards to communicate with their families and community. Additionally, the district relies on their Board of Education, site council, Career and Technical Education (CTE) advisory teams, and Parent-Teacher Organization (PTO) heavily to provide more opportunities for community and family partnerships. The system has partnered with KanOkla Networks, the local phone and internet provider on multiple projects. The OVT reported many instances of stakeholder input and community partnerships that drive many of the student opportunities and successes achieved by the system.

Diversity, Equity, and Access- The OVT reported that the system is limited in ethnic diversity but addresses diversity in other aspects such as mental health and socio-economic levels. Students requiring special physical or cognitive accommodations are provided the least restrictive environment in the classrooms and access to school facilities in partnership with their Special Education Cooperative. Their American Indian Youth Leadership Council (AIYLC) has been highly active in organization activities, volunteer events, and presenting Pow-Wows to the students.

Communication and Basic Skills- Curricula that support the structures in communication and basic skills are firmly in place. District-wide language arts and interrelated areas standards are aligned with state led curriculum standards and practices. The system implemented a Professional Learning Community (PLC) schedule that enhances cross grade-level communication among staff members and various teams.

Civic and Social Engagement- District-wide social studies and social/emotional standards are aligned with state led curriculum standards and practices. Students and staff have an abundance of opportunities to practice and learn the value of civic engagement from the primary through high school levels. Students are encouraged to apply for state offices and the system has been fortunate to have advisory leaders for the Kansas State High School Activities Association, pages at the Topeka Capital, and district FFA officers. The system has identified that the majority of their civic engagement opportunities have been organization or sponsor driven. Moving forward they indicated developing a plan of action to identify and address more local needs.

Physical and Mental Health- Curricula that support the structures in physical and mental health are in place. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. The system's social worker has been able to provide many different interventions to meet the needs of all students and staff. Some examples of interventions are Check-In/Check-Out, lunch groups, personal counseling conversations, and more. South Haven has the opportunity to implement a new Social Emotional summer learning program, beginning the summer of 2021. In an effort to ensure employees' mental health is protected, in the spring of 2021, the system sent out a staff survey to gauge their current wellbeing. The results were analyzed and plans were developed to address need areas.

Arts and Cultural Appreciation- District-wide fine arts standards are aligned with state led curriculum standards and practices. The district has certified Art, Instrumental, and Vocal Music programs. Students have had the opportunity to travel to arts and cultural events such as the Wichita Symphony, Cowley County Community College theater productions, and the Sterling College Theater workshop. The students perform up to two theatrical performances per school year through their drama program. Both fall and spring music programs are preceded by an Art and Woods show.

Postsecondary and Career Preparation- Curricula that support the structures in postsecondary and career preparation are evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. Students in 6th-12th grades utilize Xello. Career exploration includes wages, skills, education, and certifications needed for each career. Students are also able to use Xello to research college costs and class schedules along with taking a virtual tour of some campuses. Within the context of Career and Technical Education, parents and/or community members in a variety of careers have presented details of their chosen profession to the high school students.

During the five-year cycle, teachers recognized challenges in student Individual Plans of Study due to a lack of structure and class interruptions. To meet these challenges, the district designated a structure within their daily advisory time for college and career readiness, career speakers, and Social Emotional Learning. This designated time is an organized instruction time with goals and assignments each week at each grade level.

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

ARC Comment

Goal 1: (Rigor) By Spring of 2021, the staff will focus on student learning by engaging in Professional Learning Communities (PLC) in order to increase student learning by analyzing data, developing goals,

implementing strategies during a protected meeting time as measured by various data related to individual team goals set.

Strategy 1: We will implement PLC's and will pivot as needed based on teacher feedback and student achievement data

In the spring of 2017, not having collaborative teams or a schedule that would support collaboration, the USD 509 team selected Professional Learning Communities (PLC) as the vehicle for professional discussions. PLC's began as smaller groups with teachers having common plan times or meetings during professional development. Due to student meetings during plan time, teachers were not consistent with PLC meetings. To correct this shortcoming, an ad hoc committee met and designated a protected PLC time in 2018-2019 by instituting a late start every Wednesday. The DLT also created three defined teams: PreK-5, 6-8, and 9-12 with seven to nine teachers per team. In the Fall of 2017, the District Leadership Team (DLT) created a Teacher Survey to measure the school's climate. This survey is reviewed annually by the DLT to implement changes. In the 2nd year of the KESA cycle, each PLC added an additional annual team impact goal, for example: PreK-5 had a reading comprehension goal, 6-8 a writing goal, 9-12 a writing with sentence stems, and presentation speaking goal. The OVT reported that the team's implementation of these impact goals is a direct link back to increased student learning. In the future, the system wants to grow their PLC teams by having monthly sub-group meetings so that their elementary, junior high, and high school teachers can collaborate to make student transitions into next levels more seamless.

The district's Professional Learning Committees (PLC's) benefit student achievement by creating opportunities for staff to analyze data and share interventions or techniques across content areas. Compared to current AIMSweb data, USD 509's Kansas State Assessment scores from 2017-2019 in both ELA and Math are less flattering. While student scores in Levels 3 and 4 increased from 2017 to 2019, the variance was minimal. With assessments being administered in the spring, no data is available for 2020 or 2021. It should be noted that the district State Assessment scores are comparable to the AIMSweb scores of the same years.

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

ARC Comment

Goa 2I: By Spring of 2021, in order to ensure successful high school graduates USD 509 South Haven Schools will discuss, develop, and adopt shared vision and goal(s) for systemic family engagement by the district Board of Education based on the PTA National Family School Partnership Standards.

Action Steps:

Strategy 1: Welcome all Families into the School Community

Strategy 2: Communicate Effectively

Strategy 3: Support Student Success

Strategy 4: Speak Up for Every Child

Strategy 5: Share Power

Strategy 6: Collaborate with Community

To enhance the existing activities for family engagement, the district leadership team (DLT) along with input from the professional learning communities (PLC's) and Site Council studied the Parent Teacher Association (PTA) standards to ensure current activities focused on student learning and achievement. Based on the DLT's review of the PTA standards, the family engagement activities were enhanced to align with the standards. The system discovered that PTA Standard #4: Speaking up for every child was not being addressed with activities. In turn, the system collaborated with the OVT to added focus groups consisting of the following: parents; patrons; staff; and students.

By using the PTA standards, the DLT expanded the parent engagement by shifting focus from the number of parent activities to the quality of the activities. Interactions with parents were strengthened by the incorporation of an academic focus. The Building Site Council was brought into the collaboration loop and was very supportive of the district's goals and improvement plan. Due to the restrictions placed on schools, the system had to explore new methods to create effective parental engagement. This included Zoom meetings, virtual conferences, and more frequent use of the school's communication system. The system provided the OVT with data supporting the increased communication.

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

In the spring of 2017, two district goals were determined by open discussions between the DLT and staff. As a group, the staff discerned which areas of the rubrics needed attention. This collaborative discussion was valuable in ensuring all staff had a voice in setting the district goals.

The district has developed a feedback loop from the DLT to the PLC teams and vice versa. The system recognizes that improvement is required in this area and utilizing the loop should be consistent. South Haven Schools will continue to work on improving the PLC process. One aspect of this improvement plan is to create mixed-level PLC teams that meet quarterly. These mixed teams would assist in creating a more collaborative culture across the district. Throughout the KESA Continuous Improvement Process, the system learned the value of pivoting and adapting approaches in many areas.

The system effectively works with its local board to ensure all needed procedures and policies to support improvement efforts are instituted. Also, the system has the necessary financial and human resources needed to support effective implementation of its continuous improvement 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. The system understands and can explain its data results. System demonstrated evidence of data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth

Beginning in the Fall of 2017, the district began using BASC-3 BESS, a Behavioral and Emotional Screening System. A noticeable decrease was apparent in the number of students flagged as "at risk." Numbers reflect less students flagged in the Tier 3 area. The DLT attributes this decrease to better training for staff on how to complete the screeners, altering the procedure to assigning the screener to a classroom teacher rather than a Cardinal Time advisor, and student specific interventions. Some examples of this include tutoring with a specific teacher, check-in/check-out with a teacher or social worker, lunch groups, and using an elective class as a reward for work completed.

In the fall of 2019, PreK-5th grade implemented Second Step and Zones of Regulation. Beginning in the fall of 2020, the daily advisory period for 6-12, was restructured to strengthen the teacher-student relationship and to provide structure to teaching social-emotional content. Grades 6-8 implemented Second Step and High School began utilizing The Harbor by Jostens as their Social Emotional Learning program. The district was awarded the Bronze Level STAR Recognition award in the Spring of 2021 for the district's direct attention to Social Emotional Learning.

The district recognized room for improvement when it comes to protecting the staff's mental health. In January 2021, a Staff Well-Being Survey was administered to collect data and help determine the needs of the staff regarding social-emotional health and well-being with some alarming results. This survey was helpful in determining where improvements could be made to support and protect staff well-being.

Kindergarten Readiness

The ASQ is administered to parents of four-year-old and kindergarteners. While percentages have been inconsistent, the district has had close to 50% or more participation for three years of the cycle. Through this cycle, USD 509 is working to build relationships with new families and anticipates that this practice will increase the percentage of parental participation for the ASQ-3 and the ASQ:SE-2. USD 509 PreK and Kindergarten teachers review the questionnaires with all parents in order to ensure they will be better prepared for Kindergarten. This data, along with observational data, is used to identify individual student needs.

Based on AIMSWeb data and other observational data, in the fall of 2017, the district recognized a need to restructure the PreK program to have more direct instruction on letter recognition, letter naming, number recognition, rhyming, and other important skill development. In addition to the PreK direct instruction, the district has committed to the continuation of a full-time classroom aide in PreK regardless of enrollment numbers. This allows for smaller instructional groups to target specific skill development.

To address Social and Emotional learning, Zones of Regulation and 2nd Step were also adopted for the PreK classes, along with the three Universal Practices: 1) Active supervision, 2) Opportunity to respond, and 3) Behavior specific praise.

Individual Plans of Study

USD 509 implemented a new, structured process surrounding IPS in the fall of 2020. Students in grades 8-12 were asked to complete a new IPS Planning tool to help students plan future courses and identify pathways of interest based on their Interest Inventories from Xello. Students actively work on the progress of their IPS weekly during a designed portion of seminar.

Each class in 6th-12th grades is assigned two advisors who they meet with daily during seminar. This move from one advisor to two advisors was made to ensure students were able to connect with a teacher that could help guide them in their journey through high school and making college or career choices. Teachers were assigned to a grade level based on their personal strengths and individual skill sets.

Seminar has also been used to allow students to schedule job shadows, meet with college representatives, and listen to guest speakers. After March of 2020, students had to pivot to virtual job shadows, virtual college visits, and virtual guest speakers. One unexpected benefit of the virtual guest speakers has been an increased number of guest speakers who cover a wider variety of careers in different parts of the country.

High School Graduation Rate

The non-graduates of South Haven are generally isolated events caused by personal situations that are beyond the control of the district. Notably, the graduation rate has decreased from 100% in 2014 to 82% in 2018; still, they maintain an average five-year graduation rate of 92%. With a total enrollment size of 196 students, one or two incomplete degrees can account for this drastic decline. Still, the system has been very intentional in their response to ensure positive future outcomes.

The school looks for patterns of dropouts and focuses on individual students and their needs. To counteract as many of these instances as possible, South Haven School now offers personalized schedules based on a partnership with their local service center and their diploma completion program. The district believes this will benefit students who are at-risk of not graduating in order to get them the required credits to graduate. The system indicates that graduation rates and individual student progress will continue to be monitored.

The South Haven School administration tracks the classes completed by each high school student at the end of each school year to prepare the rest of their high school schedule. If a student needs a required course, this required course will be traded out for an elective.

South Haven School will continue to use PLC's to analyze and monitor student graduation rates, using the IPS model as a mechanism of improvement.

Postsecondary Success

The system has exceeded their Predicted Effective Rate ranging from 46.2-48.4% as they maintain 49% average over the course of five years. Further, their Five-Year Success Average has remained at 54%.

South Haven has seen a trend where students will begin at a post-secondary institution, but a portion of those students do not complete a post-secondary degree or certificate program. There are also situations where students will complete their post-secondary plan, but will take additional years to complete their degree program. Each former student was contacted from prior graduating classes for feedback on what USD 509 could improve upon for preparing them for post-secondary success. The team was successful in contacting and/or identifying the current status of 80% of graduates from the past five years.

In an effort to improve students' post-secondary success, USD 509 has restructured the Individual Plan of Study approach. Students in 6th-12th grades are grouped with their grade level and assigned to two advisors. Advisors are paired based on personal strengths, then matched to a grade level that would best serve that skillset. In these assigned advisory times, teachers are covering IPS topics such as executive functioning skills, employability skills, career interests, and plan development in order to reach their goals. By implementing this structure, the district is able to better prepare students for post-secondary success.

More emphasis was made in 2019 regarding graduates earning a certificate or post-secondary degree. Because of this, the number of students enrolled in a post-secondary program increased as well.

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

ARC Comment

USD 509 has a site council consisting of administration, teachers, parents, community members, and business owners. Many community members are on a Career and Tech Educational (CTE) advisory board to volunteer time and expertise. Community members provide guidance that assists each CTE teacher with the renewal of the pathway through the Kansas State Board of Education. South Haven is a small town that has many community members who are involved in several elements that affect their district. Many of their parents serve as leaders in their community, such as the city council, fair board, and the fire department.

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

ARC Comment

The team responded well to the feedback and advice of the OVT. The majority of the OVT suggestions were acted upon by the next meeting.

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

ARC Comment

The OVT's main concern through this process was ensuring data points to evaluate the impact of all action items. This was a concern up to Year 4. As the system moved beyond the action plan and into evaluating the effectiveness, USD 509 provided a great shift in practice, honing in on specific data to drive improvement. The OVT anticipates that the next cycle will be met with such precision of data collection through the entire process. While this may have been a weakness in the beginning, it became a strength in the end.

ARC Recommendation

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

Justification

Carried out the process with fidelity and provided data to show their improvement.

Strengths

Data-based decision making has become evident at all levels of the system; PLC communities have grown tremendously through the process; and Family Engagement has been precise and intentional with clear data of impact.

The team has engaged in a remarkable amount of alterations and additions to their system within this system to better focus on the Definition of a High School Graduate as well as their local goals.

Challenges

To better approach Kindergarten Readiness, PreK may need to be more systemic with their screening, participation of ASQ-SE2 and ASQ-3, and opportunities to evaluate and respond to all such data. Also, due to the size of South Haven, they will need to continue to tell their story as one or two students can create a significant change.



South Haven USD 509

229 Kickapoo Avenue, South Haven, KS 67140-0229
(620) 892-5215
www.usd509.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent: **Dorsey Burgess**

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				★

Demographics



196 Students

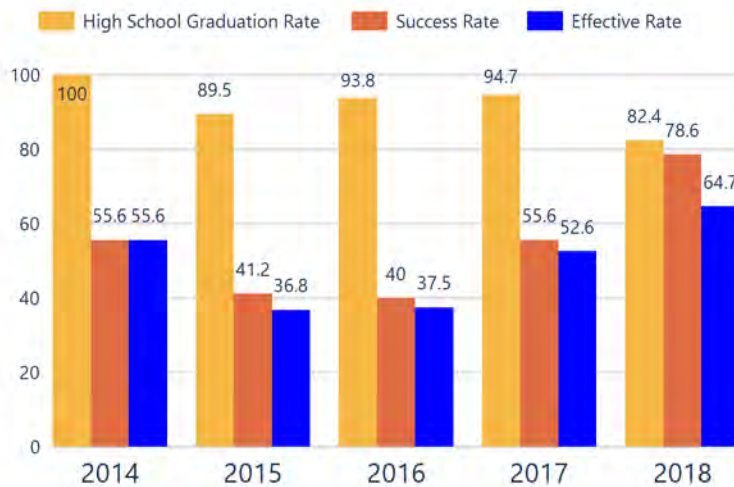
African American 0.51%
Hispanic 0.51%
Other 4.08%
White 94.90%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

92%

Five-Year Success Avg

54%

Five-Year Effective Avg

49%

95% Confidence Interval for the Predicted Effectiveness Rate

46.2 - 48.4%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

88.9%

State: 88.3

District ESSA 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.

\$15,489

State: \$12,193

97.2%

State: 94.5

[Click here for State Financial Accountability.](#)

7.3%

State: 13.9

1.1%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.07	25.27	40.90	27.08	33.33	31.42	N/A	N/A	N/A
Level 2	49.45	40.65	38.63	48.95	36.45	34.28	N/A	N/A	N/A
Level 3	19.78	29.67	13.63	19.79	25.00	31.42	N/A	N/A	N/A
Level 4	7.69	4.39	6.81	4.16	5.20	2.85	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.72	32.43	47.61	29.54	36.36	43.75	N/A	N/A	N/A
Level 2	56.75	43.24	47.61	50.00	36.36	31.25	N/A	N/A	N/A
Level 3	10.81	24.32	4.76	18.18	25.00	25.00	N/A	N/A	N/A
Level 4	2.70	0.00	0.00	2.27	2.27	0.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	44.44	N/A	40.00	33.33	N/A	N/A	N/A	N/A
Level 2	44.44	33.33	N/A	40.00	40.00	N/A	N/A	N/A	N/A
Level 3	11.11	22.22	N/A	20.00	20.00	N/A	N/A	N/A	N/A
Level 4	11.11	0.00	N/A	0.00	6.66	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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.

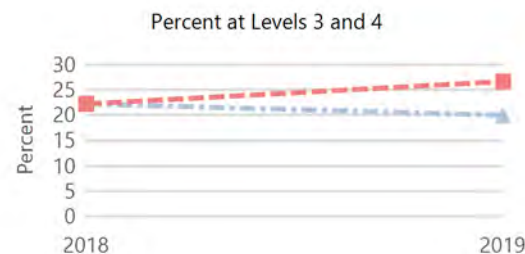
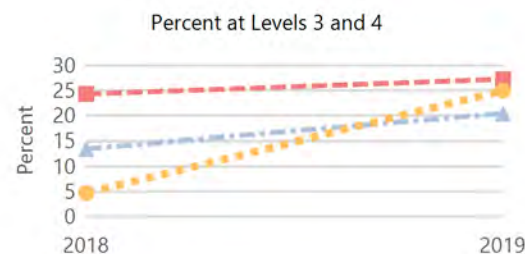
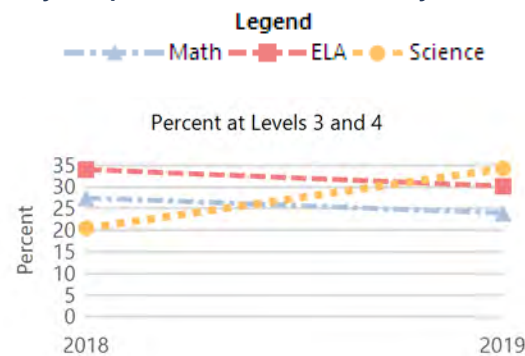
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



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.

District	18.9
State	20.4



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

hYa HjhY. "Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation (KESA)"

: fca . " Mischel Miller, Jeannette Nobo"

During the 2020-21 school year, 39 systems (25 public and 14 private) were scheduled to receive an accreditation status recommendation. These 39 systems entered KESA as year two systems. It is important to note that these systems were given the opportunity to voluntarily pause their KESA process this past school year as a result of the COVID-19 pandemic. However, they chose to continue and move forward with their accreditation visit.

The State Board will have the opportunity to review each system's accreditation recommendation (Executive Summary) from the Accreditation Review Council the month prior to Board action.

The ARC met two days in June to review 27 systems (17 public and 10 private) and in July to review the remaining 12 systems scheduled for an accreditation status recommendation. The KESA process provides each system with a 15-day timeline to either accept or appeal the ARC's recommendation. At this time, 14 of the remaining 25 systems are presented to the State Board for review. Board action for these 14 systems is anticipated in September.

The systems presented this time for review are:

- Á USD 290 Ottawa
- Á USD 333 Concordia
- Á USD 335 North Jackson
- Á USD 337 Royal Valley
- Á USD 340 Jefferson West
- Á USD 345 Seaman
- Á USD 413 Chanute
- Á Z0029-0234 Kansas City Archdiocese - Sacred Heart
- Á Z0029-6664 Kansas City Archdiocese - Sts. Peter and Paul
- Á Z0029-8384 Kansas City Archdiocese - Holy Name
- Á Z0029-9706 Kansas City Archdiocese - Holy Rosary
- Á Z0029-9891 Kansas City Archdiocese - Holy Family
- Á Z0029-9894 Kansas City Archdiocese - Mater Dei
- Á Z0029-9896 Kansas City Archdiocese - St. Rose Philippine"

Ten (10) remaining systems will be brought for an accreditation recommendation in September.

learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an impacting level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving.

Civic and Social Engagement

The system was marked at the impact level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was marked at the impact level in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

The system was marked at the impact level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation

The system provides programs and services for learners' educational futures and career planning. This received an impacting level.

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

ARC Comment

Goal: All students will demonstrate the skills to hold life sustaining employment.

Each school had a set of indicators and actions. The indicators were:

- All students will participate in a pathway at Ottawa High School (OHS) with an increased number of pathway completers.
- OHS will provide students with an increased number of community partnerships through internships, guest speakers, job shadowing, and community service options.
- All OHS students will participate in a student led conference discussing their Individual Plans of Study.
- All Ottawa Middle School (OMS) students will participate in Project Based Learning and complete a project centered around their personal career interests.
- All OMS students will engage in acts of community service as a means to engage in and give back to their community.
- All OMS students will participate in career exploration.
- All elementary students will display skills that demonstrate critical thinking through the use of the Design Model.
- All elementary students will be technologically equipped for real world applications.
- All elementary students will display civic engagement through service projects within the community.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

Goal: USD 290 will implement a more in-depth birth to PreK programming

The indicators were:

- The Early Childhood Team will explore expansion of current programming and full-day programming opportunities for early childhood students and families.
- The Early Childhood Team will review and define the instructional approach for USD 290 Early Childhood Programs.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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 governing body in tandem with the senior leadership team demonstrate tremendous support for and ensure autonomy of USD 290, allowing the system to meet goals for achievement, instruction, and manage day-to-day operations effectively. Both governing board members and senior leadership participate in site councils and within-district committees. One governing board member mentioned that the school board has always functioned well, but the current leadership team is particularly adept at "engaging the board." Moreover, the current board has longevity ranging from 2 to 18 years, which proves greatly beneficial in guiding the 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

Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups.

Board Outcomes

Social-Emotional Growth

Social-Emotional development is an area of focus within the district's strategic plan beginning in Preschool. At the elementary level all staff are utilizing Boys Town Well Managed Schools strategies and are utilizing quarterly data sweeps to determine its effectiveness.

At the middle school and high school level, mental health teams support students and staff with a trauma informed care approach. Social workers have been added at all schools and OHS is partnering with Elizabeth Layton Center to provide a licensed therapist for their students.

Preschool is just beginning work towards the implementation of a tiered system of support for students with social emotional needs to be implemented in 2020-21.

Kindergarten Readiness

The school participates with ASQ in soliciting parent input and engaging parents. USD 290 has expanded its programming for preschool students and now has a morning and afternoon program at each of the 3 elementary schools.

Individual Plans of Study

The compliance of Cognia standards indicates that the curriculum includes career exploration. An IPS is in place for students grades 7-12. According to the system, they have individual plan of study in place for every student attending USD290.

High School Graduation Rate

The vision of USD 290 is that all students graduate from Ottawa High School with the knowledge, skills, and behaviors to hold life sustaining employment. Evidence indicates that the rate of high school graduation has increased over the cycle. It is currently at 90% which is above the state's average.

Postsecondary Success

USD 290 sees 50% of its students attending an educational institution with 33% receiving a degree or certificate. They are working to increase this through CTE certificates programs through the Neosho County Community College.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is limited. Multiple venues of one-way communication for external stakeholders are available. However, external stakeholders noted in interviews that they would benefit from more opportunities to provide input and be an integral part of decision-making. The district should explore ways to identify and implement new venues to engage all stakeholders in two-way communication and ensure multiple viewpoints are embedded and integral in decision-making systematically.

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

ARC Comment

The team was welcomed in a professional and respectful way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

The district followed the Cognia accreditation cycle, but was also aware of the requirements for KESA. The visiting team determined that the district was effective in implementing the Cognia standards which also supports the KESA process. As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

There are multiple outstanding opportunities for students, families, staff, and community. The governing body in tandem with the senior leadership team demonstrate support for the autonomy of the district. Therefore, the goals for achievement, instruction, and day to day operations are effective.

Challenges

There were indications from staff that the clarity of the evaluation process would be helpful to improve teacher performance. Goal statements were defined, but in some programs hard data was lacking. Much of the limited data may be due to COVID restrictions. The system wrote goals in all Four R's during this cycle; and they may need to look very carefully at their data to determine what goals need to be continued and which need to be maintained.



Ottawa USD 290

1404 S Ash St, Ottawa, KS 66067-2223
(785) 229-8010
www.usd290.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Ryan Cobbs**

Demographics



2,396 Students

African American 1.38%
Hispanic 5.59%
Other 6.97%
White 86.06%

Academically Prepared for Postsecondary Success

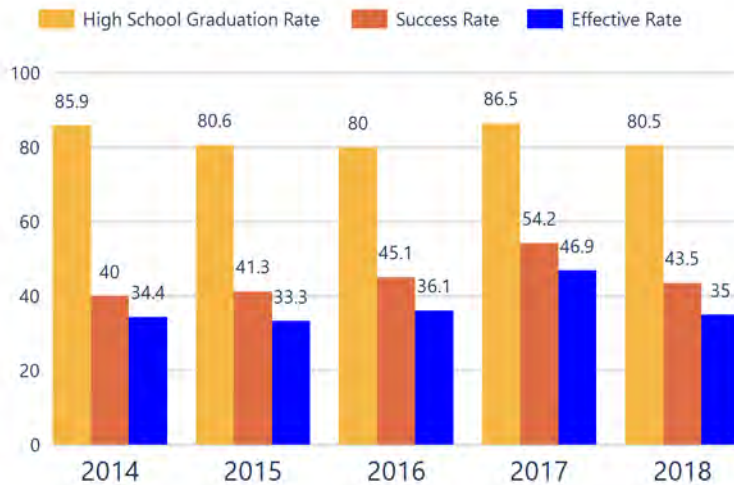
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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				

District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

83%

Five-Year Success Avg

45%

Five-Year Effective Avg

37%

95% Confidence Interval for the Predicted Effectiveness Rate

45.5 - 47.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

90.1%

State: 88.3

District ESSA 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.

\$12,204

State:

\$12,193

94.6%

State: 94.5

14.8%

State: 13.9

[Click here for State Financial Accountability.](#)

1.4%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.01	39.40	37.30	35.29	35.53	41.68	N/A	N/A	N/A
Level 2	42.91	35.02	31.15	43.56	37.59	28.87	N/A	N/A	N/A
Level 3	17.08	21.88	21.92	17.56	22.97	24.09	N/A	N/A	N/A
Level 4	2.98	3.68	9.61	3.57	3.89	5.35	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	44.66	49.50	43.20	43.66	43.36	49.45	N/A	N/A	N/A
Level 2	43.38	31.24	35.20	42.02	36.66	27.07	N/A	N/A	N/A
Level 3	10.66	17.11	15.60	12.81	18.47	20.57	N/A	N/A	N/A
Level 4	1.28	2.13	6.00	1.49	1.49	2.88	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	64.83	72.13	66.03	59.60	64.53	73.49	N/A	N/A	N/A
Level 2	28.02	18.03	22.64	33.49	21.67	20.48	N/A	N/A	N/A
Level 3	6.04	9.28	5.66	6.40	12.31	6.02	N/A	N/A	N/A
Level 4	1.09	0.54	5.66	0.49	1.47	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	60.00	60.00	N/A	47.36	52.63	N/A	N/A	N/A	N/A
Level 2	30.00	20.00	N/A	36.84	36.84	N/A	N/A	N/A	N/A
Level 3	10.00	20.00	N/A	15.78	10.52	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	46.37	44.44	47.05	35.82	53.84	N/A	N/A	N/A
Level 2	36.11	28.98	38.88	38.23	49.25	34.61	N/A	N/A	N/A
Level 3	12.50	23.18	13.88	13.23	14.92	11.53	N/A	N/A	N/A
Level 4	1.38	1.44	2.77	1.47	0.00	0.00	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.

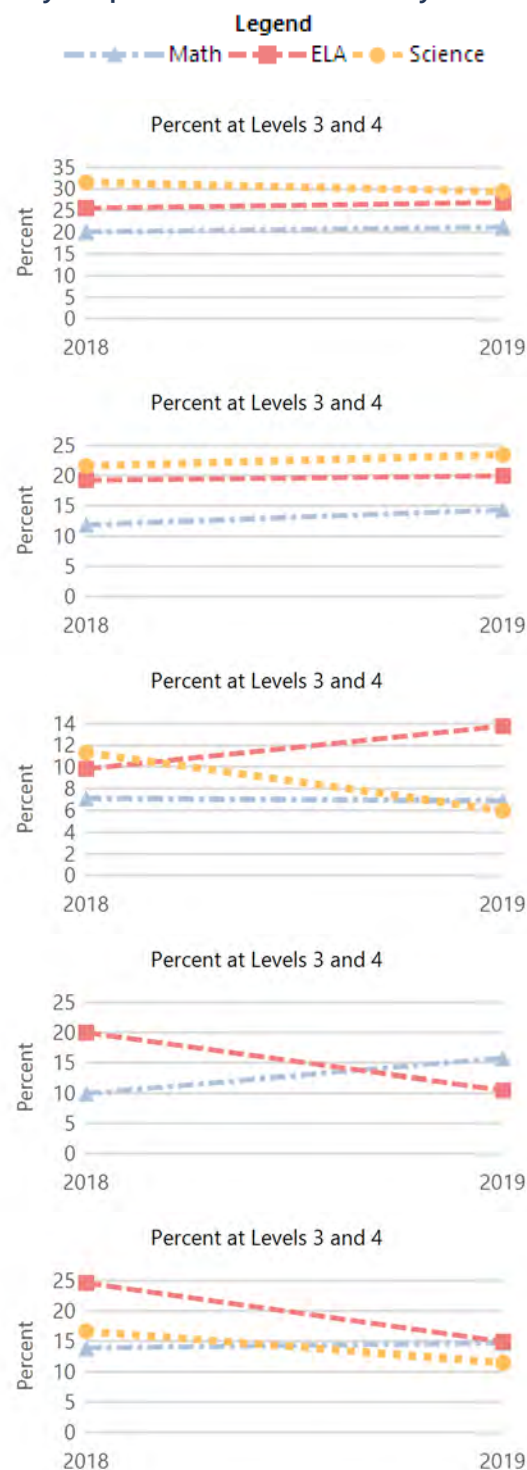
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.4
State	20.4

Accreditation Summary

Date: 06/08/2021

System: D0333 Concordia (0000)

City: Concordia

Superintendent: Quentin Breese

OVT Chair: Cognia - Paul Bielawski

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support

The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. For example, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations; and the system implements processes to identify and address the specialized needs of learners and the learning progress is reliably assessed and consistently and clearly communicated was given an improving level; while an impacting level was given for the system planning and delivering professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Family, Communities and Business Partnerships

The system is at both the Impacting and Improving levels in this area. At the improving level, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized, and leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making. At the impacting level, leaders engage stakeholder to support the institution's purpose and direction.

Diversity, Equity and Inclusion

According to the Cognia Accreditation Engagement Review, the system is at the improving level for monitoring and adjusting instruction to meet individual learners' needs, they are at impacting levels at

identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

The system is at the Improving Level in the area of promoting creativity, innovation, and collaborative problem-based. The team rated the system at the Initiating Level and stated the following: Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and the system implements a process in place to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement

The system was marked at the initiating level in this area. There is a need to enhance and extend improvement efforts of educators for students in the area of Civic Engagement. The system can enhance its implementation of its curriculum in this area. The system does have high expectations and prepares learners for their next level of education. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was marked at the initiating level in this area. The initiating level represents areas to enhance and extend current improvement efforts. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

The system was marked at the initiating level in this area which represents area to enhance and extend current improvement efforts. The following are areas of improvement: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels, and there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation

The system provides programs and services for learners' educational futures and career planning. This received an improving level according to the Cognia Accreditation Engagement Review team.

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

ARC Comment

USD 333 will enrich the success of each student through Curriculum and Instruction.

USD 333 had a set of indicators and actions. The indicators were:

- All staff will submit their updated Scope and Sequence linked to their content specific standards by August 2021.
- Staff have implemented and updated Curriculum maps with each grade level/department. Steps to ensure both vertical and horizontal alignment are in place.
- Implementation of Kansas MTSS in grades PK-12 has begun with a goal of 80% of students reaching benchmark at their grade level.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

USD 333 will enrich the success of each student through Future Ready Skills.

- Each student will attend a minimum of four career development activities including Career Day, Career Fair, Mentorship with Community Leaders, Second Steps Curriculum, weekly K-6 counseling classes, Panther-Pride Families at CES, Panther Pride electives for students in grades 5-6, and extra-curricular offerings at the high school.

USD 333 will enrich the success of each student through technology integration.

The indicators were:

- At least 80% of staff will implement at least one activity per quarter using the School Supported Software and Learning Management System.
- Staff will purposely use technology to enhance student learning, and purposely integrate technology to enhance the curriculum.
- Technology Integration Specialist meets regularly with staff.
- The K-6 Student Integration Specialist works with students' understanding of learning platforms and build their confidence in using technology to enhance their learning.
- All students in grades K-12 had a device, and USD 333 worked with the local internet vendors to ensure that every family had wifi access.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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 governing body in tandem with the senior leadership team demonstrate tremendous support for and ensure autonomy of USD 333, allowing the system to meet goals for achievement, instruction, and manage day-to-day operations effectively. Both governing board members and senior leadership participate in site councils and district committees. Interviews verified that district leaders and board members share in the mission of the 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

Evidence submitted generally showed gains. Leaders collect data for multiple stakeholder groups, although it is unclear that data is analyzed and used to make curricular decisions.

Board Outcomes

Social-Emotional Growth

Social-Emotional development is an area of focus linked directly to the system's district and building goals. An additional Social Worker has been hired for the 2021-2022 school year. Additionally, a Social Worker and Behavioral Interventionalist has been hired. Second-Step curriculum is used for students in PK-8, and "We Thinkers" is utilized for students in the Tier 2 groups.

Weekly guidance classes in Character Education is offered for all K-6 students. Students in grades 7-12 receive instruction from teachers during the PAWS Seminar time.

Kindergarten Readiness

The school participates with ASQ in soliciting parent input and engaging parents. USD 290 has expanded its programming for preschool students and now has a morning and afternoon program at each of the 3 elementary schools.

USD 333 is currently working to redesign the current Early Childhood system. At the present, the system offers CCDC for children at ages 3-4, and the state prekindergarten to four-year-old. Additionally, Head Start is offered in the area and housed at the Service Center.

Individual Plans of Study

The compliance of Cognia standards indicates that the curriculum includes career exploration. The IPS program Xello is in place for students grades 7-12. According to the system, they have individual plan of study in place for every student attending USD 333.

High School Graduation Rate

USD 333 institutes many components to ensure that students attain their highest levels of academic achievement, which includes high school graduation. Evidence indicates that the rate of high school graduation has increased over the cycle. It is currently at 91.4% which is above the state's average. Additionally, USD 333 received the KANSAS CAN Silver Star Award for high school graduation.

Postsecondary Success

USD 333 provides all students with multiple opportunities to plan for post-secondary success. Additionally, USD 333 received the KANSAS CAN Bronze Star Award for post-secondary success.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is strong. A regular, reflective, strategic planning process is used to gather stakeholder input to link the district's work back to the institution's mission. According to interviews, USD 333 is truly a mission-centered community that encourages stakeholder input to ensure multiple viewpoints are embedded and integral in decision making.

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

ARC Comment

The team was welcomed in a professional and respectful way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

According to interviews at both the district and school levels, stakeholders indicated that their input is heard and valued in making instructional and operational decisions. Furthermore, USD 333 has developed effective policies and procedures to govern and support all activities.

Challenges

Data collection, analysis, and use to target student academic interventions. USD 333 collects several sources of data including student assessment and stakeholder perception data; however, it is not yet a data-driven organization.



Concordia USD 333

217 W 7th, Concordia, KS 66901-2803
(785) 243-3518
www.usd333.com

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Quentin Breese**

Demographics



1,086 Students

African American 1.29%
Hispanic 4.51%
Other 2.95%
White 91.25%

Academically Prepared for Postsecondary Success

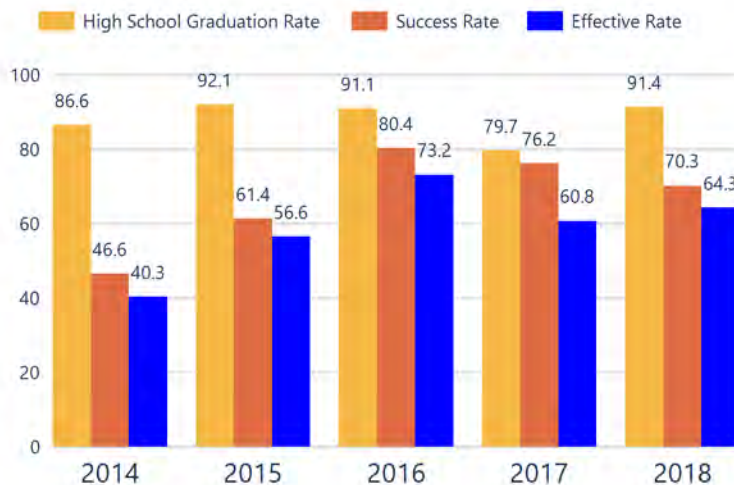
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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			★	

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

88%

Five-Year Success Avg

67%

Five-Year Effective Avg

59%

95% Confidence Interval
for the Predicted
Effectiveness Rate

47.8 - 50.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

89.7%

State: 88.3

District ESSA 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.

\$13,372

State:

\$12,193

95.5%

State: 94.5

14.8%

State: 13.9

[Click here for State Financial Accountability.](#)

0.4%

State: 1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.35	27.50	23.58	33.97	29.86	43.25	N/A	N/A	N/A
Level 2	37.50	37.32	32.31	41.46	37.15	27.90	N/A	N/A	N/A
Level 3	21.25	29.64	28.82	19.86	27.60	21.39	N/A	N/A	N/A
Level 4	5.89	5.53	15.28	4.70	5.38	7.44	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.07	35.33	33.92	42.08	34.05	47.66	N/A	N/A	N/A
Level 2	36.26	38.86	34.82	39.92	38.70	28.03	N/A	N/A	N/A
Level 3	14.08	22.26	24.10	15.82	24.37	18.69	N/A	N/A	N/A
Level 4	4.57	3.53	7.14	2.15	2.86	5.60	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.79	64.94	42.10	67.70	73.95	77.14	N/A	N/A	N/A
Level 2	21.87	22.68	36.84	32.29	19.79	17.14	N/A	N/A	N/A
Level 3	6.25	12.37	18.42	0.00	6.25	5.71	N/A	N/A	N/A
Level 4	2.08	0.00	2.63	0.00	0.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	47.61	N/A	41.37	31.03	N/A	N/A	N/A	N/A
Level 2	13.63	14.28	N/A	31.03	13.79	N/A	N/A	N/A	N/A
Level 3	27.27	28.57	N/A	17.24	41.37	N/A	N/A	N/A	N/A
Level 4	9.09	9.52	N/A	10.34	13.79	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.

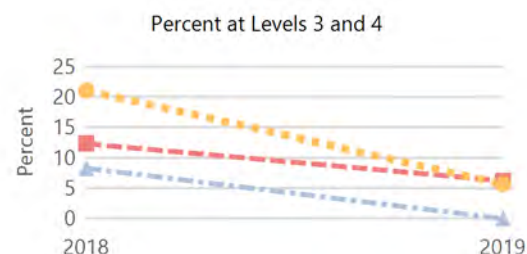
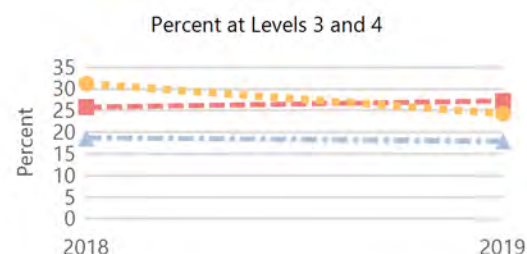
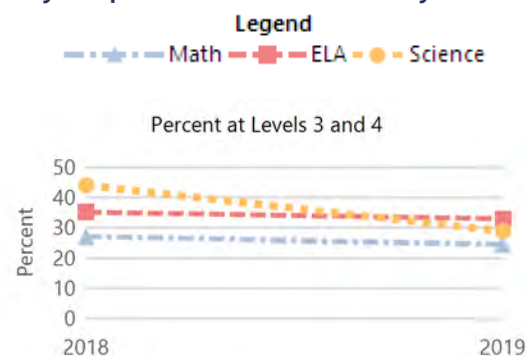
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

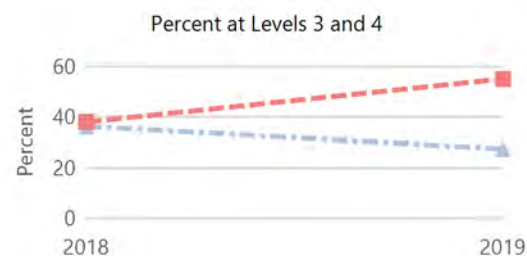


Academically Prepared for Postsecondary Success



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.



District	18.4
State	20.4

Accreditation Summary

Date: 07/02/2021

System: D0335 North Jackson (0000)

City: Holton

Superintendent: Jim Howard

OVT Chair: Jeanine Murphy

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

All the Foundational structures have been addressed by the system. The System is moving from developing to implementing in most areas

Tiered Framework of Supports

- The system continues to expand and make improvements to their Tiered Framework of Supports. The systems district and building leadership teams review data yearly adjusting as needed.

Family, Business, and Community Partnerships

- The system has increased opportunities through grants, charitable organizations, and alumni involvement. The system has increased family engagement by offering a virtual school, school activities, access through assessment date. Some examples include the KITE portal, expanded opportunities through Washburn Tech, grants from local businesses that have provided extracurricular activities for students.

Diversity, Equity, and Access

- The system received the District Learning and Telemedicine Grant through K-state. The goal is to support STEM education in rural areas. The system is working with households to get discounted internet access through the Emergency Broadband Benefit program. Diversity conversations with students have taken place. The high school teacher are working on diversity and inclusion opportunities for all students including their Native American student and family populations.

Civic and Social Engagement

- The high school students apply to be guardians and are involved with Honor Flights helping veteran senior citizens fly to see the highlights in Washington DC. The high school's history of being an Atlas missile base has contributed patriotism within the district/community.

Physical and Mental Health

- The system began with a large student population of mental health concerns. With the implementation of Second Step character education, Sanford Harmony, and the addition of a school social worker, student mental health is improving. Character development continues with the addition of Habituates during IPS time. The system sees improvements in student self-advocacy and grit when addressing adolescent mental health issues.

Arts and Cultural Appreciation

- The system has a visiting international teacher from Spain. She has applied for a work Visa extension so she can continue teaching in the district next year. There have been numerous opportunities to connect with students in Spain providing real world opportunities to use foreign language. With the challenges of COVID in music classes this year, the system added Ukuleles providing students with enhanced music activities.

Postsecondary and Career Preparation

- The district is looking at enhancing Work Release opportunities for seniors.

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

ARC Comment

The system uses Second Step character education curriculum skills taught by the school social worker and implement the Sanford Harmony curriculum in homerooms on a regular basis. The System uses teachers to teach Second Step character education curriculum skills that will also be reinforced during their IPS time

Evidence to support progress made toward reaching their goal:

The system began to address social emotional student needs by implementing EdGuide as a curriculum at high school. After a year of implementation, the system reviewed data and student engagement and decided to move forward with a new program, Second Step. With the addition of Second Step elementary students were added in year one and then middle school in year two. The high school needs were not being addressed with EdGuide and the system moved to a new program, Habitues. This program is better aligned with the Kansas model Social-Emotional and Character development standards. During the cycle a school social worker was added to staff to assist with student needs and implementation of a SEL curriculum.

The evidence to support impact on buildings and alignment to the system: The system added two employees to address social-emotional needs, a counselor and a social worker. They trained teachers in the Second Step curriculum and enhanced rigor and fidelity to the program. Having these staff members deeply involved in the SEL curriculum was a benefit to students as they transitioned from elementary school to middle school. The alignment of K - 8 is enhanced by adding the Habitues program in high school. The development of acting on social and emotional goals, is enhanced by the implementation of buddy-up time in the elementary classrooms.

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

ARC Comment

The systems middle school and high school differentiate IPS time by grade level through the implementation of Xello. The system began with a different program but after a short time changed to Xello and determined that this program meets the differentiation needs from year to year. Xello allows for each student to have unique goals and to progress through the program. Staff have been trained to use Xello and this has enhanced the use of the program. SMART goals were implemented at each grade level in the elementary school. Staff to student conferences are a portion of the SMART goal program that makes it worth consideration to continue. The elementary SMART goal was implemented to set the foundation for the IPS process at the middle and high schools. The system has added quarterly career counseling for junior and seniors which increased the validity of the IPS process to increase post-secondary goals.

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 had several changes in staff and administration during this cycle, and they are working to implement a continual improvement action plan. They are making progress and have tweaked some of their strategies. The system has identified some of their changes they would like to implement and work on in the next cycle. This was evident in the Outside Visiting Team Chair's report: Policy and procedure added to the system include additions to the student handbook for tiered intervention. Referral forms have been developed for student referral to the social worker. Board of Education support through funding of programs and positions.

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 evidence provided in the system report indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

The system utilized the Kansas Community That Care (KCTC) survey results. The KCTC survey outcomes for 7th and 8th grade showed a 2% increase in students giving their best effort on school work. Seventh grade summative scores in Second Step were at 90% and eighth grade was 97% this year. Due to COVID there are no scores to use for comparison.

Kindergarten Readiness

The district was one of nine in Kansas to be awarded the Copper level Star Recognition for Kindergarten readiness. Eighty-nine percent of kindergarten students taking the ASQ had no concerns as indicated on the screening. This has remained consistent throughout the cycle.

Individual Plans of Study

The system has students in grades 7-12 complete XELLO surveys annually to explore interests and careers. This year career conferences were held at home due to COVID and there was about a 20% drop in attendance. Each teacher was able to reach out to those students to have conversations with families about career opportunities. The system hopes to increase participation next year with in-person conferences.

High School Graduation Rate

The system's four year adjusted cohort graduation rate is 97.1% compared to the state rate of 88.3%. Graduation data is showing an upward trend.

Postsecondary Success

The system focused on social emotional needs of students, development of an IPS system, and their success rate has declined. The effectiveness rate is at 49% (average over the cycle). Small school districts tend to be at a disadvantage on this outcome with students entering the workforce due to local farming and family business.

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

ARC Comment

The system demonstrated many stakeholders are involved in the goal setting review and reflective practices. The system and building site councils, work cooperatively to increase the effectiveness of the system. Evidence shows other stakeholders provided feedback to the system about their improvement efforts. A needs assessment survey is used to gather information from teachers, parents, and community members. The system continues to relate data to the needs of their community and gain input from many stakeholders.

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

ARC Comment

The system is a dedicated and collaborative system focused on the whole child. Students are a priority in their academic progress, perceptions of safety, mental/emotional wellbeing, and connections with the community. It is a collaborative environment which enables stakeholders to work toward a common goal of student success. As efforts to improve relevance and relationships to ensure quality instruction continue, the OVT encourages the integration of reliable tools to measure instructional practices. This can help to guide future professional development and alert to which evidence-based strategies may need supported.

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

ARC Comment

The system used data to demonstrate that they made growth or declines and tracked progress. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all building. The systems' Action Plan exists and is aligned with building needs. Evaluation of strategies is in place.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. Evidence of moving forward with new programs, and continued work within the State Board outcomes was discussed. State board goals are showing a movement toward growth.

Strengths

By all indication of these reports it is evident that the system has been putting processes in place for each of the state board outcomes that will help them identify their areas for improvement.

The system has looked outside the school for grants, opportunities for civic engagement, and work-based learning opportunities for students. The system has also a commitment to social-emotional learning and the dedication of staff to ensure fidelity to the process.

Areas of growth could be the development of a K - 12 continuum of learning for social emotional growth. Making student IPS to drive decisions for post-secondary engagement in the work-force, university, or technical education. This system has persevered over the years of this KESA cycle to ensure that student and staff needs are addressed. Although staff have multiple responsibilities they continue to serve the students and families of the district.

Challenges

Professional development should be the core of this process to ensure that teachers fully understand and implement with fidelity. On-boarding new staff through the PLC process could be a need for the system to enhance their goals. Learning to review data and progress monitor goals for continued improvement system wide. Embedding this in other school initiatives will build coherence to the data collection process. Accountability and follow through of school administration could be addressed in the next cycle. Continue with Kindergarten readiness and work towards the next level of star recognition.



North Jackson USD 335

12692 266th Road, Holton, KS 66436-1794
(785) 364-2194
www.jhcobras.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Adrianne Walsh**

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				

Demographics



371 Students

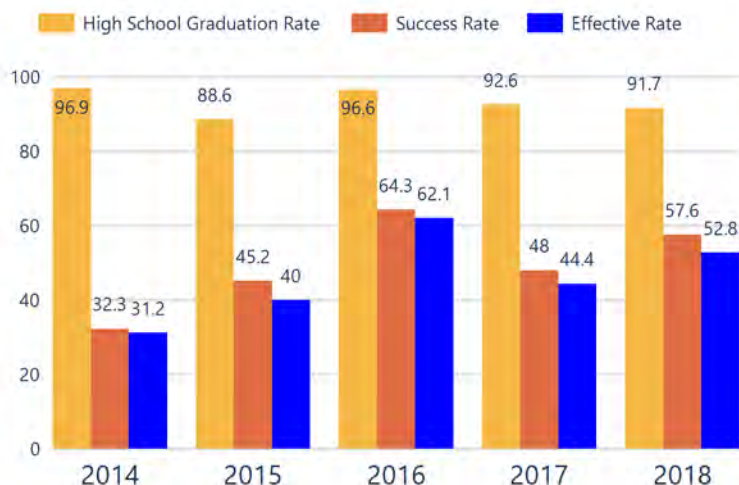
African American 0.81%
Hispanic 1.08%
Other 6.74%
White 91.37%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93%

Five-Year Success Avg

49%

Five-Year Effective Avg

46%

95% Confidence Interval
for the Predicted
Effectiveness Rate

54.8 - 57.3%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

97.1%

State:
88.3

District ESSA 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.

\$13,959

State:
\$12,193

96.9%

State:
94.5

[Click here for State Financial Accountability.](#)

2.2%

State:
13.9

1.8%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.70	13.30	32.00	15.84	14.75	19.56	N/A	N/A	N/A
Level 2	40.68	38.91	24.00	40.98	33.87	32.60	N/A	N/A	N/A
Level 3	31.37	36.94	25.00	25.13	36.61	34.78	N/A	N/A	N/A
Level 4	13.23	10.83	19.00	18.03	14.75	13.04	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.98	21.25	42.10	24.67	23.37	30.55	N/A	N/A	N/A
Level 2	45.67	40.00	23.68	46.75	38.96	33.33	N/A	N/A	N/A
Level 3	22.22	32.50	15.78	16.88	31.16	27.77	N/A	N/A	N/A
Level 4	11.11	6.25	18.42	11.68	6.49	8.33	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	26.82	65.38	44.00	32.00	54.54	N/A	N/A	N/A
Level 2	57.14	51.21	23.07	52.00	52.00	27.27	N/A	N/A	N/A
Level 3	4.76	19.51	11.53	0.00	8.00	18.18	N/A	N/A	N/A
Level 4	4.76	2.43	0.00	4.00	8.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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.

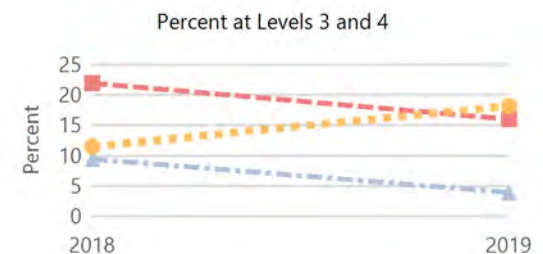
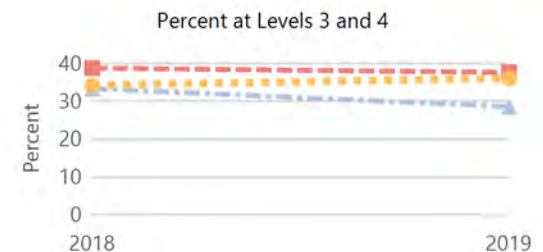
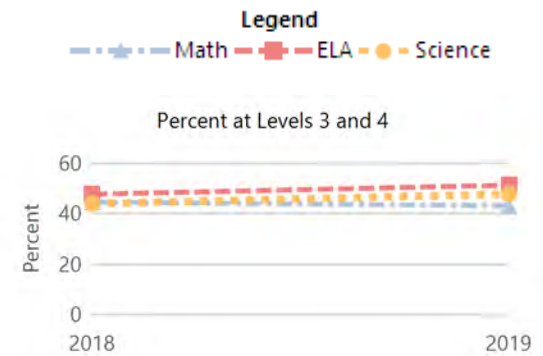
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Note: Not all eligible students completed an ACT.



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.

District	20.3
State	20.4

Accreditation Summary

Date: 07/12/2021

System: D0337 Royal Valley (0000)

City: Mayetta

Superintendent: Aaric Davis

OVT Chair: Lucas Shivers

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

All the Foundational structures have been addressed by the system. The System is moving from developing to implementing in most areas

Tiered Framework of Supports

- Á The system has experienced tremendous improvements with SEL, along with walk to intervention with literacy in upper grades. TASN has helped over the last few years and Royal Valley (RV) is now in sustainability. Protocols are strong and growing as the teams learn! They are revisited and on continuous improvement on the self-correcting feedback loops. Attendance, behaviors, and scores are growing. In early learning and elementary, interventions are supporting each student in all areas. Specifically, in the middle grades, data is used for flexible grouping and using strong, evidence-based interventions. Moving from tracking systems to remedial support has been part of the high school growth with certified staff and strong curriculum.

Family, Business, and Community Partnerships

- Á The system is embedded as 'hubs of community.' Literary nights are key. Site Councils are strong at all levels. The tribal support has an increasing place for student-centered support. The mental health events are also highlights of family guidance and support. CTE Pathway meetings are also noted as successes. Increased partnerships with the Prairie Band Potawatomi Nation have taken place during the pandemic. The tribal council approved for the health department to provide vaccinations to all RV staff as well as the Tribal health clinic offering physicals to be given at school during the day.

Diversity, Equity, and Access

- Á There are several clubs and opportunities for each student to find belonging to the system. SIT programs, 504s and IEPs support each student. COVID access tools have been noted as being strong for continuous learning plans and remote learning. Strengths of the system are diversity and dedication to the partnership with the Prairie Band Potawatomi Nation. Over the 5-year KESA cycle, partnerships have continued and grown.

Communication and basic skills

- Á The system is positioned to provide evidence-based curriculum tools with a structured literacy approach. Communication channels are strong. Social media, newsletters, phone and direct meetings are all positive and meet Rose Capacities. Technology literacy is also highlighted in early grades through successful graduates.

Civic and Social Engagement

- Á Service-learning opportunities are plentiful to give back to communities. The system's HS has a focus area on civic engagement. During the KESA cycle, teams identified civic engagement as a goal area at Royal Valley High School. Many activities and events currently conducted fall under civic and social engagement. As a result of this goal, there has been an increased focus on teams providing opportunities for civic engagement at all levels.

Physical and Mental Health

- Á Programming for all stakeholders and especially for staff with check-ins and employee assistance programs to manage the stress of the last few years. Collaboration has supported staff. MHIT program also provides onsite visits for mental health visits.

Arts and Cultural Appreciation

- Á RV has high-quality fine arts with celebrations of the diverse areas of Native American populations. Growth over the last few years has been the infusion of language programs. Project based learning has made a huge impact.

Postsecondary and Career Preparation

- Á The system's IPS percentages are significantly higher over the past several years. Students are ready for their futures. Data for the post-secondary focus is growing. Since the beginning of the cycle expansion of the opportunities and career preparation activities has been a focus for Royal Valley. Teams are always evaluating the effectiveness of CTE program, IPS, and career exploration activities K-12, with input from all stakeholders (students, parents, teachers, administrators, and the business/community leaders).

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

ARC Comment

The system worked on Curriculum Alignment:

- Á Throughout the 5-year process Royal Valley has developed a curriculum alignment process that started at RVES but has transitioned to PreK-12. Their process involves reviewing data, determining district values for instruction, prioritizing standards, adopting resources, planning professional development, and evaluating progress.
- Á Individual Plan of Study: RVMS and RVHS both have building level goals based on implementing and using the IPS system to improve students educational and career opportunities. All students are using Xello through their advisory or home room. Students complete activities discuss options as a class or individually. Students indicate that while they don't love the system, they are benefiting from the knowledge gained. Families indicate that they are also benefiting from learning about their students' career aspirations and how the school system can help students achieve their desired path.

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

ARC Comment

Royal Valley will develop and sustain a caring and safe learning environment for students, faculty, staff, and community. Royal Valley will provide a respectful and caring environment for employees, students, and the community. Projects like the Mental Health Matters, SAEBER screeners and others are supported with growth.

Goal Area- Relationships

- Relationships Social Emotional Growth: Throughout the entire system, the initiatives including the SEL component in the MTSS system have really helped to improve response to behavior and to improve the overall development of students. The goal was to engage families as a core instructional strategy. This started with simply inviting parents in more often, however as COVID has changed things the way of operations has also changed. Now the strategies are focused more on finding ways to connect with families positively throughout the day, week, and year. This also lends to virtual family engagement activities, improved communication systems, weekly playlists and newsletters, and remote learning landing pages.

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 fully embedded core parts of the SEL program into the full system. From the HR side, social workers are part of the staffing teams. MTSS processes are all going to continue and seek improvements. Board of Education support through funding of programs and positions.

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 evidence provided in the system report indicated that there has been growth in meeting the expectation of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

The system's Social-Emotional Growth Curriculum implementation has been key with the tiered 'triangle' reports tracking ongoing data. Second Step in elementary and Lions Quest for secondary are successful curricula. Over the KESA cycle, they have gone from having no SEL program to now providing a core curriculum that is implemented PK-12. They are also measuring local data using attendance, grades, office discipline referrals and the SAEBRS social emotional student screener to determine interventions for students.

Kindergarten Readiness

The data on ASQ has been successful as well as the addition of the at-risk pre-K program. TASN has supported early learning myIGDIs data.

Individual Plans of Study	The system is a highlight in this area. It has also been an area of improvement. They are effectively implementing the IPS program with their students and include families. They are working towards the goal of 100% which is attainable in future years.
High School Graduation Rate	The system's rates are continuing to grow. 2015-16 - 85.9% 2016-17 - 93.2% 2017-18 - 90.7% 2018-19 - 93.8% 2019-20 - 93.9%. Royal Valley's graduation rate has increased from 85.9% up to 93.9% over the past five years; attributed to efforts to include parents and students in the IPS process as early as 7th grade and begin planning and setting goals for future educational and career opportunities.
Postsecondary Success	The system has seen a steady increase in effectiveness rate as measured by post-secondary success. Some of this increase is just by chance as the data is several years behind current initiatives related to student success after High School.

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

ARC Comment

The system's site council and leadership teams were used at all levels. Stakeholders have been able to provide feedback and support in the full process. Staff and site councils have been directly involved in the KESA process. The main lesson learned based on the way that KESA was unveiled and the growth process that took place across the state is to involve stakeholders often by scheduling their involvement and creating measurable and attainable goals to review. BOE reports are an annual cycle to share publicly with stakeholders. All stakeholder groups were involved in the KESA process. Next steps are to increase involvement by improving how they will involve the different stakeholder groups.

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

ARC Comment

The system is dedicated and collaborative focused on the whole child. According to the OVT staff and leadership are incredibly responsive and strong.

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

ARC Comment

The system used data to demonstrate they made growth and tracked progress. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all building. The system's action plan exists and is aligned with building needs. Evaluation of strategies is in place.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. There is evidence of moving forward with programs, and continued work within the State Board outcomes to achieve recognition. State board goals are showing movement toward growth

Strengths

Overall, the system is strong and growing! The data supports the self-reflection in the report. How nice that SEL and family engagement were the focuses so that in the pandemic, and teams had the ability to continue to connect and monitor. The OVT indicated that Kudos should go to the staff. They seemed to have worked their plan of action with focus and intent.

Challenges

Learning to review data and progress monitor goals for continued improvement system wide. Embedding this in other school initiatives will build coherence to the data collection process. Accountability and follow through by school administration could be addressed in the next cycle.



Royal Valley USD 337

101 W Main, Mayetta, KS 66509-0219
(785) 966-2246
www.rv337.com

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Aaric Davis**

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				

Demographics



872 Students

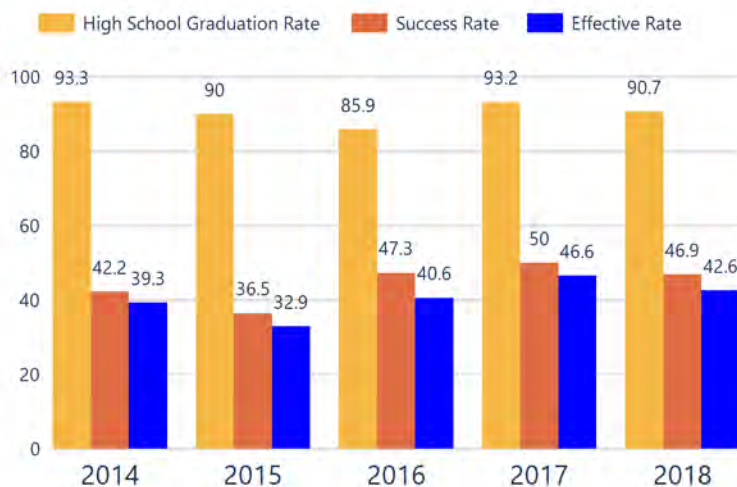
African American 0.69%
Hispanic 7.80%
Other 33.03%
White 58.49%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

91%

Five-Year Success Avg

44%

Five-Year Effective Avg

40%

95% Confidence Interval
for the Predicted
Effectiveness Rate

48.6 - 50.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

93.9%

State:
88.3

District ESSA 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.

\$12,524

State:
\$12,193

94.7%

State:
94.5

13.8%

State:
13.9

[Click here for State Financial Accountability.](#)

0.7%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.32	29.16	39.56	26.15	21.75	38.61	N/A	N/A	N/A
Level 2	36.57	34.02	30.21	39.58	37.50	29.20	N/A	N/A	N/A
Level 3	24.30	30.32	21.97	23.14	31.48	22.77	N/A	N/A	N/A
Level 4	8.79	6.48	8.24	11.11	9.25	9.40	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.93	40.41	52.43	35.14	29.20	56.66	N/A	N/A	N/A
Level 2	37.30	34.71	28.04	42.07	39.10	24.44	N/A	N/A	N/A
Level 3	17.61	20.20	15.85	18.31	25.74	14.44	N/A	N/A	N/A
Level 4	4.14	4.66	3.65	4.45	5.94	4.44	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	68.65	70.14	72.41	68.25	71.42	73.33	N/A	N/A	N/A
Level 2	25.37	22.38	17.24	26.98	23.80	23.33	N/A	N/A	N/A
Level 3	4.47	7.46	6.89	4.76	4.76	3.33	N/A	N/A	N/A
Level 4	1.49	0.00	3.44	0.00	0.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.94	36.84	84.61	27.27	24.24	42.85	N/A	N/A	N/A
Level 2	55.26	39.47	7.69	48.48	51.51	28.57	N/A	N/A	N/A
Level 3	10.52	23.68	7.69	18.18	18.18	28.57	N/A	N/A	N/A
Level 4	5.26	0.00	0.00	6.06	6.06	0.00	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.

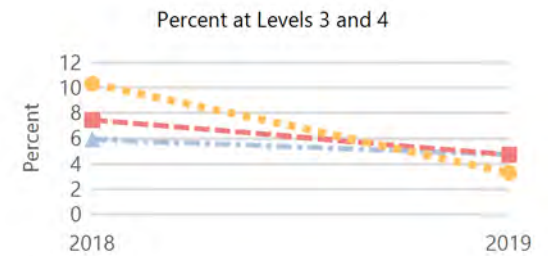
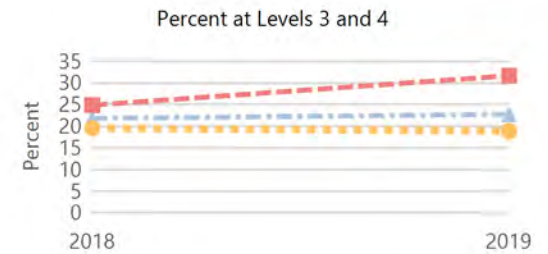
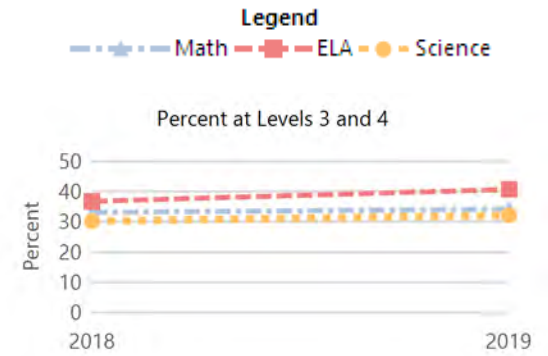
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

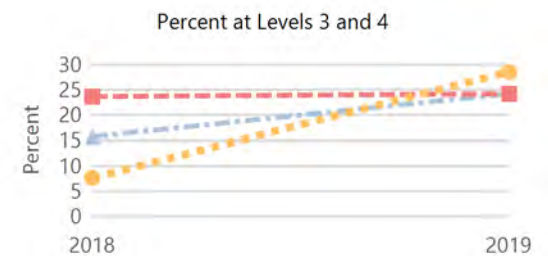


Academically Prepared for Postsecondary Success



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.



District	17.8
State	20.4

Accreditation Summary

Date: 07/12/2021

System: D0340 Jefferson West (0000)

City: Meriden

Superintendent: Pat Happer

OVT Chair: Susan Danner

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Evidence provided by the OVT and the system indicated that the system addressed, monitored, and made progress in all Foundational areas.

Tiered Framework of Supports:

All of the buildings in the system have a tiered framework of supports in place and utilize data to determine individualized plans to support students. Adjustments to schedules occur to address the needs of students. They have redesigned their reading and math framework to include the tiered supports and added supports for social-emotional learning. The system has hired instructional aides at all levels to assist in this program's facilitation. Each building has developed time and or classes to provide tier 2 and 3 supports for their students with qualified teachers. The system has developed and implemented its tiered framework by using the work started in previous years with TASN.

Stakeholder engagement:

The system uses parent, student, and staff surveys as needed for feedback throughout the year. This year, they continued to use surveys with stakeholder groups to help gauge their remote learning students' and parents' attitudes with this process. The building and district site councils meet regularly throughout the year. The system utilizes partnerships with local organizations and businesses to enhance the learning opportunities they provide for their students. Relationships with parents continued to be developed during year five, however due to COVID protocols they had to continue this process remotely. District buildings provide the Board of Education updates on school partnerships with local businesses and organizations.

Diversity and Equity:

District curriculums are evaluated to give diversity and equity to students at all intellectual levels. The system welcomes all students within their district boundaries, and those that meet the Board adopted guidelines as out-of-district students to attend their schools. Teachers and staff work in concert with their special education teachers and paras through Keystone Learning to provide an equitable experience for all students with an IEP. Extended school year services were made available for students who needed additional time and support to learn the critical competencies at their grade level and course completion opportunities for middle and high school students. Services and resources are available to assist all students. Any student that meets the criteria for Tier 2 and 3 targeted assistance in reading, math, and behavior receive those services.

Communication and Basic Skills:

The system's curriculum supports the communication and basic skills. Each teacher expects each student to use and develop primary executive function and communication skills in their daily interactions with others. The system encourages all students to communicate with staff and parents to share their needs, life events and use basic social skills to be successful students and citizens. Students needing tier 2 and 3 behavior support participate in activities with the administration, counselors, school psychologist, and the social worker to improve their interaction and communication skills.

Civic and Social Engagement:

The system has developed a student mentoring structure engaging older students to mentor younger students. They system documented numerous student civic engagement activities at the elementary and secondary levels. Teachers foster civic and social engagement differently in their buildings. While they were unable to hold some civic activities due to COVID restrictions, they were able to facilitate their first-ever Read-A-Thon to engage students in reading during Read-Across America Week to raise funds for the local library to build a new building.

Physical and Mental Health:

The OVT team reports that curricula that support the structures in physical and mental health were evident. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. A comprehensive group of staff and community members serve on the District Wellness Committee. The counselors from each building, the social worker, school psychologist, and the school nurse make up a district mental health team to help address students and staff members social and emotional needs. They have also secured the services of a full-time social worker for their students.

Arts and Cultural Appreciation:

The OVT report that curricula supporting the arts and cultural appreciation structures were somewhat evident. District-wide fine arts and social/emotional standards are aligned with state led curriculum standards and practices. Each building offers a variety of classes in the area of the arts. Students in grades K-5 participate in art and music classes. Students in grades 6-12 have the opportunity to take courses in art, vocal, and instrumental music classes. Students in each grade, K- 5, have a separate music program.

Postsecondary and Career Preparation:

Curricula that support the structures in postsecondary and career preparation were evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. The system has a five-year graduation average above the state rate at 97% and a five-year effectiveness average of 57 which falls slightly below their predicted effectiveness confidence interval of 57.9-61.2.

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

ARC Comment

District Goal: Every Jefferson West student will have a meaningful connection with a district teacher (or staff) member and Jefferson West district will develop a systemic family engagement plan. The OVT reported that the system has developed and implemented a systematic process for communicating, building relationships, and monitoring relationship data to facilitate and maintain improvement in this goal area. The system's data indicated that progress has been made at all building levels. At elementary SAEBRS data was tracked and Second STEP curriculum was facilitated to provide the system with student emotional data and information on areas for improvement. Secondary schools facilitate an annual survey of students and staff to determine connections between the two groups. Data provided demonstrates a marked decrease in the number of students not having a relationship with a staff member. The schools use this information to individualize a plan to grow a connection with those not having an identified connection. Staff also places high priority on making personal home

connections at the beginning of each school year with parents to welcome them to the school year. During the 2020-2021 school year, eight students said they did not have a positive connection with an adult in the building. They believe that COVID had an effect on this data.

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

ARC Comment

The OVT reported the system has an intentional process and curricula that support the structures in academic achievement and postsecondary and career preparation. The process was integrated and evident at every level. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. Academic trend data shows that the system is consistently making progress. The system has a five-year graduation average above the state rate at 97% and a five-year effectiveness average of 57 which falls slightly below their predicted effectiveness confidence interval of 57.9-61.2.

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

Based on the evidence provided by the system and OVT, the system effectively works with its local school board to ensure all needed procedures and policies to support improvement efforts are instituted and sustainable. The local BOE is supportive of the changes and resources have been set aside to sustain the changes and improvements. The OVT reported that the district has developed a team approach throughout the cycle that will better allow them to sustain their improvement efforts.

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

It is evident that the system has put work into increasing each of the board outcomes throughout the KESA cycle.

Board Outcomes

Social-Emotional Growth

Each of the buildings in the system has seen consistent and sustained social-emotional growth since the start of the KESA process. Following the 2017-2018 school year, the System's Board of Education hired an additional counselor, so each building now has a full-time counselor. The data shows that 80% of their students are showing as NOT at-risk on a consistent basis using the SAEBRS model. This will continue to be used to help identify students that need additional support.

Kindergarten Readiness

The system reported that they have worked to improve both the number of parents completing the ASQ screener along with working with the SPED preschool and Headstart that are housed inside the system. They also reported reaching out to the other preschool in the district to communicate the needs that they are seeing from the screener.

Individual Plans of Study	The system has in place both a curriculum and IPS plans for all students. They have also instituted student led conferences with post-secondary plans for grades 7-12. The spring of 2021 roughly 80-85% of parents attended the student led presentations.
High School Graduation Rate	USD 340 continues to strive to assist each and every student to achieve graduation. The system has consistently been in the 90% graduation rate and will continue to strive to meet each child's need to earn their credits and graduate. They did have a drop to 88% for the class of 2019, but they have raised that back to 97% for 2020.
Postsecondary Success	Overall the system has demonstrated an increase of 12 percentage points from 2014 to 2018. They did have a high of a 17 percentage points increase in over three years but fell back five percentage points with the 2018 data. The system is very close to their confidence interval- within 1% point.

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

ARC Comment

The Jefferson West district utilizes a variety of activities and processes to involve their stakeholders. These include: site councils building and districtwide, Back to School or Orientation Nights for all grade levels, weekly emails to parents from administration and teachers, student led IPS conferences with parents, Parent-Teacher conferences twice a year, multiple student recognition opportunities, parent involvement in the Title I program, districtwide booster club for all student sports and activities. The past year they have shared multiple survey opportunities with parents soliciting their input on what they are doing or what they would like to see related to the pandemic.

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

ARC Comment

The USD 340 District Leadership Team was very receptive to recommendations made by the OVT. It was stated that the leadership team asked good, clarifying questions, indicating their desire to learn, improve and move forward. Even though the transition to MTSS was challenging, it was evident that USD 340 staff had developed a good relationship with TASN members participating on the OVT. USD 340 has moved to a point which they can sustain the MTSS process. This fact illustrated the success of a collaborative process with the TASN team that was based on trust and commitment. More importantly, there was talk of future TASN support if needed.

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

ARC Comment

The OVT indicated that USD 340 has shown growth and have been responsive throughout the KESA cycle.

ARC Recommendation

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

Justification

While USD 340 had growth in almost every area, it was also evident that the system used their data to drive decisions and instruction. The system responded to questions and suggestions from the OVT and worked throughout the cycle to provide examples of growth. The system also has a team in place to continue to use data to drive decisions and instruction while focusing on continued growth and improvement into the next KESA cycle.

Strengths

It was evident that USD 340 has used data to make decisions and drive change. The system has worked hard to make the changes needed and those suggested by the OVT. They have also worked hard to develop and grow relationships.

Challenges

Encourage the system to develop ways to report data from a system point of view. Continuing the growth seen during the first KESA cycle.



Jefferson West USD 340

3675 74th Street, Meriden, KS 66512-0267
(785) 484-3444
www.usd340.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Pat Happer**

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			★	

Demographics



872 Students

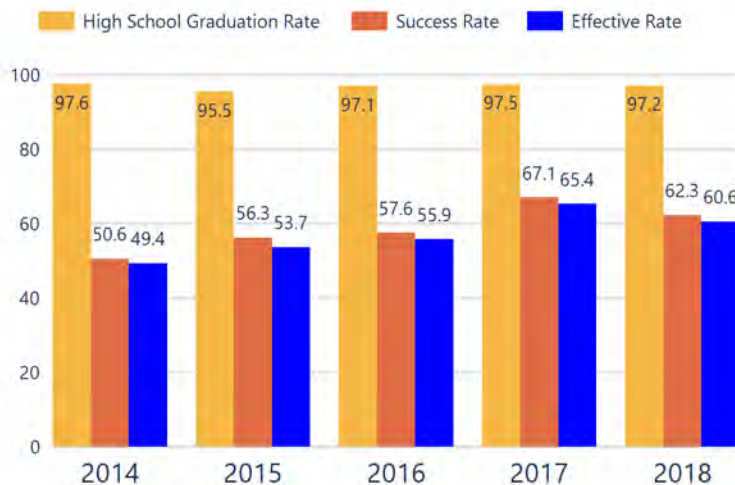
African American 0.80%
Hispanic 3.90%
Other 6.08%
White 89.22%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

97%

Five-Year Success Avg

59%

Five-Year Effective Avg

57%

95% Confidence Interval
for the Predicted
Effectiveness Rate

57.9 - 61.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

97.0%

State:
88.3

District ESSA 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.

\$12,756

State:
\$12,193

96.8%

State:
94.5

4.0%

State:
13.9

[Click here for State Financial Accountability.](#)

0.7%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.43	22.62	25.00	19.70	23.25	25.00	N/A	N/A	N/A
Level 2	37.42	33.82	31.63	40.04	36.36	30.39	N/A	N/A	N/A
Level 3	34.24	35.09	29.59	31.77	31.92	29.90	N/A	N/A	N/A
Level 4	12.89	8.45	13.77	8.47	8.45	14.70	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.84	31.84	34.54	31.21	34.39	44.44	N/A	N/A	N/A
Level 2	41.40	33.12	40.00	39.49	35.03	31.74	N/A	N/A	N/A
Level 3	23.56	29.29	20.00	23.56	26.75	17.46	N/A	N/A	N/A
Level 4	10.19	5.73	5.45	5.73	3.82	6.34	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.65	65.11	56.66	53.84	57.69	65.51	N/A	N/A	N/A
Level 2	29.06	19.76	23.33	34.61	29.48	27.58	N/A	N/A	N/A
Level 3	13.95	10.46	20.00	7.69	8.97	6.89	N/A	N/A	N/A
Level 4	2.32	4.65	0.00	3.84	3.84	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.38	15.38	N/A	40.00	20.00	N/A	N/A	N/A	N/A
Level 2	53.84	53.84	N/A	33.33	73.33	N/A	N/A	N/A	N/A
Level 3	23.07	15.38	N/A	20.00	0.00	N/A	N/A	N/A	N/A
Level 4	7.69	15.38	N/A	6.66	6.66	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.

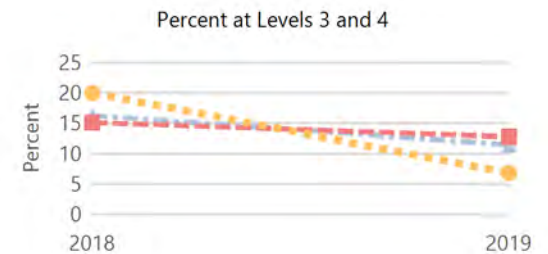
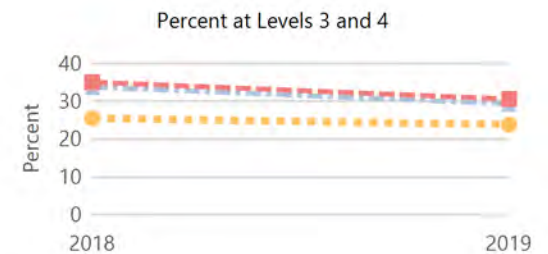
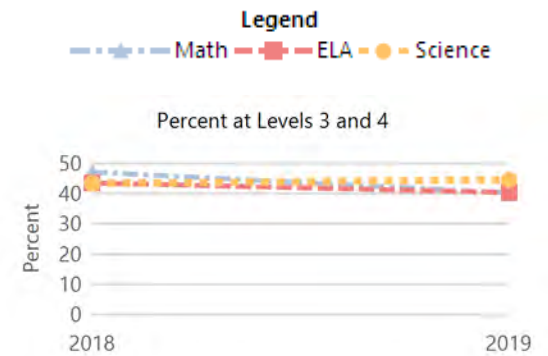
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

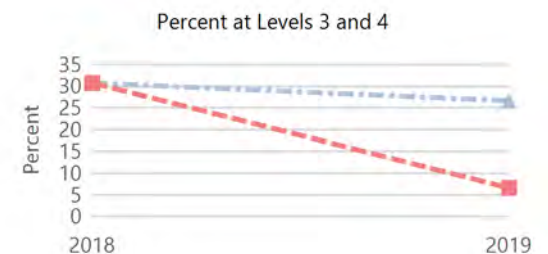


Academically Prepared for Postsecondary Success



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.



District	21.5
State	20.4

Accreditation Summary

Date: 07/12/2021

System: D0345 Seaman (0000)

City: Topeka

Superintendent: Steve Noble

OVT Chair: Susan Danner

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

TIERED FRAMEWORK OF SUPPORT

The system has moved from a CiT3 to a TASN model of support. All buildings have master schedules that support built-in intervention time at all levels Early Childhood - 12. Data routines/protocols are in place and have been systematized. Instructional coaches and content area teachers analyze data regularly. Directors of education and building administrators routinely review and analyze all data that is collected. PLC and collaboration are implemented at each level and in each building to analyze student data and identify students for tiered intervention support at all three tier levels.

FAMILY, BUSINESS, AND COMMUNITY PARTNERSHIPS

Seaman has strong partnerships with families, businesses and their community. Since their first year in this KESA cycle the High School has added a Career and Tech Education Business Advocacy Council to assist in providing career partnerships for the students. In response to some pressing topics in the community, Seaman has sponsored "community conversations" which are opened to the public and engage the community and keep them informed of happenings in the district.

DIVERSITY, EQUITY, ACCESS

Thirty-four high school students are now part of the Equity Action Network (EAN) which was developed in the Fall of 2020. Their goal is to assist the district with the responsibility of ensuring equitable and fair education to all students. At the preschool level, children 3-5 years old, the percentage went from 16.36 % to 64.47%, due to the change in moving to an integrated preschool model. LRE for students ages 6-21 increased from 64.02% to 76.08%. Additional emphasis has been placed on equity and inclusion through the development of LGBTQ clubs and curricular programming that now includes Spanish for Heritage Speakers.

COMMUNICATION AND BASIS SKILLS

A variety of tools have been implemented to improve communication including a Schoology and SeeSaw. Project Lead the Way, a curriculum which promotes engaging, hands-on learning and the development of skill students need to thrive, was implemented in grades K- 12.

CIVIC AND SOCIAL ENGAGEMENT

The Civic Engagement Club was established in the Fall of 2019 at the high school. This group has written and presented bills at their Senate House. To foster civic engagement, the district has Student Councils or student advisory groups in place at the building and district levels. Eligible high school students received support in becoming registered voters. Transportation was provided for those wanting to vote in 2018.

PHYSICAL AND MENTAL HEALTH

USD 345 elementary schools created wellness rooms in the 2017-18 school year which were designed for student regulation needs, and have now been expanded to staff. These rooms allow staff and students to go to these room and 'take a break' from something that may be stressful to them for a short period of time. There are mental health teams the monitor SEL and streamline meetings/services with families and community agencies at building and the district level. Seaman has created a Bullying Prevention Plan and a Suicidal Protocol so their staff know how to consistently address concerns.

ARTS AND CULTURAL APPRECIATION

Arts and cultural appreciation are a strength for Seaman Schools. Evening art events began during the 2019-20 school year and are offered at the high school by the art department which is an opportunity for local artists to engage with the students. Math nights at the elementary building have been enhanced to STEAM Nights (2018-19) which gives families an opportunity to see students showcase some of their work in the areas of science, technology, engineering, art and mathematics. Sixth grade orchestra has added a second class to meet the needs of all the students who want to participate.

POSTSECONDARY AND CAREER PREPARATION

Seaman has a comprehensive program that allows students to evaluate their options for postsecondary success. Resources students use to explore these areas include counselors, career and college advocates, Xello, and program planning guides. The high school currently has 24 different career pathways. Student led conferences are now being held at the high school and the middle school. Over the last 4 years junior and senior students have been able to participate in a career internship program to include job shadowing.

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

ARC Comment

USD 345 is dedicated to increasing the rigor of instruction through strategic analysis of specified measures. Each building level (Early Childhood, Elementary, Middle, High School) has an individualized goal to support the area of rigor. Assessment tools were identified and used for analyzing student progress. This data was used for tailoring instruction to the individual needs of all students, which was reviewed through strategic professional learning communities ensuring that all teaching staff were involved with and dedicated to the improvement process. Shared assessment data results indicated that progress was made and students demonstrated success as a result of district measures.

Results: Systematized practices have been implemented at all levels for collecting, analyzing, and acting upon data. The system noted specific academic improvements and goal attainments, which are attributed to their continuous improvement efforts, yet also expressed a need to improve certain core curriculum materials in specific grades in order to see continued improvement in the future. State assessment results indicate that the system has maintained their outcome levels throughout the process. Local data indicates that some improvement occurred during the five-year process at all levels with the expected drops during and following the pandemic. Still, the strategic process in place coupled with the projected adjustments in core instructional materials should result in a continued growth and improvement.

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

ARC Comment

It is clear that the overarching goal for the district was to improve the relevance of instruction for students by using data to improve intentionality and effectiveness of the selected programs and pedagogy. Each building level (Early Childhood, Elementary, Middle, High School) has an individualized goal to support the area of relevance. These goals range from the establishment of a system for evaluating the effectiveness of the implemented structures and practices at the Early Childhood level to student-led learning models and personalized learning through the use of Xello/Career Cruising at the Secondary Level, thereby ensuring effective, individualized learning outcomes.

Results: increased collaboration time, SEL training, institutionalized data sharing, and the establishment of routinized forms are all signs of progress. At the middle school level, blended learning, Schoology, and video conferencing were all used to show increased communication. The high school made good use of Xello, Career Life Planning, student-led conferences, and the opportunity to engage in more Career Pathways to increase relevance and show progress.

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

Seaman has established multiple systematic philosophies and procedures to ensure sustainability of their progress. Building Leadership Teams have been created across the district to analyze data, make instructional decisions, and gauge progress on their goals. In addition, substantial time has been set aside for collaboration, professional learning, and family engagement strategies. The MTSS structure has been integrated district wide and a variety of assessments are being used to determine student progress. These areas include tiered instruction, behavior, social emotional learning, physical health, and family engagement. The district has been creative in allocating funds and resources to maintain progress and create innovative ways to achieve goals. Specific examples include hiring intervention teachers, social workers, a PreK administrator, and establishing a tutoring program. They have also dedicated funds and time for training to support their programs and purchase technology. Their plan is student centered and aligns well with all state standards and initiatives. It is impressive how the district has managed to actively support system wide initiatives and processes while maintaining the individuality of each grade band and building. Specific examples of this include the integrated PreK program, the MTSS structure at the elementary level, Viking Time at the middle school level, and the eight-period schedule as well as Career Life and Planning at the high school level. In addition, the Title I buildings in the district have created intervention teachers and after school tutoring programs. Based on the evidence, the Seaman school district is well on its way to sustaining the progress they have made over the course of this KESA 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

System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan coupled with a systematic plan and the structures in place to support the continual sustainability of the implemented plan.

Board Outcomes

Social-Emotional Growth

USD 345 utilizes the Kansas Communities that Care (KCTC) and the Student Risk Screening Scale - Internalizing and Externalizing (SSRSS-IE) to measure social- emotional growth in their district.

Positive results have been reflected in the participation rate in the KCTC surveys as they have witnessed an increase from 70.35% to 73.2% from year 1 to the present. Additionally, positive school climate has seen an increase of 3.3% from 60% to 63.3% in the same time period. When analyzing the data the Seaman school district noted a decrease in alcohol, drugs and cigarette usage but they have noticed an increase in vaping. Although many positives have been noted in their data they are also continuing to monitor their suicide related data as it has risen since the first year and continues to be higher than the state average.

On the SRSS-IE the goal of reaching 80% of the students in the green category has been met for the externalizing category every year as demonstrated in the spring screening data.

Kindergarten Readiness

The Seaman school district continues to make Kindergarten Readiness a priority and as such they have seen gains in this area. On the ASQ -SE2 and the ASQ-3 the district has noted increased parent completion from 89.80% in 2018 to 91.58% in 2020. Along with this increase in participation rate they have witnessed an increase in parents voicing no concerns on the ASQ-SE2 from 89.52% to 90.63%.

The goal of the district is to have 80% of their parents voicing no concern on the ASQ-3 questionnaire. This goal was not achieved in 2020 and as a district they continue to look for ways to meet the needs of their community in order to ensure all students are ready for Kindergarten.

Individual Plans of Study

USD 345 has implemented Xello at both the middle school and high school levels. At the middle school the purpose of the IPS is to support student interests, instructional choice and post-secondary awareness. At the High school Career and Life Planning time is built into the master schedule. All freshmen students complete a Success 101 course (college and career readiness and exploration). Students in grades 10-12 are assigned a College and Career Advocate that they meet with once a semester. Additionally, internship programs, career fairs, and the implementation of the AVID program all give students opportunities to gain postsecondary awareness and skills. Over 60+ students from Seaman take advantage of Washburn Tech and the Washburn CEP program's duplicated enrollment of 650-700 students exceeds 2000 hours each year.

High School Graduation Rate

USD 345 graduation rate has fluctuated over the last five years, but over the course of this KESA cycle they have witnessed an increase from 93.2% to 94.2%. Graduation rates: 2020 - 94.5%, 2019 - 91.6%, 2018 - 93.2%, 2017 - 95.5%, 2016 - 93.9%. A six year average of 20.5 students did not graduate on time, but the good news is that many students did graduate in the 5th year.

Postsecondary Success

USD 345 has had an increase in its Postsecondary Success Rate when looking at the data from 2014 to 2018. In 2014 the effectiveness rate was 49.4 and in 2018 it was 51.4. The highest post secondary effectiveness was recorded in 2017 when it was at 53.8. In addition to this data set Seaman High School has over 50% of their students complete at least 1 dual credit course prior to graduation. They also have 60+ students enrolled at Washburn technology and 3-5% of their population joins the military upon graduation.

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

ARC Comment

The Seaman School District has rich partnerships with many different stakeholder groups. One way in which they reach out to stakeholder for input is through the use of surveys. They use surveys to get feedback from teachers, students and families. Some of the surveys that they use are the TASN Family Engagement Survey, TASN staff survey about their MTSS, Kansas Communities that Care and the Ready to Reopen Survey. The high school uses additional surveys, such as Graduate Follow-Up by Faculty and Seaman District Survey. The district uses all its survey data to make decisions about how to best support its students. As a result of some of this data, the district realized that they have a need to address equity concerns, so they created the Equity Action Network. This group is made up of students and staff and they work to address equity concerns across the district. Throughout the KESA cycle, the OVT has had the opportunity to meet with site council groups that consisted of students and community members. During their year 5 OVT visit, they had three school board members in attendance and they actively participated in the meeting. It is clear that the district has been intentional about sharing information from their KESA cycle and progress toward their goals with the Board of Education.

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

ARC Comment

It was reported that USD 345's desire to change and improve were evident by their responsiveness to the feedback given to them by the OVT. Seaman's leadership team embraced the feedback that was given to them and they adjusted their processes when relevant based on the feedback they were given. Through probing questions, the OVT was able to help them identify areas for improvement which led them to additional analysis of data, helping them to see their progress from a different vantage point.

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

ARC Comment

The members of the leadership team for USD 345 worked together to identify the needs of their system and they created goals that were relevant and timely based on feedback from all stakeholders. Adjustments were made throughout the process as needed, but these adjustments were especially evident in their response to the COVID-19 pandemic. The work of the system continually demonstrated a unified effort to focus on the identified goals with a student-centered focus.

The leadership team was well prepared and provided presentations to the OVT team and participated in reflective discussions and proactive planning for next steps. Presentations were thorough and highlighted the use of data and gathered evidence throughout the individual years and the overall cycle to determine progress and next steps in a continuous drive for improvement. The effective collection and analysis of data was evident throughout the cycle.

As the system reaches closure with this cycle, they are well prepared and able to plan for a new cycle using the lessons they have learned throughout the process. They are in a great position to continue building on their established momentum to reach their goals and improve on the state board outcomes.

ARC Recommendation

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

Justification

The system has very intentional goals tailored to each building-level with a detailed plan for achieving their goals ensuring that systemic improvement is applicable at each level. There has been a strategic implementation of data analysis that led to individualized instruction improving both the rigor and the relevance of instruction. Seaman has been very responsive to the observations and suggestions of their OVT demonstrating a true dedication to the accreditation process.

Strengths

There appear to be several areas of strength for this system as noted by the OVT. USD 345 has a strongly defined commitment to the MTSS framework and the integration of data through data-based decision making in all areas of the district (PreK-12, content areas, initiatives, etc.). Additionally, stakeholder input-surveys provided students, parents, and community members a crucial voice in the plans and adjustments of the district. Finally, the system has made a true commitment to post-secondary preparations through rigorous academic programs, systematic data analysis, systemic curriculum alignment process, and extensive pathway offerings.

Challenges

It was state that through discussion with the OVT, the system acknowledged concerns pertaining to equity. In response, the district has created an Equity Action Network (EAN) to address student and community concerns around equity. Additionally, more participation in extra-curricular activities is a goal that the district communicated to the OVT. Finally, the Success Rate of USD 345 is at 54%, and the district would like to see this increase through the use of Individual Plans of Study and helping their students identify post-secondary goals. Similarly, the district should pay special consideration to their chronic absenteeism rate, which currently sits at 12.6%.



Seaman USD 345

901 NW Lyman Rd, Topeka, KS 66608-1900
(785) 575-8600
www.seamanschools.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Steve Noble**

Demographics



3,886 Students

African American 2.65%
Hispanic 8.90%
Other 7.23%
White 81.21%

Academically Prepared for Postsecondary Success

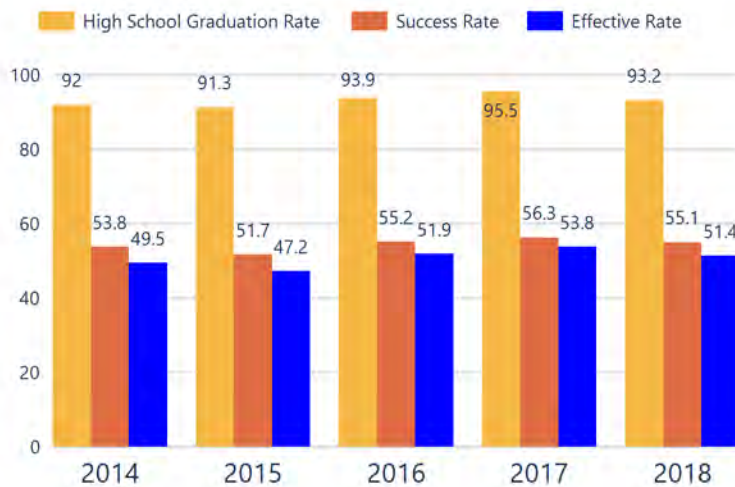
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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				

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93%

Five-Year Success Avg

54%

Five-Year Effective Avg

51%

95% Confidence Interval
for the Predicted
Effectiveness Rate

54.0 - 56.4%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.2%

State:
88.3

District ESSA 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.

\$10,725

State:
\$12,193

94.7%

State:
94.5

12.6%

State:
13.9

[Click here for State Financial Accountability.](#)

0.8%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.45	25.67	29.50	22.84	25.19	35.64	N/A	N/A	N/A
Level 2	41.11	35.39	32.89	40.60	37.40	30.23	N/A	N/A	N/A
Level 3	26.57	31.77	26.77	26.29	29.89	25.41	N/A	N/A	N/A
Level 4	8.85	7.15	10.81	10.26	7.50	8.70	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.54	37.08	41.53	33.43	35.36	45.49	N/A	N/A	N/A
Level 2	42.34	37.22	32.00	43.83	41.15	33.72	N/A	N/A	N/A
Level 3	19.94	23.23	18.76	19.31	20.95	16.86	N/A	N/A	N/A
Level 4	2.16	2.45	7.69	3.41	2.52	3.92	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	62.83	62.03	60.90	61.01	62.45	69.42	N/A	N/A	N/A
Level 2	28.37	25.08	27.06	28.81	26.27	19.00	N/A	N/A	N/A
Level 3	7.09	11.86	8.27	9.49	9.89	9.91	N/A	N/A	N/A
Level 4	1.68	1.01	3.75	0.67	1.36	1.65	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.90	48.78	50.00	44.44	45.71	47.05	N/A	N/A	N/A
Level 2	39.02	34.14	22.22	47.22	40.00	29.41	N/A	N/A	N/A
Level 3	12.19	14.63	27.77	5.55	14.28	11.76	N/A	N/A	N/A
Level 4	4.87	2.43	0.00	2.77	0.00	11.76	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.33	33.33	46.37	29.83	29.28	33.33	N/A	N/A	N/A
Level 2	46.06	39.54	31.88	44.75	42.54	32.14	N/A	N/A	N/A
Level 3	18.53	19.20	18.84	19.88	23.20	27.38	N/A	N/A	N/A
Level 4	5.05	7.90	2.89	5.52	4.97	7.14	N/A	N/A	N/A

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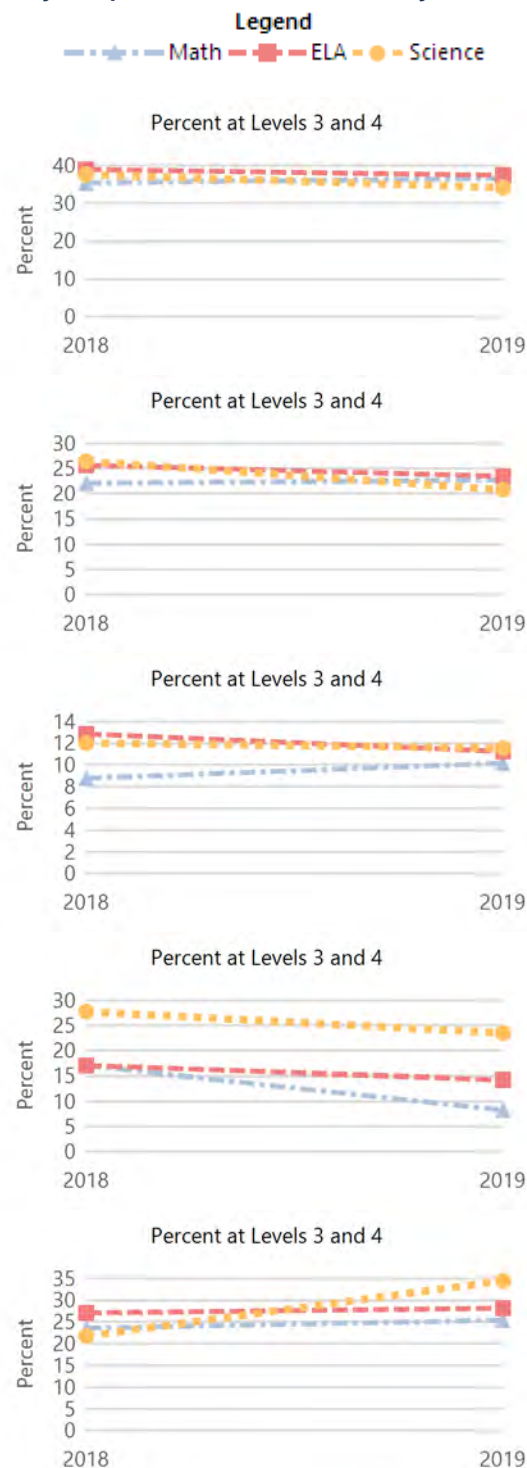
ACT Performance (2020 School Year)

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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District 20.7

State 20.4

Accreditation Summary

Date: 06/15/2021

System: D0413 Chanute Public Schools (0000)

City: Chanute

Superintendent: Kellen Adams

OVT Chair: Kay Lewis

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

- **Tiered Framework of Supports:** Chanute Public Schools has a MTSS system that uses a multi-prong approach to review data through state assessments, MAP, common assessments and ACT. The elementary and middle school has structures in place to ensure MTSS systems of support are based on data and students receive interventions in a systemic approach. It is not clear if the high school has a very structured program (there are days where staff discuss students who are struggling in core classes); however, SIT is being used to support students throughout the system.

- **Stakeholder Engagement:** The system has engagement within the administration, staff, and students to address the system goals. The system does acknowledge some weaknesses in communication with stakeholders. The communication could be clearer and outcomes focused to ensure stakeholders understand the process of system improvement.

- **Diversity, Equity, and Access:** Chanute has a low percentage of diverse populations; however, there is a higher number of students who are from low socio-economic backgrounds and disabilities. The system focuses on using highly qualified teachers to address effective instruction for all subgroups within the system.

- **Communication and Basic Skills:** The system has made this area a strength by focusing on improving and addressing student access to instruction related to finance, job seeking, resume building, letter writing and positive self-presentation skills. Collaboration takes place in a K-12 effort through an early release program to ensure these skills are reinforced in the classroom setting.

- **Civic and Social Engagement:** The system has focused on civic and social engagement with partnering with local agencies and providing opportunities for volunteerism by community members within the school.

- **Physical and Mental Health:** Chanute has adopted Character Strong Curriculum 6-12 and Second Step Curriculum K-5 to address social-emotional growth and behavior. The district has committed funds to the Communities in Schools program and partnered with local agencies to provide some dental and medical care. Mental health professionals provide support within the school setting to work on social emotional regulation skills. Chanute has adopted the SAEBRS through FastBridge to give to their students for a social-emotional screening tool.

- ~~A~~Arts and Cultural Appreciation: All students K-12 have some types of music class; art is offered in all schools as well. The system has added an additional band instructor at the secondary level to increase student opportunity.

- ~~A~~Postsecondary and Career Preparation: The system has made a concerted effort to reach out and partner with the community to create relationships for Postsecondary success.

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

ARC Comment

Chanute has had a large amount of turnover with administration during this KESA cycle. New administration felt that more work in this area was needed. The system found that there was a need for additional data to provide them specific evidence of progress. They had originally done the KESA Rubrics as a self-reflection which told them that this was an area of need, but when the time came to talk about progress they realized they did not have sufficient data to give them this information. Also, the original KESA Rubrics were only given to staff and not the community. Consequently, this year they have given another survey to not only staff but also to community members. This survey indicated that 61% of staff, 26% of students, 31% of parents and 36% of their community members believed that there were partnerships between the district, business and industry, community and post-secondary institutions that went beyond the high school's CTE programs to support K-12 education. If this is an area for continual work during the next cycle it will be imperative that the system develop a more rigorous and data driven goal. Goals work best when they are specific, measurable, achievable, results oriented, and time bound (SMART).

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

ARC Comment

The district selected two indicators from the RELEVANCE rubric, component 2, Instruction: Strategies and Alignment.

Results indicated that:

- ~~A~~Common and formative assessments developed to represent student learning on essential outcomes, Data review and analysis procedures established as PLC routine: Year 1: 24.5% - Year 5: 80.3%

- ~~A~~Engaging in the RTI process: Year 1: 25% - Year 5: 63.2%

- ~~A~~District teachers were asked to work in PLCs (Professional Learning Communities) to demonstrate that ALL educators were:

- 1)~~A~~Utilizing mutually agreed upon structures and processes for gathering and analyzing data

- 2)~~A~~Utilizing common/formative assessments to determine instructional steps and/or strategies in order to meet the learning needs of all students

- 3)~~A~~Employing processes for determining effectiveness of instructional strategies (proficiency)

- 4)~~A~~Applying shared decision making to determine student interventions based on data. Collecting and analyzing student learning data, evaluating results and amending instructional strategy as necessary and agreed upon.

For the 2018/2019 school year, the system implemented a monthly early release time for this purpose. Summer Institute and other district in-service opportunities are now devoted to successfully achieving these identified accreditation outcomes. Also, the system now maintains a system of formative assessment data for each student regarding essential standard milestones.

Areas For Improvement

Comment	Specific goals will need to be developed to connect the data, programs, and processes implemented in the district during the next KESA cycle for each of your goals. Many districts confused areas of focus with goals and these are two different things.
Rationale	Systems cannot improve if they do not know what needs improvement.
Tasks	N/A
Timeline	N/A
System Response	N/A

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

Chanute has had a large amount of turnover with administration during this KESA cycle. This has caused some disruption, but the system is committed to ensure the system continues to focus on system improvement. Monies have contributed to hiring new staff, purchasing materials, and providing professional development. All departments are involved in 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

The system is working on all state board outcomes and has identified areas of need.

Board Outcomes

Social-Emotional Growth

The system implemented FastBridge mySAEBRS this past year to identify specific needs of students to improve their response to those students in need of social/emotional support. At the middle school the staff has been trained and implemented Character Strong, at the elementary level the staff has been trained and implemented Second Step. There was no identified program for the high school. The system has increased mental health supports through grants. The system has implemented a variety of programming to support staff.

Chronic Absenteeism: The data suggests that the system is still in need of supports at the secondary levels.

Kindergarten Readiness	The three-year trend of % of students participating in ASQ3 2018 - 67/135 - 49.6% 2019 - 26/123 - 21.1% 2020 - 41/96 - 42.7%. The three-year trend % of students participating in ASQ:SE-2 2018 - 67/135 - 49.6% 2019 - 26/123 - 21.1% 2020 - 41/96 - 42.7%. The system has an early childhood program focused on students who meet the following criteria: at-risk, developmental delays or peer models. The system has found that students attending the program are scoring lower than students that are not. The system is going to expand the early learning center to include more peer models to decrease the saturation of at-risk students and students with developmental delays and give them the opportunity to work alongside student peer models.
Individual Plans of Study	The system began with no students having an individual plan of study and vary sporadic participation in career interest and exploration. Currently, the system has every student, 6-12, with an individual plan of study. The system uses Xello involving career interests, exploration and planning. Chanute has a speaker's bureau, which has speakers from local industries and businesses that regularly speak at all schools.
High School Graduation Rate	The system has an above average graduation rate (94.7%). The system will continue to focus on ensuring graduation stays as a main focus. This system received a bronze Star Recognition.
Postsecondary Success	The post-secondary data shows a high graduation rate, but the success and effective averages are low in comparison to the graduation rate. the system however is within its 95% confidence interval for the predicted effective rate. Their effective rate is 44% at the higher end of their range. The system will improve the industry recognized certification. The system will use essential learning outcomes to ensure the students are being prepared for the rigor of post-secondary. This will be the systems baseline year. It is hoped that this will not only help maintain and improve graduation rate but that postsecondary success will also improve.

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

ARC Comment

Chanute started involving a 30-person community, educator, parent planning committee that has looked at internal and external factors impacting their district. This committee in turn has developed seven strategies to address their district focus in this area. The system plans to involve community members, parents, students, and staff in the development of goals and strategies through our strategic planning process that coincides with our KESA process.

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

ARC Comment

The previous administration responded to the OVT feedback. In year 4, the system reviewed the OVT comments for year 3, and discussed the changes that needed to be made with building leadership and PLC's. Each building built an improvement plan focused on student achievement and social/emotional learning.

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

ARC Comment

The system followed the system improvement process by using data to develop plans and take action. The system followed the OVT team feedback, as well as implemented a higher level of involvement from stakeholder groups within the system.

ARC Recommendation

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

Justification

Chanute has processes and protocols in place to provide evidence of some systemic improvement. The system provides next steps of action to ensure future success by implementing new programs, focusing on alignment to State Board Outcomes, and system leadership to ensure ongoing improvement. With this being said, the system did not have measurable goals to connect with their data, programs, and processes.

Strengths

Chanute has worked to develop system-wide ownership and engagement with system improvement. The systems has been intentional with their programming as well as ensure alignment to KESA processes as well as State Board Outcomes.

Challenges

The system has had a large amount of leadership turnover which has caused disruption to the KESA process as well as continuous focus on system improvement. This will decrease as system leadership continues to sustain within the next few years. The system did not have measurable goals during this KESA cycle. Specific goals that are measurable will need to be developed to connect the data, programs, and processes implemented in the district during the next KESA cycle.



Chanute Public Schools USD 413

321 E. Main, Chanute, KS 66720
(620) 432-2500
www.usd413.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent: **Kellen Adams**

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				

Demographics



1,863 Students

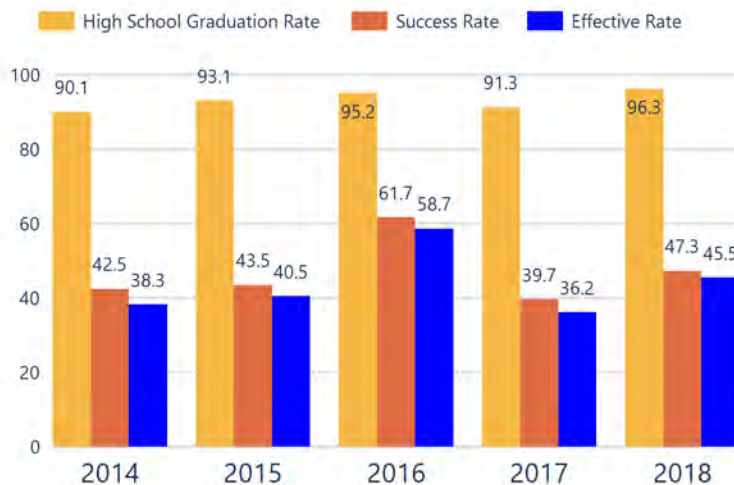
African American 1.13%
Hispanic 8.37%
Other 6.33%
White 84.17%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93%

Five-Year Success Avg

47%

Five-Year Effective Avg

44%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.3 - 44.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.7%

State:
88.3

District ESSA 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.

\$11,716

State:
\$12,193

93.9%

State:
94.5

16.8%

State:
13.9

[Click here for State Financial Accountability.](#)

0.8%

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.68	29.84	30.23	33.00	30.40	38.44	N/A	N/A	N/A
Level 2	39.54	34.18	33.25	40.55	33.40	29.92	N/A	N/A	N/A
Level 3	24.45	28.75	25.81	20.77	28.80	20.92	N/A	N/A	N/A
Level 4	6.31	7.21	10.69	5.66	7.40	10.70	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.19	38.89	37.16	39.48	38.79	45.41	N/A	N/A	N/A
Level 2	42.02	33.90	34.07	42.22	32.75	29.69	N/A	N/A	N/A
Level 3	17.49	22.71	21.68	15.21	23.62	19.21	N/A	N/A	N/A
Level 4	4.28	4.47	7.07	3.07	4.82	5.67	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	65.03	60.28	58.57	62.65	58.86	66.15	N/A	N/A	N/A
Level 2	25.17	23.40	30.00	24.68	22.78	24.61	N/A	N/A	N/A
Level 3	9.09	12.76	10.00	10.12	14.55	6.15	N/A	N/A	N/A
Level 4	0.69	3.54	1.42	2.53	3.79	3.07	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.75	31.25	N/A	50.00	25.00	N/A	N/A	N/A	N/A
Level 2	50.00	37.50	N/A	43.75	37.50	N/A	N/A	N/A	N/A
Level 3	6.25	31.25	N/A	0.00	37.50	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	6.25	0.00	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.18	35.71	34.28	37.20	34.11	44.11	N/A	N/A	N/A
Level 2	49.42	41.66	34.28	46.51	43.52	29.41	N/A	N/A	N/A
Level 3	16.09	22.61	22.85	12.79	21.17	26.47	N/A	N/A	N/A
Level 4	2.29	0.00	8.57	3.48	1.17	0.00	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.

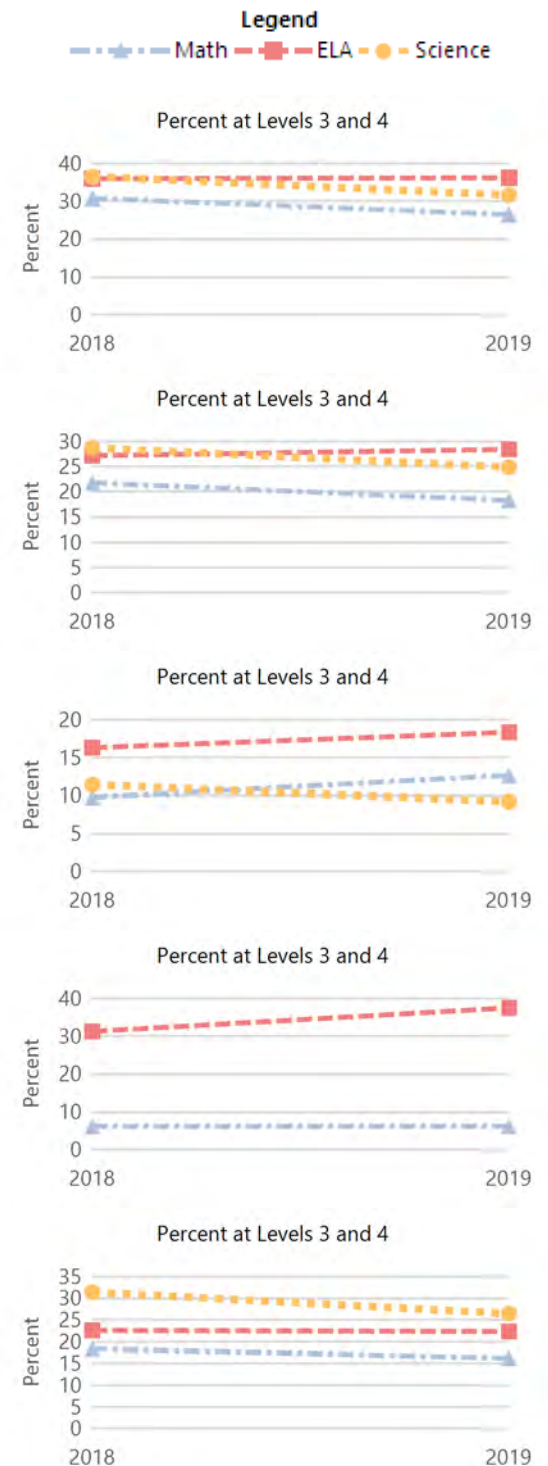
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.0
State	20.4

Accreditation Summary

Date: 04/07/2021

System: Z0029 Kansas City Catholic Diocese - Sacred Heart (0234)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Kathy Rhodes

OVT Chair: Cogna

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

The foundational structure and Cognia standards are evident in the system in that work is completed, data is collected and analyzed and action plans put in place. The system shows evidence that defined foundational structures are in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)

The system shows evidence of improving performance in this area. Improving means that within the system there are quality practices that are improving and meet the expected standards. For example, There is improvement in the tiered framework of supports in place for students and in the data used to determine student tiers. Although student learning is monitored, differentiated instruction and project-based learning are not consistently evident.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)

The system is performing varying levels in this area. At the impacting level, stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. At the improving level, system leaders are engaging stakeholders to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. At the initiating level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)

According to the Cognia Accreditation Engagement Review, the system is at the improving level for providing learners with equitable opportunities to develop skills and in monitoring and adjusting instruction to meet individual learners' needs. The system performs at an impacting level at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills (2.2, 2.5, 2.6)

The system is at the Initiating Level of promoting creativity, innovation, and collaborative problem-based solutions. The system is at the improving level for implementing a curriculum that is based on high expectations and prepares learners for their next levels; and the system performs at an impacting level for implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)

The system shows evidence of improving its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system performs at an impacting level for implementing a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)

The system was marked at the improving level in this area. The initiating level represents areas to enhance and extend current improvement efforts in the following standards: The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)

The system shows evidence at the Improving level relative to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the Impacting level that ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)

The system received an Initiating level rating for programs and services for learners' educational futures and career planning.

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

ARC Comment

Sacred Heart will improve student performance on both MAPs to reach RIT goals and/or KSA by increasing the student performance level, so that students perform in levels 3 or 4 through the use of differentiated instruction.

Action steps outlined by Sacred Heart to improve student performance included the following:

1. Increase professional development for the teachers so that differentiated instruction is implemented in each classroom.
2. Create schedules that provide dedicated time for MTSS process in the classrooms that is protected and supported.
3. Conduct ELEOT observations regularly to measure student engagement and analyze the data to show improvement in the areas indicating that students are working on projects that are interesting and challenging to them.
4. Survey students, parents and teachers using the COGNIA engagement survey and establish a formal process to compare/analyze the results together.
5. Provide dedicated PLC time for teachers to analyze data in a systematic way and monitor individual student classroom data.

The Cognia team found no deficiencies in this area and noted that they had worked to meet this goal.

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

ARC Comment

Sacred Heat will establish a process to collect, analyze and make decisions based on longitudinal data. To achieve this outcome, Sacred Heart will do the following:

1. Create a survey timeline for each school year, including time analyze.

2. Collect information/results in school Google drive so that access is immediately available for all staff to analyze for planning lessons.
3. Analyze data as a team on a quarterly basis with administration, staff and share with stakeholders.

The Cognia team found no deficiencies in this area and noted that they had worked to meet this 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

Policies and procedures are in place to guide the system. The school allocates human, material, and fiscal resources aligned with the school's identified needs and priorities to improve student performance and organizational effectiveness. The school budget provides for ample financial support. A formalized process and timeline for purchasing textbooks and instructional resources are budgeted.

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

ARC Comment

The system is meeting expectations in providing data for State Board outcomes. The system is in the improvement stages of collecting data and have established a plan for effectively meeting goals for achievement, instruction and management of administrative operations.

Board Outcomes

Social-Emotional Growth

Social-Emotional development is an area of focus linked directly to the system's district and building goals. Students participate in Olweus Anti-bullying program which includes monthly class meetings. A full-time counselor was hired and follows a schedule to visit classrooms regularly. The counselor also works with small groups of students and uses the Everyday Speech social thinking curriculum. In addition, a Social Worker and Behavioral Interventionalist was hired. Second-Step curriculum is used for students in PK-8, and "We Thinkers" is utilized for students in the Tier 2 groups. The system also offers weekly guidance classes in Character Education for all K-6 students and those in grades 7-12 receive instruction from teachers during the PAWS seminar time.

Kindergarten Readiness

The system collects data on a Scholastic tool regarding emotional, physical and academic preparedness. They partner with parents to address questions in informational meetings and provide educational materials. The system uses ASQ and analyze and use the data to identify overall strengths and areas for growth.

Individual Plans of Study

Sacred Heart implemented the Archdiocesan Individual Plans of Study (IPS) and individual discernment of talents and gifts for future careers. Students in computer classes develop a Google site as a digital portfolio to reflect on careers they have researched. Surveys in Christian Leadership are utilized as well as the website Careeronestop.org in technology to explore careers and research areas that may be of interest to students.

High School Graduation Rate

The system has a successful rate as 100% of the students going to high school, with about 94% going on to Catholic High Schools where graduation rates are 99.5%. Sacred Heart of Jesus students participate in middle school house leadership activities, a Christian Leadership Class and academics, such as Algebra, to prepare them for high school.

Postsecondary Success

There is evidence to show that Sacred Heart students are prepared academically and emotionally to do well in high school, which prepares them for the post-secondary success.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. Sacred Heart demonstrates actions are taken to collectively involve stakeholders to ensure effective decision making. This is demonstrated through multiple interviews with teachers, students, and parents, and the theme "Preparing minds for the future, souls for eternity" was identified as the driving force in every decision.

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

ARC Comment

All reports were submitted to KSDE throughout the accreditation cycle and the they provided all documentation requested by Cognia throughout this accreditation cycle.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, identified sources of evidence support significant impact has been gained on the accreditation process toward positive improvement.

Strengths

The system works well with stakeholders, parents, teachers, and students to ensure effective learning outcomes for students. The system has a strong civic engagement curriculum that allows learners to be good citizens in helping to help others.

Challenges

The review team did not see evidence of project-based learning in the artifacts. Data is collected and analyzed but there is no longitudinal data reviewed.



Sacred Heart Elem -
Kansas City Catholic Diocese - Z0029

21801 Johnson Dr., Shawnee, KS 66218-8102
 (913) 422-5520
<http://school.shoj.org>
 Principal: **Kathy Rhodes**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **K-8**
 Superintendent: **Vincent Cascone**

Demographics



415 Students

African American 1.93%
 Hispanic 7.95%
 Other 4.34%
 White 85.78%

Academically Prepared for Postsecondary Success

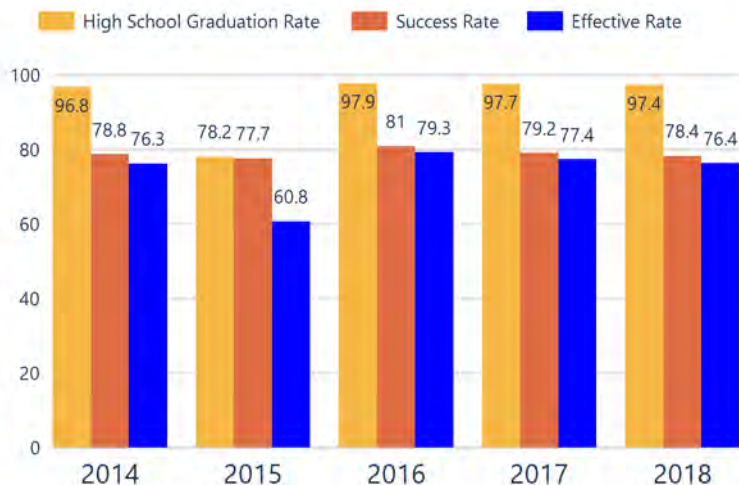
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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	★			

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

94%

Five-Year Success Avg

79%

Five-Year Effective Avg

74%

95% Confidence Interval for the Predicted Effectiveness Rate

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

88.3

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: \$12,193

96.3%

State: 94.5

5.1%

State: 13.9

Click here for State Financial Accountability.

N/A

State: 1.3



School Academic Success

Academically Prepared for Postsecondary 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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	3.40	6.06	8.13	3.63	4.36	3.40	N/A	N/A	N/A
Level 2	29.92	18.93	24.41	29.81	22.90	18.18	N/A	N/A	N/A
Level 3	46.59	56.43	45.34	40.72	48.72	44.31	N/A	N/A	N/A
Level 4	20.07	18.56	22.09	25.81	24.00	34.09	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	8.33	8.33	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	50.00	33.33	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	8.33	58.33	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	33.33	0.00	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	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

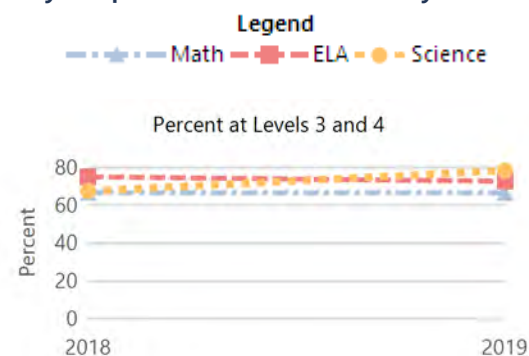
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	12.50	N/A	11.11	3.70	0.00	N/A	N/A	N/A
Level 2	37.50	20.83	N/A	33.33	33.33	27.27	N/A	N/A	N/A
Level 3	37.50	45.83	N/A	37.03	44.44	45.45	N/A	N/A	N/A
Level 4	16.66	20.83	N/A	18.51	18.51	27.27	N/A	N/A	N/A

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

ACT Performance (2020 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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



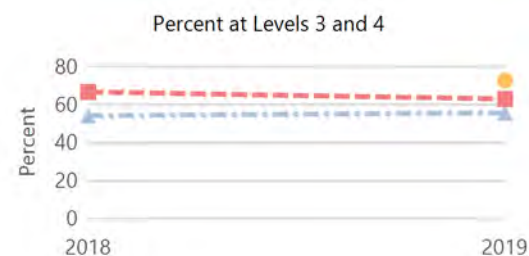
Percent at Levels 3 and 4

*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.



Building

State

20.4

Accreditation Summary

Date: 06/17/2021

System: Z0029 Kansas City Catholic Diocese - Sts. Perter and Paul (6664)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Todd Leonard

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Some of the foundational structure and Cognia standards are evident in the system in that the system is committed to its vision and mission and effectively engages its learners. There is evidence of that defined foundational structures are in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)

The system shows evidence of improving performance in this area. Improving means that within the system there are quality practices that are improving and meet the expected standards. For example, There is improvement in the tiered framework of supports in place for students and in the data used to determine student tiers. The system also shows impacting performance in the monitoring of instruction to help meet the learners needs and the system's learning expectations.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)

The system is performing at the Impacting level and improving level in this area. At the impacting level, stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. The system is respected by stakeholders and the leaders engage stakeholders to support the purpose and direction of the institution. At the improving level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)

According to the Cognia Accreditation Engagement Review, the system performs at an impacting level I at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established. This is evident through its coaching programs and interventions.

Communication and Basic Skills (2.2, 2.5, 2.6)

The system is improving its performance in promoting creativity, innovation, and collaborative problem-based solutions. The system is at the improving level for implementing a curriculum that is based on high expectations and prepares learners for their next levels; and the system is improving in implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)

The system shows evidence of improving its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is improving in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)

The system is the improving level in this area. The system is improving its efforts to enhance and extend current improvement efforts in the following standards: The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)

The system shows evidence at the Improving level relative to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the improving level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)

The system received an improvement level rating for programs and services for learners' educational futures and career planning. The system has an Individual Program of Study program that has begun with middle school students. Career Interest surveys are provided to students to identify career interests. Further, activities such as STARBASE, Vocation Day, Science Olympiad, Junior Achievement, Geography Bee, and Scholars Bowl support interest development.

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

ARC Comment

St. Peter and Paul will focus on its phonics program Pathways to Reading (PTR) and apply it to reading and spelling. Additional action steps outlined are as follows:

1. ~~A~~ Student within the 1-5 range are targeted to score in the range of 3-5.
2. ~~A~~ Teachers are teaching QPS skills during MTSS (Tier 2 and 3 groups
3. ~~A~~ Continue to work on Nonsense Word Fluency (NWF) and Oral Ready Fluency (ORF)
4. ~~A~~ Continue to apply phonics skills in ORF and Comprehension practice using leveled readers and reading A-Z books during MTSS
5. ~~A~~ Recognize deficiency in the QPS starting at advanced consonants, prefixes and suffixes and multi-syllable words. Use rules to break down multisyllable words.

The Cognia team found no deficiencies in this area and noted that they had worked to meet this goal.

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

ARC Comment

The system responded to the recommendation to research, develop and implement a systematic and comprehensive student assessment system inclusive of professional learning opportunities in the interpretation and use of data to drive daily instructional decisions. The progress is outlined as follows:

1. ~~A~~ Hired a Resource Teacher position to coordinate MTSS activities, testing and professional development. The system was able to implement and develop its MTSS program to meet the needs of the learners. The system also states it conducts an extensive review and analysis of its data through the Student Improvement Team monitoring process.

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 institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction. The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness. Long-term planning is needed.

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 shows noticeable gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes through its improvement in implementing a systematic and comprehensive student assessment system.

Board Outcomes

Social-Emotional Growth

The system has implemented the 2nd Step Program to support social-emotional learning. Students with social/emotional needs participate in the Smalls and Talls program and are paired with high school peer models. The system provided training on the Color Code to help them become aware of different personality traits and how to effectively respond to others.

Kindergarten Readiness

The system tracks learner's progress through Dibels and students are supported by teachers with early interventions. Incoming Kindergarteners and parents utilize the Ages and Stages Questionnaire and the Social and Emotional assessments to help guide instruction for the incoming students and for placement of tier support groups.

Individual Plans of Study

St. Peter and Paul has an Individual Program of Study program with middle school students. Students complete a Career Interest Survey to help identified interests to enable future educational and career planning.

High School Graduation Rate

This system does not have a high school; however, they track the enrollment of their students attending high school.

Postsecondary Success

There is evidence to show that St. Peter and Paul students learn to effectively collaborate with peers, showing respectful and responsible actions and the system is committed to ensure learners are held to high expectations academically and behaviorally.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. St. Peter demonstrates its commitment to the system's vision and mission and is respected by stakeholders and the community. Throughout the visit meetings with stakeholders were held to gain input on the work of the system.

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

ARC Comment

The system provided all necessary documentation to both KSDE and Cognia throughout this cycle of improvement. All documentation for the purpose of accreditation was submitted.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, identified sources of evidence support significant impact has been gained on the accreditation process toward positive improvement.

Strengths

It is evident that St. Peter and Paul School is deeply respected and revered by the school stakeholders and is also a vital part of the community.

The system has a strong civic engagement curriculum that allows learners to be good citizens in helping to help others. A structured phonetics program has been adopted and is utilized with fidelity.

Governing authorities with policies are clearly outlined in the Archdiocesan Policy Handbook and followed with fidelity.

Challenges

The system should establish a review process, including survey data and other stakeholder opportunities. The team did not see evidence of a formal process of evaluation of the school mission statement. Long term planning and data analysis is needed for establishing strategic direction.



Sts Peter And Paul Elem -
Kansas City Catholic Diocese - Z0029

409 Elk St, Seneca, KS 66538-1679
 (785) 336-2727
<http://www.spps.school.com>
 Principal: **Todd Leonard**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



200 Students

African American 0.00%
 Hispanic 4.00%
 Other 1.00%
 White 95.00%

Academically Prepared for Postsecondary Success

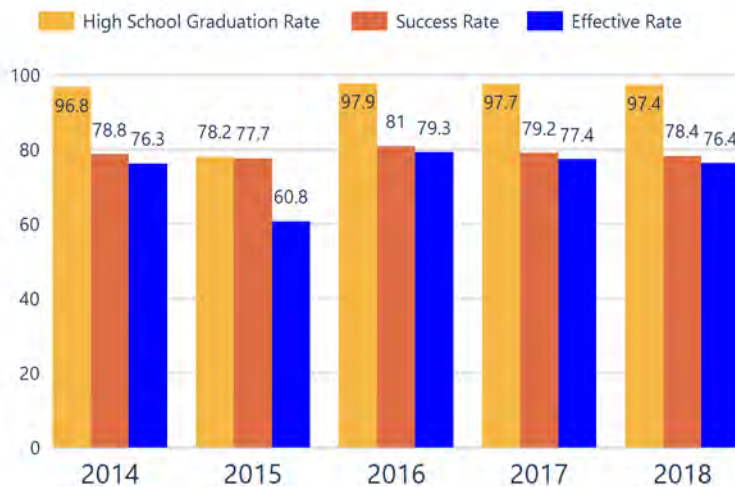
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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	★			

District Postsecondary Effectiveness



Kansans CAN lead the world!

Graduation 95%
Effective Rate 70-75%

Five-Year Graduation Avg 94%

Five-Year Success Avg 79%

Five-Year Effective Avg 74%

95% Confidence Interval for the Predicted Effectiveness Rate 61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State:	School ESSA Expenditures Per Pupil
N/A	88.3
	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.
State:	N/A
97.0%	94.5
	State: Click here for State Financial Accountability.
2.4%	13.9
	State:
N/A	1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	5.83	4.16	9.30	3.10	10.07	13.15	N/A	N/A	N/A
Level 2	24.16	27.50	27.90	33.33	24.80	23.68	N/A	N/A	N/A
Level 3	45.00	51.66	30.23	38.75	39.53	31.57	N/A	N/A	N/A
Level 4	25.00	16.66	32.55	24.80	25.58	31.57	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	33.33	41.66	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	16.66	50.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	41.66	8.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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.

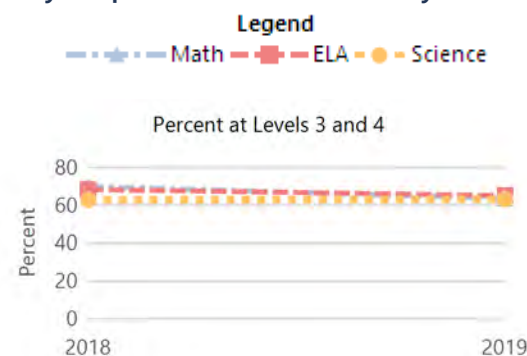
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



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.

Building

State

20.4

Accreditation Summary

Date: 04/19/2021

System: Z0029 Kansas City Catholic Diocese - Holy Name (8384)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Randy Smith

OVT Chair: Andrea Hillebert

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support

The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. For example; instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level; while an impacting level was given for the system's implementation of processes to identify and address the specialized needs of learners.

Family, Communities and Business Partnerships

According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion

The system is at the impacting level at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established. Additionally, all student needs are represented and there is evidence of student input in the improvement process.

Communication and Basic Skills

Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an impacting level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving.

Civic and Social Engagement

The system was rated at the impacting level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was marked at the impacting level in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

The system was rated at the impacting level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. It should also be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations This is also integrated in the art and music classes.

Postsecondary and Career Preparation

The system provides programs and services for learners' educational futures and career planning. This received an improving level in this area.

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

ARC Comment

Provide a welcoming environment for families and invite them to be equal partners in the education of their children

The goal is that at least 90% of families will participate in at least one school-sponsored family activity. They have created a new website, a new school app, used social media, secured a notification system, established a Parent Involvement Team, and increased the number of family/school activities. Data show that 100% of parents attended in 2019-2020 (pre-COVID). Events were reduced in 2020-2021; 93% of families attended Parent/Teacher Conferences. This was the highest percentage over the past five years.

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

ARC Comment

100% of staff trained and use the Second Step Social Emotional Curriculum.

The indicators were:

Second Step Social Emotional Curriculum helps support students' skills of executive function, social skills, and emotional regulation. The Parent Involvement Team established a Wellness Committee. Data show significant improvements in social-emotional competence and behavior. Faculty report that students have more confidence, are able to set behavior goals, make better decisions, collaborate with

others in work and play, and navigate the views of others more effectively.

According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

There is evidence that the Business Team's strategic plan demonstrates that the team is actively engaged and working toward its objectives, especially related to facilities improvements and providing extra budgetary resources.

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

Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups.

Board Outcomes

Social-Emotional Growth

The system uses Second Step, a research-based social-emotional learning program. These lessons provided by teachers and counselor allows students to be better equipped to manage their own emotions, form healthy relationships, and make good decisions, and cope with everyday social and academic challenges. In addition, the Second Step program utilizes Virtuous Behavior Formation that includes Christ-like behaviors.

A mental health survey has been given to parents/families and students. Student surveys indicated that they have a trusted adult in the building and that the Leadership and teachers are approachable and willing to listen to students.

Kindergarten Readiness

The school participates with ASQ in soliciting parent input and engaging parents. Data is used to create learning opportunities for students and parents. The system works closely with the Holy Name Preschool and local area preschools.

Individual Plans of Study

The compliance of Cognia standards indicates that the curriculum includes career exploration. An IPS is in place for students grades 6-8. According to the system, they have individual plans of study in place for every student in grades 6-8.

High School Graduation Rate

This is a K-8 school; however, according to the system, 99.5% of their students graduate from high school.

Postsecondary Success

This is a K-8 school, although 100% of Holy Name students attend high school they have no way to track their postsecondary success. They are upgrading their alumni roster to track student post-secondary success.

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

ARC Comment

Stakeholder involvement and feedback are strong components of the success of the system. Feedback and progress steps are shared, and stakeholder groups are actively involved in the school 's improvement process.

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

ARC Comment

The team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry into the next cycle.

Strengths

The system has strong leadership and an active stakeholder involvement. This guidance, vision, and dedication successfully contributes to the school's success. Holy Name supports student learning and teacher developments. There is a consistent, high-quality framework for instruction, which include setting high expectations for each student, aligning the curriculum to the standards, and adjusting instruction to meet the needs of each student. Collaborative experiences lead to successful operations and equitable learning environments. Data is collected, analyzed, and used to make instructional decisions.

Challenges

Interviews with stakeholders indicated that the system should reinstate the after-school clubs and increase its emphasis on art, music, and theater. The system has an opportunity to build upon its solid instructional base and expand its offerings to include programs and assignments that require and develop creativity, innovation, and collaborative problem-solving.



Holy Name -

Kansas City Catholic Diocese - Z0029

1007 Southwest Blvd, Kansas City, KS 66103-1907

(913) 722-1032

<https://holynamcatholicsschool.org>

Principal: **Randy Smith**

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-8**

Superintendent: **Vincent Cascone**

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	★			

Demographics



111 Students

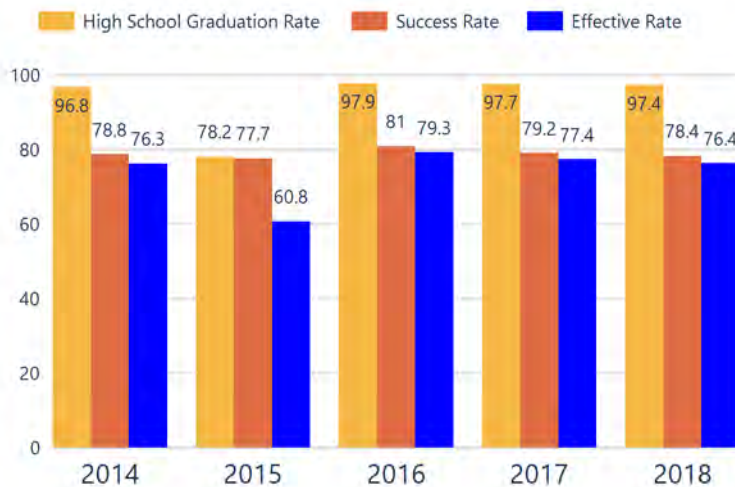
African American 2.70%
 Hispanic 90.99%
 Other 0.00%
 White 6.31%

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



Kansans CAN
lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

94%

Five-Year Success Avg

79%

Five-Year Effective Avg

74%

95% Confidence Interval
for the Predicted
Effectiveness Rate

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

88.3

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:
\$12,193

92.9%

State:
94.5

20.0%

State:
13.9

[Click here for State Financial Accountability.](#)

N/A

State:
1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.66	47.29	62.06	55.40	36.00	70.83	N/A	N/A	N/A
Level 2	44.00	31.08	34.48	37.83	44.00	20.83	N/A	N/A	N/A
Level 3	5.33	20.27	3.44	5.40	12.00	4.16	N/A	N/A	N/A
Level 4	0.00	1.35	0.00	1.35	8.00	4.16	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.83	50.00	61.11	57.77	39.13	85.71	N/A	N/A	N/A
Level 2	45.83	29.16	38.88	33.33	43.47	14.28	N/A	N/A	N/A
Level 3	8.33	18.75	0.00	6.66	10.86	0.00	N/A	N/A	N/A
Level 4	0.00	2.08	0.00	2.22	6.52	0.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.78	52.72	76.19	54.23	36.66	70.58	N/A	N/A	N/A
Level 2	42.85	30.90	23.80	38.98	48.33	29.41	N/A	N/A	N/A
Level 3	5.35	14.54	0.00	5.08	10.00	0.00	N/A	N/A	N/A
Level 4	0.00	1.81	0.00	1.69	5.00	0.00	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.

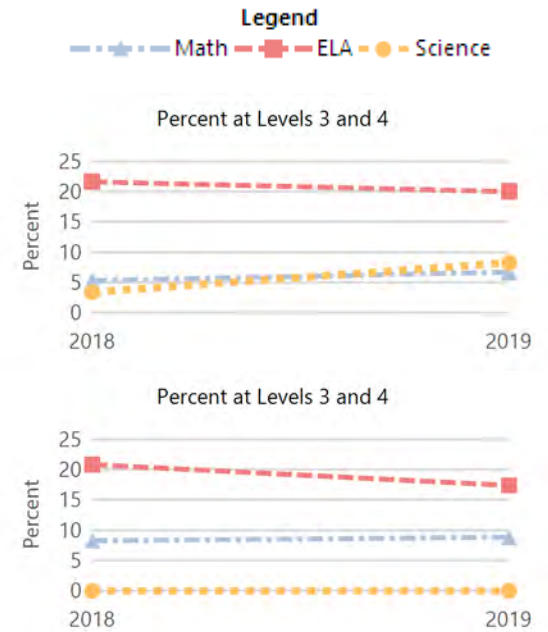
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

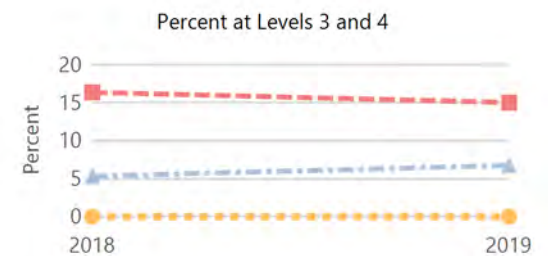


Percent at Levels 3 and 4

*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.



Building

State 20.4

Accreditation Summary

Date: 07/15/2021

System: Z0029 Kansas City Catholic Diocese - Holy Rosary (9706)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Nick Anista

OVT Chair: Cogna

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution.

The ratings in this area were as follows:

Tiered Framework of Support

The system received both improving and impacting levels in this foundational area, with a majority of ratings at the impacting level. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution; while improving means that within the system there are quality practices that are improving and meet the expected standards. There was one standard at the initiating level, which means that the system has areas to enhance and extend their current improvement efforts. For example, at the impacting level, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations and there is a process to identify and address the specialized needs of all learners, and educators gather analyze and use formative and summative data that lead to improvement of student learning; while an initiating level was given for the system's implementation of a process to continually assess its programs and organizational conditions to improve student learning.

Family, Communities and Business Partnerships

According to the Cognia Accreditation Engagement Review, the system is at the Improving and Initiating levels in this area. At the improving level, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized and leaders engage stakeholder to support the institution's purpose and direction. At the initiating level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion

The system is at the Impacting level for monitoring and adjusting instruction to meet individual learners' needs, identifying and addressing the specialized needs of learners and providing learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

According to the Cognia Accreditation Engagement Review, the system is at the Impacting level in all areas related to communication and basic skills. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)

The system was rated at the Impacting level in the area of civic and social engagement. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was rated at the Impacting level in all areas of physical and mental health. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Furthermore, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

According to the Cognia Accreditation Engagement Review, the system was at the Impacting level in the area of arts and cultural appreciation. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. Furthermore, it should be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in the art and music classes.

Postsecondary and Career Preparation

The system provides programs and services for learners' educational futures and career planning. This area was rated at the Impacting level according to the Cognia Accreditation Engagement Review.

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

ARC Comment

Relevance

All students will utilize technology as a tool in and out of the classroom.

The following is the system's set of indicators and actions.

- All students participated in a survey regarding the use of computer skills.
- All students take classes in computer skills and problem solving.
- Computer programs such as storyjumper.com, storyboard.com, SeeSaw, etc, allow all students to work in collaboration with each other and develop both hard and soft skills.
- The system was awarded the Brown Family Foundation Grant which helped to fund STREAM (Science, Technology, Religion, Engineering, Arts, and Math). The grant monies allowed for the purchase of software and hardware. Additionally, the system became a 1:1 school.

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

ARC Comment

Holy Rosary WEA staff will participate in new professional development opportunities that support student learning.

The indicators and results were:

- Holy Rosary staff have participated in professional development; i.e., Project Based Learning, Dyslexia, Greg Tang Math, interactive boards, and remote learning platforms. Teachers have indicated that the emphasis in technology and professional learning has been positive and evidence of success is that students are not only consumers of technology but also producers of technology

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 Archdiocese of Kansas City, Kansas is governing authority and establishes a code of ethics, policies to support institutional effectiveness, and policies regarding staff supervision and evaluation to improve professional practice. The VIRTUS Child Protection Program, a moral code of conduct and child safety guidelines, is followed with fidelity.

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

Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups.

Board Outcomes

Social-Emotional Growth

The system has processes in place to measure Social-Emotional factors using the research-based program Second Step. Lessons are taught by classroom teachers and implemented with fidelity. A new instrument, SAEBRS, will be used to measure students' self-awareness and needs individually in order to support the needs of all students.

Kindergarten Readiness

The school uses the Brooke's Ages and Stages Questionnaire (ASQ) in soliciting parent input and engaging parents/families.

Individual Plans of Study

The compliance of the Cognia standards indicates that the curriculum includes career exploration. An IPS is in place for all students in grades 6-8. As part of their IPS, students are encouraged to shadow at local high schools in order to learn more about the high school experience before they choose a school to enroll. Students in fifth grade attend a diocesan vocation day where they learn more about being called to work in spiritual or domestic life.

High School Graduation Rate

Holy Rosary WEA is a K-8 system. All their students go into high school and are successful at that level.

Postsecondary Success

Holy Rosary WEA is a K-8 system. There is no information regarding its students at the post-secondary level.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is strong. Interviews with stakeholders indicated that they are satisfied with the shared community of teachers and families.

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

ARC Comment

The team was welcomed in a professional and respectful way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

The system has cultivated a culture of creativity, innovation, and problem solving which has become a part of daily school life.

Challenges

The system did not show evidence of a formal process to evaluate the mission statement. As the system looks forward, it will be critical to seek input and collaboration from more stakeholders. They currently get input and collaboration but the numbers are not high. According to interviews from staff, there is only informal mentoring for new teachers. Full utilization of the Archdiocesan Mentoring Program is vital to the success of new teachers.



Holy Rosary - WEA Catholic School - Kansas City Catholic Diocese - Z0029

22705 Metcalf Ave, Bucyrus, KS 66013-9115
 (913) 533-2462
<http://www.qhrwea.school/>
 Principal: **Nick Antista**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



145 Students

African American 0.00%
 Hispanic 2.76%
 Other 2.07%
 White 95.17%

Academically Prepared for Postsecondary Success

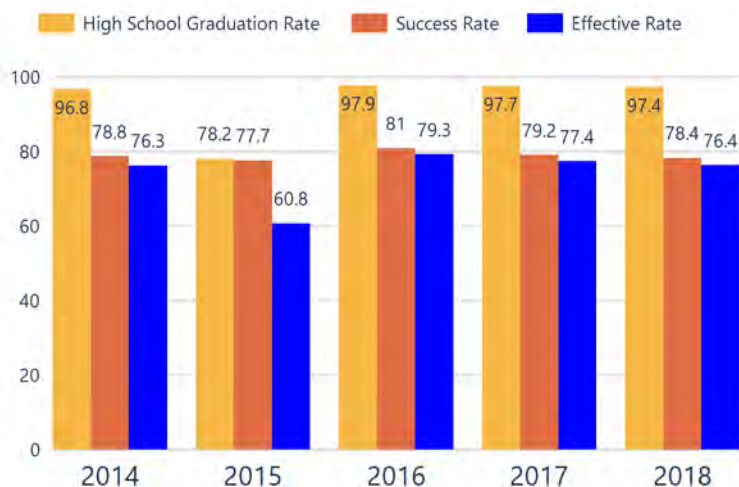
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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	★			

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

94%

Five-Year Success Avg

79%

Five-Year Effective Avg

74%

95% Confidence Interval
 for the Predicted
 Effectiveness Rate

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

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Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

88.3

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:
 \$12,193

95.4%

State:
 94.5

4.1%

State:
 13.9

N/A

State:
 1.3

[Click here for State Financial Accountability.](#)



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.51	4.25	11.11	3.44	4.59	7.40	N/A	N/A	N/A
Level 2	21.27	22.34	30.55	21.83	24.13	14.81	N/A	N/A	N/A
Level 3	36.17	54.25	25.00	45.97	47.12	40.74	N/A	N/A	N/A
Level 4	34.04	19.14	33.33	28.73	24.13	37.03	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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.

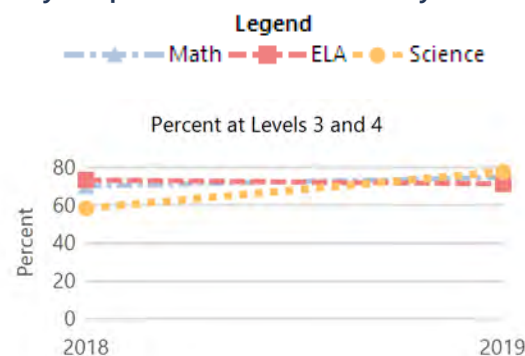
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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Building

State

20.4

Accreditation Summary

Date: 06/16/2021

System: Z0029 Kansas City Catholic Diocese - Holy Family (9891)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Nick Anderson

OVT Chair: Cognia – Nancy Bolz

Executive Summary/AFI

1. Compliance areas are **generally** addressed.

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support

The system was rated at the improving level in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. For example; the system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences and instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level. Furthermore, the system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Family, Communities and Business Partnerships

According to the Cognia Accreditation Engagement Review, the system is at both the Impacting and Improving levels in this area. At the impacting levels, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized and leaders engage stakeholder to support the institution's purpose and direction. At the improving level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion

The system is at the improving level for learners having equitable opportunities to develop skills and achieve the content and learning priorities established, and monitoring and adjusting instruction to meet individual learners' needs. Additionally, they identify and address the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

At the impacting level, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. An improving rating was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving, and implements a process to ensure the curriculum is aligned to standards and best practices.

Civic and Social Engagement

The system was marked at both the impact level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was marked at the impacting and improving levels in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

The system was marked at the impacting and improving levels in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. It should also be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in the art and music classes.

Postsecondary and Career Preparation

The system provides programs and services for learners' educational futures and career planning. This received an initiating level which represents areas to enhance and extend current improvement efforts.

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

ARC Comment

Foundational structures are evident in the system and there is evidence that work is being done and plans are being made.

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. To be more strategic in MTSS implementation.

The system is working to be more strategic in the implementation of MTSS. There is currently 30 minutes each day for MTSS Math and Reading in grades K-8. The system's review diagnostic tests and formative and summative assessments and uses that data to differentiate instruction. Teachers will be provided with more PLC time for analysis of data,

During next cycle the system will need to identify measurable goals that will improve student learning and success while also having an impact on the State Board Outcomes.

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

ARC Comment

Goal 2: Relevance - Develop and implement a professional learning plan that is aligned with the school's improvement plan efforts. The system completed their school improvement and strategic plan based on data from academics and surveys. They identified core components for professional learning.

New curriculum aligned with the dyslexia criteria has been purchased and being implemented which conforms to the dyslexia criteria and vertical curriculum alignment is embedded. The Scantron standard achievement and PLC meetings will be evidence of progressing.

During next cycle the system will need to identify measurable goals that will improve student learning and success while also having an impact on the State Board Outcomes.

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

Holy Family has strong leadership and an active governing board. Leadership has been engaged throughout the continuous improvement process. The board's commitment to fiscal sustainability allows the school to thrive and grow. Holy Family was established in 2006 by merging three smaller Catholic schools. At that time, the governing board was created. The board represents stakeholders from all three parishes, the pastor, the principal, and community members. There is evidence of the board's commitment to fiscal sustainability which has allowed the school to thrive and grow.

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

Holy Family collects data for some State Board outcomes although a formalized process for utilizing that data was not evident. Evidence submitted generally showed gains.

Board Outcomes

Social-Emotional Growth

Holy Family has a formal structure in place to ensure students develop positive relationships. Students report they feel safe and well cared for by teachers and they love their school. BP-PBS Anti-Bullying Curriculum is being utilized. Additionally, the school has a virtuous behavior plan that addresses holistic expectations for students to learn and grown. The system has a plan to infuse the new social-emotional learning requirements into their current programs and curriculum.

Kindergarten Readiness

During Kindergarten Readiness, prospective students meet with Kindergarten Teachers and take the readiness test. This with the ASQ data ensures an understanding of the needs the student have and allows teachers to have a plan in place to meet the needs of these students as they enter the first day of school. They also administer Dibels and Scantron the first quarter to further hone their understanding of individual students' readiness.

Individual Plans of Study

Middle school students and teachers work together to complete the Archdiocesan Individual Plans of Study. Parents sign off on the plans. Students complete career inventories and create a Google Portfolio that can be continually updated with new information. Additionally, Holy Family holds a "Vocations Day" each year consider their calling in life and the life of a priest.

High School Graduation Rate

Holy Family is a K-8 school. One hundred percent of their 8th graders continued their education at the local Catholic high school or other surrounding public schools.

Postsecondary Success

This is a K-8 school and therefore they do not have information on their students that pursue postsecondary success.

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

ARC Comment

Stakeholder involvement and feedback is a strong component of the success of Holy Family. Feedback and progress steps are shared, and stakeholder groups are actively involved in the school 's improvement process.

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

ARC Comment

The team was welcomed in a professional and respectful way. Documentation as required by the Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

The system is working to improve its continuous improvement process. It is evident that they have followed the recommendations given to them by Cognia to put processes in place. As a small school, getting all teachers involved in different aspects of the improvement process is a little more difficult because of all the other responsibilities; however, they understand the needs and challenges faced and are willing to work on them. In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry them into the next cycle.

Strengths

The strong leadership and governing board at Holy Family Catholic Schools is an area of strength. Interviews confirmed that there is a clear vision and dedication of all stakeholders. There is a common pride in the culture and climate and all are committed to the success of all students.

Challenges

Data is collected but not fully utilized; therefore, a structured analysis of data that is collected can be used for continuous improvement should drive instruction. Holy Family has many digital resources available to all faculty, staff, and students, but it is unclear how these resources are used to enhance student learning. Professional development on the use of technology to activate higher-thinking skills can bridge this gap.



Holy Family Catholic School -
Kansas City Catholic Diocese - Z0029

1725 N.E. Seward Ave, Topeka, KS 66616-1245
 (785) 234-8980
<https://holyfamilytopeka.net>
 Principal: **Nick Anderson**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



160 Students

African American 0.63%
 Hispanic 72.50%
 Other 4.38%
 White 22.50%

Academically Prepared for Postsecondary Success

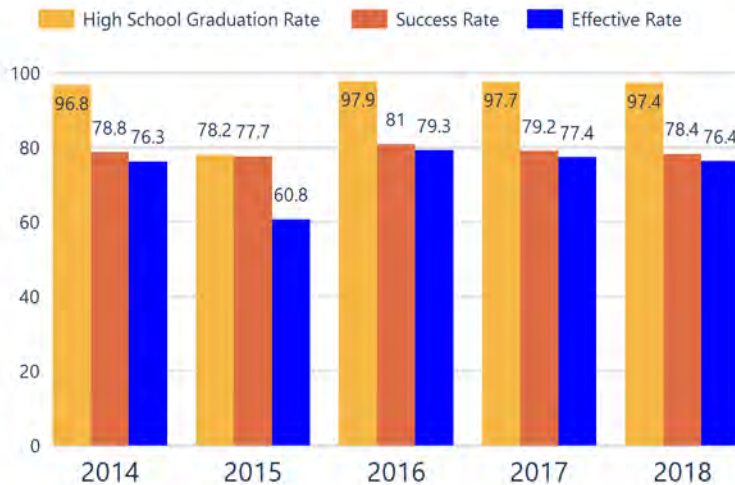
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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	★			

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

94%

Five-Year Success Avg

79%

Five-Year Effective Avg

74%

95% Confidence Interval for the Predicted Effectiveness Rate

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Expenditures Per Pupil

88.3

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: **\$12,193**

94.3%

State: **94.5**

18.3%

State: **13.9**

Click here for State Financial Accountability.

N/A

State: **1.3**



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.28	52.06	48.88	59.25	53.77	47.36	N/A	N/A	N/A
Level 2	42.14	33.88	22.22	31.48	30.18	39.47	N/A	N/A	N/A
Level 3	7.43	13.22	24.44	8.33	14.15	13.15	N/A	N/A	N/A
Level 4	4.13	0.82	4.44	0.92	1.88	0.00	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.56	57.30	48.14	62.96	55.69	51.61	N/A	N/A	N/A
Level 2	42.69	29.21	22.22	29.62	32.91	35.48	N/A	N/A	N/A
Level 3	5.61	13.48	22.22	7.40	10.12	12.90	N/A	N/A	N/A
Level 4	1.12	0.00	7.40	0.00	1.26	0.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.31	55.05	54.83	60.25	60.52	50.00	N/A	N/A	N/A
Level 2	41.57	33.70	22.58	29.48	28.94	39.28	N/A	N/A	N/A
Level 3	7.86	11.23	19.35	10.25	9.21	10.71	N/A	N/A	N/A
Level 4	2.24	0.00	3.22	0.00	1.31	0.00	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.

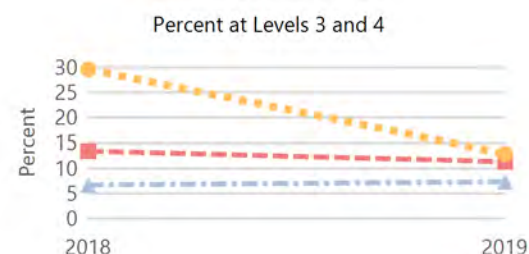
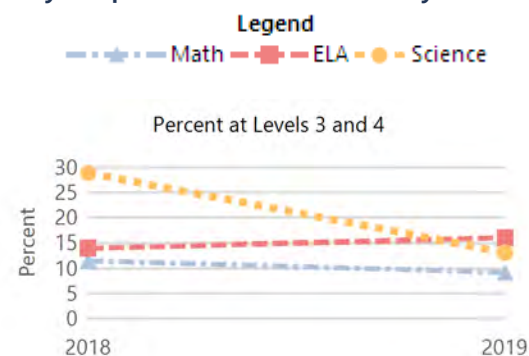
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

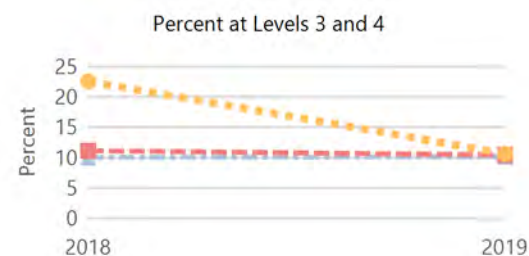


Percent at Levels 3 and 4

*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

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Building

State 20.4

Accreditation Summary

Date: 07/15/2021

System: Z0029 Kansas City Catholic Diocese - Mater Dei (9894)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Andrea Hillebert

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support

The system received some impacting and improving levels in this foundational area, with a majority of ratings at the impacting level. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution; while improving means that within the system there are quality practices that are improving and meet the expected standards. For example, at the impacting level, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations and there is a process to identify and address the specialized needs of all learners, and educators gather analyze and use formative and summative data that lead to improvement of student learning; while an improving level was given for the system's planning and delivering professional learning to improve the learning environment, learner achievement, and effectiveness.

Family, Communities and Business Partnerships

According to the Cognia Accreditation Engagement Review, the system is at the Impacting and Improving levels in this area. At the improving level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making. At the Impacting level, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized and leaders engage stakeholder to support the institution's purpose and direction.

Diversity, Equity and Inclusion

The system is at the Impacting level for monitoring and adjusting instruction to meet individual learners' needs, identifying and addressing the specialized needs of learners and providing learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills

According to the Cognia Accreditation Engagement Review, the system is at the Impacting and Improving levels in areas related to communication and basic skills. At the impacting level, educators implement a curriculum that is based on high expectations and prepares learners for their next levels there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement

The system was rated at the Impacting level in the area of civic and social engagement. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health

The system was rated at the Impacting level in all areas of physical and mental health. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Furthermore, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation

According to the Cognia Accreditation Engagement Review, the system was at the Impacting level in the area of arts and cultural appreciation. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. Furthermore, it should be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in their art and music classes.

Postsecondary and Career Preparation

The system provides programs and services for learners' educational futures and career planning. This area was rated at the Impacting level according to the Cognia Accreditation Engagement Review.

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

ARC Comment

All students will increase their participation in project-based learning lessons.

Their indicators of success were:

- Mater Dei has a STREAM coordinator to work with teachers to identify opportunities for project-based learning and provide in-class support.
- Teachers have participated in professional development with a focus on effectively implementing project-based learning.
- The MakerSpace is required for students in grades 3-5, and an elective for grades 6-8.
- All 8th grade students participate in the District History Day.

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

ARC Comment

All students will have adult advocates in the building.

The following is the system's set of indicators and actions.

- All K-8 students have been assigned at least two adult advocates in the school.
- All K-8 students have been assigned to a "house" with 2 members of the faculty and staff serving as mentors. Students will remain in that "house" during their time at Mater Dei.
- All students participate in MTSS and work with faculty and staff in order to build relationships.

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 governing body, in collaboration with the leadership team, ensures 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.

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

Evidence submitted generally showed gains. Leaders collect data for multiple stakeholder groups. Data is not consistently reviewed, and the OVT found no evidence of data collection that monitors the effectiveness of leadership activities such as mentoring and coaching.

Board Outcomes

Social-Emotional Growth

The system has processes in place to measure Social-Emotional factors using Education in Virtue and the Olweus Anti-bullying Program. Furthermore, the system is researching FastBridge so that they can more effectively screen students' social-emotional growth and develop lessons that meet each student's needs.

Kindergarten Readiness

The school use the Brooke's Ages and Stages Questionnaire (ASQ) in soliciting parent input and engaging parents/families. The system reviews the data and works to lessen any disparity between teachers and the parents. The system then uses that data to develop courses in PE, group lessons with the counselor, and any other special accommodations that are needed in the classroom.

Individual Plans of Study

The Cognia standards relative to this area indicates that the system's curriculum includes career exploration. An Archdiocesan IPS is in place for all middle school students; however, the school is also researching for a more formalized program. The system has been providing career exploration since 2014 with an integrated skills program.

High School Graduation Rate

Mater Dei is a K-8 system, although they work with all students to help them navigate a four-year plan for high school. They also provide their students entering high school with a template for a well-rounded resume that would allow them to apply for jobs and scholarships.

Postsecondary Success

Mater Dei is a K-8 system. Although information regarding postsecondary success is not available to them, they feel that their Education in Virtue program helps students develop the qualities that will make them servant leaders in the community and world.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure the achievement of the mission, creating a strong climate and culture that is warm and inviting and rooted in virtuous behavior. According to surveys and interviews, parents/families and students provide multiple opportunities for input into school decisions. The Cognia team indicated that the community of stakeholders expressed a welcoming climate and one that allows for input.

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

ARC Comment

The team was welcomed in a professional and respectful way. The documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

Engagement of a variety of stakeholder groups is a strength of the system. The strategic plan was extensive and detailed. Additionally, the creation of the "house" system will be effective in adding to the positive school climate.

Challenges

Collected data is not consistently reviewed, and the OVT found no evidence of data collection that monitors the effectiveness of leadership activities such as mentoring and coaching.



Mater Dei Catholic School -
Kansas City Catholic Diocese - Z0029

934 S.W. Clay St, Topeka, KS 66606-1438
 (785) 233-1727
 www.materdeischool.org
 Principal: **Andrea Hillebert**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



167 Students

African American 5.39%
 Hispanic 31.14%
 Other 2.99%
 White 60.48%

Academically Prepared for Postsecondary Success

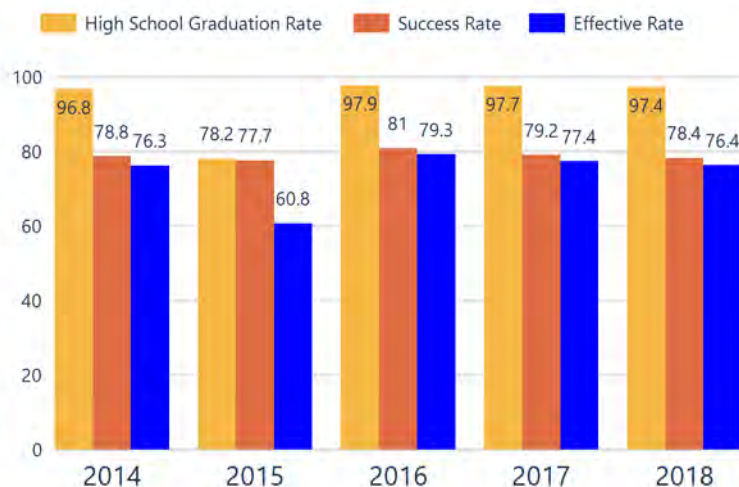
The percentage of students who scored at Levels 3 and 4 on the state assessment.

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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	★			

District Postsecondary Effectiveness



Kansans CAN lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

94%

Five-Year Success Avg

79%

Five-Year Effective Avg

74%

95% Confidence Interval for the Predicted Effectiveness Rate

61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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).

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Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

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CHRONIC ABSENTEEISM

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DROPOUT RATE

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N/A

State: School ESSA Expenditures Per Pupil

88.3

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:
\$12,193

95.9%

State:
94.5

5.9%

State:
13.9

N/A

State:
1.3

Click here for State Financial Accountability.



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.01	14.78	11.42	9.09	19.00	11.90	N/A	N/A	N/A
Level 2	41.22	34.78	40.00	44.62	32.23	26.19	N/A	N/A	N/A
Level 3	42.10	38.26	28.57	34.71	31.40	38.09	N/A	N/A	N/A
Level 4	9.64	12.17	20.00	11.57	17.35	23.80	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.51	15.78	16.66	12.82	23.07	N/A	N/A	N/A	N/A
Level 2	51.35	47.36	25.00	53.84	30.76	N/A	N/A	N/A	N/A
Level 3	29.72	34.21	25.00	20.51	30.76	N/A	N/A	N/A	N/A
Level 4	5.40	2.63	33.33	12.82	15.38	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.67	19.35	N/A	11.42	22.85	16.66	N/A	N/A	N/A
Level 2	41.93	41.93	N/A	54.28	40.00	33.33	N/A	N/A	N/A
Level 3	38.70	22.58	N/A	28.57	28.57	25.00	N/A	N/A	N/A
Level 4	9.67	16.12	N/A	5.71	8.57	25.00	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.

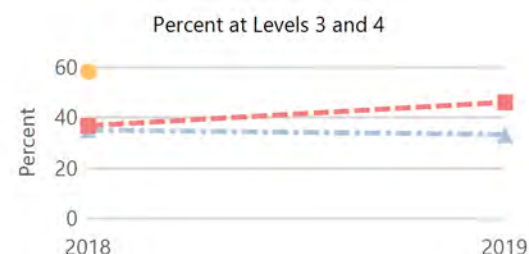
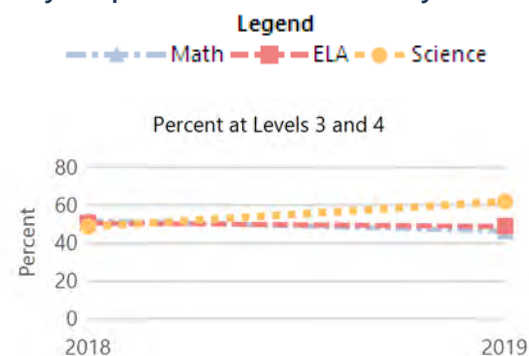
ACT Performance (2020 School Year)

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 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

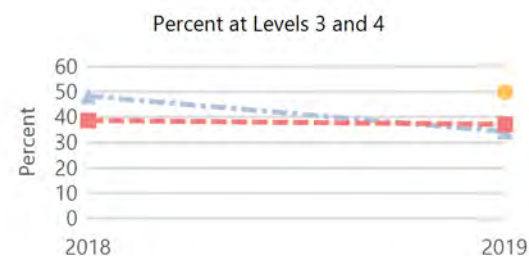


Percent at Levels 3 and 4

*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

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Building

State

20.4

Accreditation Summary

Date: 06/17/2021

System: Z0029 Kansas City Catholic Diocese - St. Rose Philippine (9896)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Kelli Wolken

OVT Chair: Cognia - Nancy Bolz

Executive Summary/AFI

1. Compliance areas are **generally** addressed.

ARC Comment

The system has fulfilled all applicable compliance requirements or is actively working to meet compliance as verified by KSDE.

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

ARC Comment

The foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)

The system shows evidence of Impacting and Improving levels of performance in this area. Impacting performance indicates the institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is Improving in the area of monitoring instruction and adjusting to meet learners needs; Improving in the area of implementing a process to continuously assess its programs and organizational conditions to improve student learning; Improving in the area of planning and delivering professional learning to improve the environment, learner achievement and institution's effectiveness; and Impacting performance in the area of the system's professional learning structure and expectations to promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)

The system is performing at the Impacting level and Improving levels in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. At the improving level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)

According to the Cognia Accreditation Engagement Review, the system performs at the Impacting level. At the Impacting level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is improving at monitoring instruction and adjusting learners needs to meet the expectations of the system and also at implementing processes to identify and address the special needs of learners.

Communication and Basic Skills (2.2, 2.5, 2.6)

The system is performing at the Impacting level in this area. The system performs effectively in promoting creativity, innovation, and collaborative problem-based solutions. It also implements a curriculum that is based on high expectations and prepares learners for their next levels; and the system implements at an impactful level a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)

The system shows evidence of impacting its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is impacting in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)

The system is at the Impacting level in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is impacting in its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, it is impacting in having its process in place that ensures the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)

The system shows evidence at the Impacting level for a formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the Impacting level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)

The system received an improving level rating for programs and services for learners' educational futures and career planning.

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

ARC Comment

St Rose will write a formalized plan for procedures within the school. These plans will assist in transparency and aid in the certainty of how things should be done. With changing staff and leadership many procedures were done or carried out without a formal plan. The formalization of procedures will assist any person who is in charge at that time to know and understand the process of improvement St. Rose is undergoing. It will also create a transparency of how things are carried out. Goals for students are set based on Star and DIEBEL. and student data is tracked and then compared with pre and posttests in an effort to determine reasonable outcomes.

It is important for St. Rose to be sure and provide in their EIEY reports to the State, not only what they intend or have done, but the results of the work (impact).

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

ARC Comment

St Rose school will conduct at least one survey a year to parents, staff, and students. The data from these surveys will be analyzed to determine if changes need to occur in the school. Evidence showed impactful results of collaborative relationships with families and community stakeholders. Enhanced problem-solving strategies were deployed with stem boxes, plays and digital interactive methods rather with traditional pencil and paper projects. Families were very impressed with this innovative approach.

It is important for St. Rose to be sure and provide in their EIEY reports to the State, not only what they intend or have done, but the results of the work (impact).

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 documented policies, procedures and regulations in place for sufficiently guiding the system for long-term sustainability yet there is a need to ensure a formal digital integration to improve organizational effectiveness and student learning.

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 appears to utilize its resources proficiently to meet its expectations and to ensure it meets the expectations of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth

St. Rose uses the ASQ in the younger grades as a social/emotional screener. They are completed by parents. St. Rose also uses Education in Virtue, a program that presents a new virtue to students each week. Students get the opportunity to discuss what the virtue looks, feel and sounds like and then explain how it impacts or affects their life and then towards the end of the week, they act out the virtue in a scenario. There is an effective balance of social-emotional growth through student interaction, problem-solving and collaborative team grouping.

Kindergarten Readiness

St. Rose has a Pre-K class that populates their Kindergarten class. They participate in the Ages and Stages Questionnaires and the Ages and Stages Social & Emotional Questionnaire and they are given to the students at home by the parents by entering data electronically. The results are reviewed by the principal and teacher for certain behaviors outside normal range. St. Rose Pre-K focuses on reading to children, dramatic play, and skills needed for kindergarten. They also offer vision and hearing screening to the students. The system appears to have good civic and social engagement that sufficiently prepares students for kindergarten readiness.

Individual Plans of Study

St Rose instituted a program called XELLO, formerly known as Career Cruising. It is a computer program that the student logs into and can take interest inventories. After the assessment it pairs students with careers that they might like to explore. It also shares colleges that provide these career paths. XELLO also offers kids small lessons on skills that is designed to make them better students and eventually employees. The high school closest to St. Rose also uses this program so that St. Rose's students are able to transfer their data easily. For students below 6th grade, St. Rose offers many opportunities to view careers. They invite speakers in to share careers. They also have the Kansas Corn Growers come in and share about agriculture related jobs. The kids get to participate in the Day at the Farm interactively. St. Rose also invites religious brothers and sisters to share their vocations with the students. Student intervention and Individual Plans of Study structures are evident.

High School Graduation Rate

St. Rose's has processes in place to prepare for effecting graduation rates as its 8th graders attend high school at one of its local high schools. The Junior high meets with the local high school counselor and she helps them prepare for high school and enrollment into extra classes. St. Rose also offers high math classes so students can go into the appropriate math class for their level. Students also get to tour the high school.

Postsecondary Success

St Rose has a high rate of graduates that go to some sort of post-secondary school or training. In the last 5 years that percentage is around 70%. Many of those go on to do some sort of technical work or some have joined the military.

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

ARC Comment

Stakeholders appear to be very instrumental in the success of the system and its programs. The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. The system shows evidence that the system is reporting to their local community reports, action steps and goals that drive the improvement process. There was consistency and coherence amongst stakeholder groups regarding purpose and vision of the school and are well respected by the stakeholders.

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

ARC Comment

System leadership was very compliant and willing to assist the team with information requested as needed for the review.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity. There is a need to report on its goal areas with a little more thoroughness to understand impact. This is best done on the, Every Institution Every Year (EIEY) reports.

ARC Recommendation

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

Justification

The Cognia reports major areas of impacting levels of performance by the system. The system has a comprehensive strategic plan that it evaluates and updates on a regular basis and has a strong foundational structure that has been established to support an impactful experience for learners.

Strengths

Based on the Accreditation Review Team St. Rose's strength lie in the following areas:

- Collaborative Leadership team with a clear vision,
- Comprehensive Strategic Plan that is evaluated on a regular basis,
- Consistent instructional monitoring and adjustment,
- Commitment to stakeholders and respected by stakeholders,
- Admirable culture and climate, and
- Personalized training aligned with rigorous curriculum and data driven system evident.

Challenges

Based on the accreditation review, the system could benefit from a formal process for exposing students to various vocations and careers at all grade levels. St. Rose also lacks formalized digital integration into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.



St. Rose Philippine Duchesne -
Kansas City Catholic Diocese - Z0029

530 E. 4th Ave, Garnett, KS 66032-1510
 (785) 448-3423
<https://strosegarnett.eduk12.net/>
 Principal: **Kelli Wolken**

District Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2020 data not available**
 Grades: **PK-8**
 Superintendent: **Vincent Cascone**

Demographics



94 Students

African American 0.00%
 Hispanic 7.45%
 Other 5.32%
 White 87.23%

Academically Prepared for Postsecondary Success

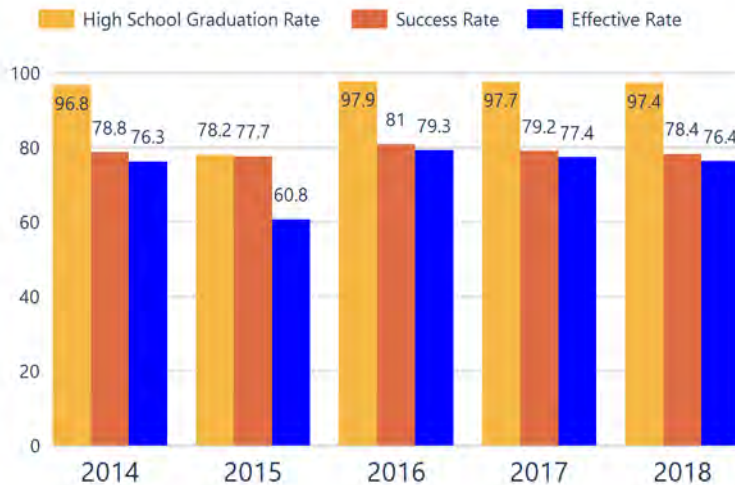
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

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	★			

District Postsecondary Effectiveness



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

Five-Year Graduation Avg 94%

Five-Year Success Avg 79%

Five-Year Effective Avg 74%

95% Confidence Interval for the Predicted Effectiveness Rate 61.1 - 66.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) 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.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State:	School ESSA Expenditures Per Pupil
N/A	88.3
	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.
State:	N/A
94.7%	94.5
State:	State:
10.2%	13.9
State:	Click here for State Financial Accountability.
N/A	1.3



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

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.09	13.63	6.25	18.51	22.22	13.33	N/A	N/A	N/A
Level 2	34.09	38.63	37.50	42.59	35.18	46.66	N/A	N/A	N/A
Level 3	50.00	36.36	50.00	31.48	37.03	40.00	N/A	N/A	N/A
Level 4	6.81	11.36	6.25	7.40	5.55	0.00	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	25.00	N/A	26.31	21.05	N/A	N/A	N/A	N/A
Level 2	41.66	50.00	N/A	47.36	47.36	N/A	N/A	N/A	N/A
Level 3	50.00	25.00	N/A	15.78	21.05	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	10.52	10.52	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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

	2017-18			2018-19			2019-20		
	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.

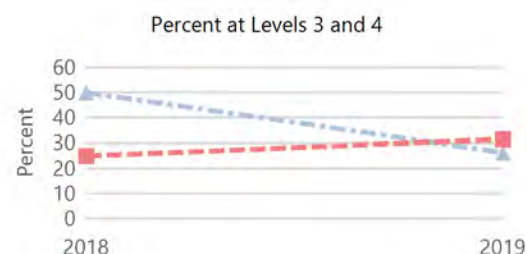
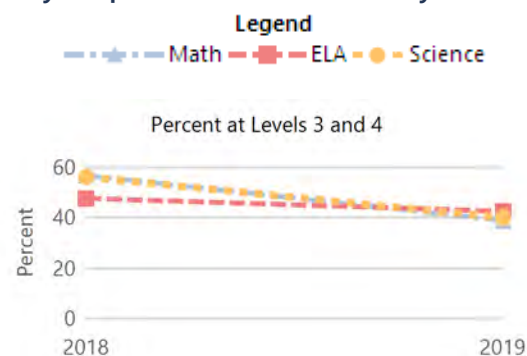
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Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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Building

State 20.4

GUZZ b]h]h]b[."8Ydi hm7ca a]gg]cbYf." 7ca a]gg]cbYf."
Tate Toedman" Brad Neuenswander " Randy Watson"

A YYh]b['8UHY.' ... , #/\$#8\$8%

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Act on public school expenditure plans for ESSER II federal COVID-19 relief funds"

FYVta a YbXYX'A ch]cb."

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 submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented.

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Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund and Emergency Assistance to Non-Public Schools (EANS). 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:

- Á provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds.
- Á 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.

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: fca . "Mark Thompson"
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Entering the 2021-2022 school year, the Task Force continues to assist schools in preventing and minimizing vaping in Kansas schools. This presentation will provide an update on the status of the ECHO for Education program that will be conducted this coming fall, including identification of the 20 selected pilot schools. The Board will also be presented the plans for the future work of the Task Force including the development of educational materials in Spanish and new Subgroups that represent the changing landscape of vaping.

[illegible]



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

Kansans Can Highlight – Recognition of Seaman Middle School students' selection for National Women's History Museum Showcase

A project created by four students from Seaman Middle School, Seaman USD 345, was selected by the National Women's History Museum to be featured in a virtual showcase during this summer's National History Day competition. The 2021 National History Day theme is *Communication in History: The Key to Understanding*. The students' performance is titled "Hedy Lamarr: More Than Just a Pretty Face." It was one of only 20 performances selected for the showcase from the 155 applicants considered. Based on the theme, students brought to life powerful stories of communication breakthroughs and female pioneers.

The four Seaman students researched, wrote, staged and performed their entry for the 2021 National History Day National Contest. The students are Emma Nord, Emily Payne, Miley Proplesch and Ella Shipley. They will share their research experience and performance at the State Board meeting.

Kansas leads the world in the success of each student..

5[YbXU'Bi a VYf. '" %
A YYh[b['8Uhy." , #/\$#8\$8%



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www.ksde.org

hYa 'H|hY. 'Receive higher education preparation program standards for School Psychologist"
: fca . "Catherine Chmidling"

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Institutions of Higher Education (IHEs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education approval. Once approved, the IHEs have access to develop new programs around the standards and to revise their current programs to align to the updated standards.

Attached are the revised standards for School Psychologist, birth through third grade, Pre-K-12. A crosswalk document for the standards provides a comparison summary between the previous standards and the proposed new standards. Staff members and a representative from the standards revision committee will explain the process, present the standards and answer questions. Approval of the standards would occur at the September Kansas State Board of Education meeting.

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Kansas leads the world in the success of each student..

Crosswalk: Previous versus New

School Psychologist Standards

Birth through Third Grade, Pre-K-12

General Information about this revision:

- Á Vocabulary and topics updated to include current needs and standards of the field.
- Á Included social-emotional learning and equity issues.
- Á Added evidence-based practices.
- Á Added system-level practices.
- Á Added prevention and intervention systems, including mental health.

Standard 1

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 1: Data-Based decision making School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family and community characteristics) as a context for assessment and intervention.	Standard 1 The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	<ul style="list-style-type: none"> •Á Updated terminology and topics. •Á Added problem-solving framework. •Á Clarified that decision making occurs at the individual, group and systems levels, and occurs within a multitiered system of supports (MTSS). •Á Expanded that data-based decision making permeates all aspects of service delivery.

Standard 2

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 2: Consultation and Collaboration	Standard 2 The school psychologist has knowledge	<ul style="list-style-type: none"> •Á Updated terminology.

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.	of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group and system levels.	<ul style="list-style-type: none"> •Á Candidates expected to demonstrate effective communication. •Á Expanded that consultation and collaboration permeate all aspects of service delivery. •Á Clarified that consultation and collaboration apply to individuals, families, groups and systems.
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Standard 3

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 3: Academic Interventions and Instructional Supports School psychologists understand the biological, cultural and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.	Standard 3 The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.	<ul style="list-style-type: none"> •Á Updated terminology. •Á Added biological, cultural, and social influences on academic skills and cognition. •Á Added that curriculum and instructional strategies be evidence-based. •Á Increased emphasis on using data for implementation and evaluation of interventions, and to determine effectiveness.

Standard 4

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 4: Mental and Behavioral Health Services and Interventions School psychologists understand the biological, cultural, developmental, and	Standard 4 The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying	<ul style="list-style-type: none"> •Á Updated terminology. •Á Added biological, cultural, and social influences on academic skills and cognition.

social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.	abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	<ul style="list-style-type: none"> •Á Increased emphasis on using data for implementation and evaluation of services, and to determine effectiveness. •Á Added that intervention strategies for behavioral, social, and emotional functioning be evidence-based. •Á Incorporated old Standard 7 (mental health and physical well-being).
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Standard 5

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 5: School-Wide Practices to Promote Learning School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.	Standard 6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.	<ul style="list-style-type: none"> •Á Incorporated some of old Standard 6, with added detail on promoting learning, positive behavior, and mental health. •Á Adds concept of implementation science. •Á Adds safe, effective, and supportive environments for both students and school staff members. •Á Expands to have a schoolwide/districtwide focus.

Standard 6

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social-	Standard 6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands	<ul style="list-style-type: none"> •Á Expanded to include multi-tiered systems. •Á Draws and expands on elements from multiple previous standards (standards 6 and 7).

<p>emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.</p>	<p>schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p> <p>Standard 7 The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<ul style="list-style-type: none"> •Á Focuses on creating a framework to address crisis prevention, response, and recovery. •Á Includes preventive as well as responsive services and practices. •Á Adds specific understanding of protective and risk factors. •Á Adds evidence-based strategies.
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Standard 7

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.</p>	<p>Standard 8 The school psychologist works effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.</p>	<ul style="list-style-type: none"> •Á Was old Standard 8. •Á Increased emphasis on community collaboration. •Á Added importance of considering culture and context to develop family-school partnerships. •Á Adds emphasis on outcomes for students. •Á Added emphasis on understanding family systems and cultural differences.

Standard 8

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
<p>Standard 8: Equitable Practices for Diverse Student Populations</p> <p>School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all</p>	<p>Standard 5 The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.</p>	<ul style="list-style-type: none"> • Á Was old Standard 5, with increased details on parameters of diversity. • Á Increased attention to equity and access. • Á Adds evidence-based strategies. • Á Adds ecological approach. • Á Calls for commitment to social justice and equity.

children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.		
Standard 9		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	Standard 9 The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. Standard 11 The school psychologist accesses, evaluates and utilizes information sources and technology in ways that safeguard or enhance the quality of services.	<ul style="list-style-type: none"> •Á Updated terminology and detail. •Á Adds evidence-based practice. •Á References individuals, groups and/or systems levels. •Á Calls for application of research in service delivery. •Á Incorporates use of technology (old Standard 11)
Standard 10		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services	Standard 10 The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent	<ul style="list-style-type: none"> •Á Updated terminology and detail. •Á Identifies professional disposition characteristics needed. •Á Calls for commitment to social justice and equity.

consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.	with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	
Standard 11		
NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 11: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.	Standard 12 The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.	<ul style="list-style-type: none"> •Á Old Standard 11 incorporated into new Standard 9. •Á Old Standard 12 became new Standard 11.

Á These new standards are built on the 2020 draft NASP standards.

Kansas Licensure Standards for School Psychologist

Birth to Grade 3; PreK-12

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Professional practices associated with data-based decision making include the following:

- 1.1 School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- 1.2 School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- 1.3 School psychologists incorporate various techniques for collection, measurement, and analysis of data, accountability, and the use of technological resources in the evaluation of services at the individual, group and/or systems levels.
- 1.4 School psychologists use data to monitor academic, social, emotional and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention.
- 1.5 School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students.
- 1.6 School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- 1.7 School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.
- 1.8 School psychologists use information and technology resources to enhance data collection and decision making.

Standard 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate and communicate effectively with others.

Professional practices associated with consultation and collaboration include the following:

- 2.1 School psychologists use a consultative problem-solving process as a vehicle for planning, implementing and evaluating academic and mental and behavioral health services.
- 2.2 School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policymakers, community leaders and others.
- 2.3 School psychologists consult and collaborate with educational professionals at the individual, family, group and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- 2.4 School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- 2.5 School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and/or school systems.
- 2.6 School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- 2.7 School psychologists function as change agents, using their skills in communication, collaboration and consultation to advocate for necessary change at the individual student, classroom, building, district, state and/or national levels.
- 2.8 School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

Standard 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Professional practices associated with academic interventions and instructional supports include the following:

- 3.1 School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- 3.2 School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning

process to achieve those goals, and assess outcomes to determine whether the goals were achieved.

- 3.3 School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
- 3.4 School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
- 3.5 School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems levels.
- 3.6 School psychologists work with other school personnel to develop, implement and evaluate effective interventions to improve learning engagement and academic outcomes.
- 3.7 School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- 3.8 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- 3.9 School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and/or the community to promote improvement in instruction and student achievement.
- 3.10 School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and managing academic demands.
- 3.11 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Standard 4 Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Professional practices associated with mental and behavioral health services and interventions include the following:

- 4.1 School psychologists recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills and healthy decision-making.

- 4.2 School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and/or schoolwide social-emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- 4.3 School psychologists demonstrate an understanding of the impact of trauma on social, emotional and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- 4.4 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychologists use assessment data to select and implement evidence based mental and behavioral health interventions.
- 4.5 School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- 4.6 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- 4.7 School psychologists develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of evidence-based ecological and behavioral approaches to promote effective student discipline practices and classroom management strategies.
- 4.8 School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- 4.9 School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

Standard 5: Schoolwide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based schoolwide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Professional and leadership practices associated with schoolwide promotion of learning include the following:

- 5.1 School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation and home–school partnerships.

- 5.2 School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- 5.3 School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- 5.4 School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select schoolwide programs based on the needs of the learning community.
- 5.5 School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- 5.6 School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- 5.7 School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- 5.8 School psychologists work collaboratively with other school personnel to create and maintain a multi-tiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals.
- 5.9 School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Standard 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response and recovery.

Services to promote safe and supportive schools include the following:

- 6.1 School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff members, families and communities.

- 6.2 School psychologists promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- 6.3 School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- 6.4 School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- 6.5 School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- 6.6 School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- 6.7 School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration and direct services in the context of crisis prevention, protection, mitigation, response and recovery.
- 6.8 School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- 6.9 School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
- 6.10 School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- 6.11 School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Standard 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Professional practices associated with family, school, and community collaboration include the following:

- 7.1 School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family-school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- 7.2 School psychologists use evidence-based strategies to design, implement and evaluate effective policies and practices that promote family, school and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- 7.3 School psychologists promote strategies for safe, nurturing and dependable parenting and home interventions to facilitate children's healthy development.
- 7.4 School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- 7.5 School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- 7.6 School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- 7.7 School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

Standard 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Professional practices that respect diversity and promote equity include:

- 8.1 School psychologists apply their understanding of the influence of culture, background and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.

- 8.2 School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school and community settings.
- 8.3 School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools and communities.
- 8.4 School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- 8.5 School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- 8.6 School psychologists employ a strengths-based approach to address the learning needs of English language learners.
- 8.7 School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions and activities.
- 8.8 School psychologists also remain aware of the negative impact that biases - such as racism, sexism, and others - have on students, families, schools and communities, and, thus, they collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.
- 8.9 School psychologists recognize both within- and between-group differences when working with diverse student populations.
- 8.10 School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Standard 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group and/or systems levels.

Professional practices associated with research and evidence-based practice include the following:

- 9.1 School psychologists evaluate, interpret and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
- 9.2 School psychologists advocate for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavior supports at the individual, group, school and district levels.

- 9.3 School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation and evaluation of the fidelity and effectiveness of school-based intervention plans.
- 9.4 School psychologists provide assistance for analyzing, interpreting and using empirical foundations to support effective school practices.
- 9.5 School psychologists evaluate, select and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement and sense of safety.
- 9.6 School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
- 9.7 School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Legal, ethical and professional practice include the following:

- 10.1 School psychologists practice in ways that are consistent with ethical, professional and legal standards and regulations.
- 10.2 School psychologists engage in effective, collaborative and ethical professional relationships.
- 10.3 School psychologists seek and utilize professional supervision, peer consultation and mentoring for effective practice.
- 10.4 School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation and mentoring to those seeking such support.
- 10.5 School psychologists access, evaluate and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information and responsible record keeping.
- 10.6 School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- 10.7 School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- 10.8 School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.

- 10.9 School psychologists collect data to evaluate and document the effectiveness of their own services.
- 10.10 School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- 10.11 School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- 10.12 School psychologists participate in continuing professional development activities at a level consistent with Kansas School Psychologist license renewal expectations.
- 10.13 As part of continuing professional development, school psychologists may participate in local, state and national professional associations and, when interested, engage in leadership roles.

Standard 11: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

- 11.1 The candidate must enroll in supervised internship program credit hours, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting, and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis under the initial license. For candidates completing a doctoral degree program in school psychology, the candidate must complete a specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting prior to internship that provided a comparable experience to a formal specialist-level internship in addition to a doctoral level internship. The program works with the employing district to ensure that the candidate has a mentor with at least three years of post-internship experience as a credentialed school psychologist. The university must assign a supervisor during the internship period. The university-assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.



hYa 'H|hY. 'Information on student screen time from a whole child perspective"

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: fca . "Mark Thompson"
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The amount of time students spend in front of screens during the school day has increased over the years. The necessity of implementing remote learning exacerbated this increase. While some screen time is warranted in the school setting to promote academic learning, research is lacking in providing recommended levels of screen time or best practices. The impact of increased screen time is not seen only in a student's academic experience, but other factors impacting the whole child. Screen time also impacts a student's physical/health well-being and their social-emotional health. This presentation will attempt to address screen time from a whole child perspective. KSDE staff will provide an overview of current research on both the physical and social-emotional health components. In addition, a representative from the Kansas Association of School Boards will provide perspective from the legal and school administrative lenses.

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Act on recommendations of the Professional Practices Commission (denial)"

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It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the applications of 21-PPC-02, 21-PPC-10 and 21-PPC-11.

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The Kansas State Department of Education filed a Complaint requesting revocation of this Licensee's license. The Complaint alleged that while engaged as a high school teacher, the Licensee engaged in inappropriate communication with students by way of a string of text messages. The Complaint also alleged that the Licensee was charged with and subsequently convicted of misdemeanor battery. The conviction stemmed from an incident whereby a student alleged the Licensee had inappropriately touched an underage student.

In response to the Complaint, the Licensee submitted a written answer denying the allegations. Subsequently, the Licensee submitted a letter indicating he did not wish to contest the allegations and would not appear before the Professional Practices Commission – he just wanted his written response included in the record. On June 18, 2021, the Professional Practices Commission reviewed the Complaint and was provided the written answer from the Licensee. The Commission voted unanimously to recommend revocation of Licensee's professional license.

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The Kansas State Department of Education filed a Complaint requesting denial of the Applicant's request for an emergency substitute teaching license. The Complaint alleged that while licensed by the Kansas Behavioral Sciences Regulatory Board, he was disciplined by that agency on two separate occasions. First, the Applicant was disciplined in 2014 for engaging in a personal, romantic relationship with one of his clients. In 2019, he was again disciplined for providing financial assistance to a client, for providing unapproved transportation to a female client and having her in his personal residence for over two hours, and for not reporting the resignation from his employer as required by the Behavioral Sciences Regulatory Board.

The Applicant did not respond to the filed Complaint, nor did he request a hearing. On June 18, the PPC voted unanimously to recommend denial of his application.

(continued)

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The Kansas State Department of Education filed a Complaint requesting denial of the Applicant's request for an emergency substitute teaching license. The Complaint alleged that in August, 2019, the Applicant was arrested for traffic offenses and for possession of marijuana. The Applicant received an emergency substitute teaching license in 2019, but he did not disclose this pending criminal case or the subsequent diversion agreement for drug possession when he applied for his license in 2019. He also did not disclose this information on his most recent (2020) application for licensure. The Applicant did not respond to the filed Complaint, nor did he request a hearing. On June 18, the PPC voted unanimously to recommend denial of his application.

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**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of

21-PPC-02

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission “(Commission”) of the Kansas State Board of Education (“State Board”) upon Complaint filed by the Kansas State Department of Education seeking revocation of [REDACTED], (“Licensee”) professional teaching license.

The hearing on this matter was held on June 10, 2021. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Kimberly Gilman, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. The Applicant did not appear in person, but did submit a written Answer to the Complaint.

FINDINGS OF FACT

1. While employed as a high school teacher, Licensee engaged in inappropriate communication with students. (See texts from between January 16, 2017 and January 25, 2017, “This may seem weird and you can’t tell people this, but I think you are something special, we just need to get you the opportunity to prove it to everyone else. A chance to show what I already know and see in you” and “I will be honest, I miss seeing you all the time. There is a [insert students name] shaped hole in my day”. Also, from April 1, 2017 “I hate love you [insert winky kissy face]” and “Yep, [insert flexing muscle emoji] your penis is strong like bull”).

2. On April 2, 2019, Licensee was charged with one count of misdemeanor Sexual Battery. The victim was an underage student of Licensee. Pursuant to a plea agreement, Licensee’s criminal charge was amended to simple Battery to which he pled no contest. As a condition of his sentence, he was required to undergo a sex offender evaluation and follow all recommendations. Licensee was also ordered to have no contact with the victim or the Blue Valley School District.

3. Licensee received the Complaint filed by the Kansas State Department of Education, and was aware that failure to participate in his hearing would likely result in these findings by default.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for misconduct or other just cause. See K.A.R. 91-22-1a.
3. One of the obvious goals of education is to “instill respect for the law.” *Hainline v. Bond*, 250 Kan. 217 (1992). An educator is a role model. *Hainline* at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Applicant’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his application for license.
6. Although Licensee provided a written answer to the allegations, his lack of participating in the Professional Practices Commission’s proceedings demonstrates a lack of desire to keep his professional license.

THEREFORE the Professional Practices Commission, by unanimous vote, recommends the Kansas State Board of Education revoke Licensee’s license based on criminal misconduct and failure to participate in its proceedings.

This Initial Order is made and entered this _____, 2021.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson
Order signed on _____, 2021.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of

21-PPC-10

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission “(Commission”) of the Kansas State Board of Education (“State Board”) upon application for a license submitted by [REDACTED] (“Applicant”).

The hearing on this matter was held on June 10, 2021. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Kimberly Gilman, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. The Applicant did not appear.

FINDINGS OF FACT

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CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for misconduct or other just cause including actions which cause any professional license to be disciplined. See K.A.R. 91-22-1a.
3. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Applicant’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his application for license.

THEREFORE the Professional Practices Commission, by unanimous vote, recommends the Kansas State Board of Education deny the application for a teaching license based on misconduct for which he was disciplined by another state licensing agency and for failure to participate in its proceedings.

This Initial Order is made and entered this _____, 2021.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson
Order signed on _____, 2021.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of
[REDACTED]

21-PPC-11

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (“Commission”) of the Kansas State Board of Education (“State Board”) upon application for a license submitted by [REDACTED] (“Applicant”).

The hearing on this matter was held on June 10, 2021. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Kimberly Gilman, Stan Ruff, and Caroline Spaulding. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. The Applicant did not appear.

FINDINGS OF FACT

30. The Applicant’s application for a license was received by the Commission on June 10, 2021.

40. The Applicant’s application for a license was received by the Commission on June 10, 2021. The Applicant’s application for a license was received by the Commission on June 10, 2021.

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CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.

2. The State Board may deny a license for misconduct or other just cause including entering into a criminal diversion agreement after having been charged with any crime involving drugs. See K.A.R. 91-22-1a.
3. One of the obvious goals of education is to “instill respect for the law.” *Hainline v. Bond*, 250 Kan. 217 (1992). An educator is a role model. *Hainline* at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Applicant’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny his application for license.

THEREFORE the Professional Practices Commission, by unanimous vote, recommends the Kansas State Board of Education deny the application for a teaching license based on criminal misconduct and failure to participate in its proceedings.

This Initial Order is made and entered this _____, 2021.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson
Order signed on _____, 2021.

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Act on proposed changes to Office of General Counsel screening of Professional Practices cases"

FYV]a a YbXYX'A ch]cb."

It is moved that the Kansas State Board of Education authorize KSDE's Office of General Counsel to approve actionable licensees and applicants within the parameters as discussed.

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During its July meeting, the State Board received a recommended new rule from KSDE's General Counsel Scott Gordon. The proposed new rule is that the Office of General Counsel may approve applications at its discretion so long as the applicant or licensee is legally eligible to be licensed and the Office of General Counsel - in consultation with Teacher Licensure and Accreditation -- believes the applicant or licensee does not pose a risk to students or to the profession.

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Act on appointments to the Special Education Advisory Council"

FYV]a a YbXYX'A ch]cb."

It is moved that the Kansas State Board of Education act to appoint new members to fill openings on the Special Education Advisory Council with terms effective July 2021 - June 2024.

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9 d'UbUh]cb'cZG]h Uh]cb'FYei]f]b['5V]cb."

Federal law, under the Individuals with Disabilities Education Act (IDEA), and state law, under the Special Education for Exceptional Children Act, authorize establishment of a state advisory council for special education. In Kansas, giftedness is also included. Members of Kansas' Special Education Advisory Council (SEAC) are appointed by the Kansas State Board of Education.

Federal and state special education law requires that the membership be representative of the state's population and composed of individuals involved in, or concerned with, the education of children with disabilities and giftedness. SEAC amended its Bylaws in 2020 to form a membership committee to review applications to be sure all conditions required by law were met and to ensure State Board region coverage to the extent possible. This membership committee will meet and review all applications prior to the State Board meeting and will make their recommendations to Board members at that time.

The 2021-2022 SEAC membership roster as well as the applicants that were received are provided.

The following positions are open:

- Á Representative from state agency responsible for foster care of children (1 nominee)"
- Á Parent of an exceptional child, birth through age 26 (5 nominees, some individuals nominated multiple times)"
- Á Administrator of program for exceptional children (13 nominees, some individuals nominated multiple times)"
- Á Parent of a gifted child (5 nominees, some individuals qualify in more than one open category)"

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Candidate Name: Michelle Warner

Position: Representative from the state agency responsible for foster care of children

Meets IDEA Requirement:

General Information:

Michelle.Warner@ks.gov

School/Entity Information:

Department for Children and Families

555 S Kansas 4th Floor, Topeka, KS 66603

Board Region

District 4 Ann Mah

Nominated By: Michelle Warner

Recommendation:

I am Michelle Warner, LMSW, Foster Care Program Manager with Department for Children and Families. In my role I provide oversight to the Foster Care Grants, as well as write policy, provide technical assistance and other duties as needed. I also help facilitate the Educational Stability for Children in Foster Care Workgroup (formerly known as ESSA), which is a multi-agency collaboration between DCF, KSDE, CMPs and other stakeholders.

SEAC Nominees 2021

Candidate Name: Sabrina Rishel

Position: Parent of an exceptional child ages birth through 26

Meets IDEA Requirement:

General Information:

Srishel@gckschools.com

School/Entity Information:

USD 457

Alternative Center – Therapeutic Education Program

Board Region

District 5

Nominated By: Ginny Duncan

Recommendation:

Sabrina is the parent of an exceptionally gifted child who is entering grade 4. His abilities are well above 4th grade level. Sabrina and her son consistently work with teachers to find ways to meet his learning needs. As someone who has had to navigate new ways to ensure her son continues to learn and experience challenging academic situations, Sabrina would bring an excellent perspective.

SEAC Nominees 2021

Candidate Name: Sabrina Rishel

Position: Parent of an exceptional child ages birth through 26, Parent of a gifted child

Meets IDEA Requirement:

General Information:

srishel@gckschools.com

School/Entity Information:

USD 457 Alternative Center – Therapeutic Education Program

Board Region

District 5

Nominated By: Melany Rude

Recommendation:

Sabrina is a parent of a son who receives gifted services but also has an auditory processing disorder. This makes her an excellent candidate to serve on the special education advisory board. She has advocated for her son when he struggled in school & was successful in helping him receive the appropriate services. Sabrina is also currently working as a long term substitute in a special education behavior classroom while taking special education classes to complete a degree. I work with her in this classroom serving speech students. She would be a wonderful person to serve on this advisory board.

SEAC Nominees 2021

Candidate Name: Sabrina Rashel

Position: Parent of an exceptional child ages birth through 26, Parent of a gifted child

Meets IDEA Requirement:

General Information:

srishelgckschools.com

School/Entity Information:

USD 457 Alternative Center – Therapeutic Education Program

Board Region

District 5

Nominated By: Debbie Holt

Recommendation:

I am honored to nominate Sabrina Rishel for a position on the Special Education Advisory Council. Ms. Rishel is the perfect candidate for this due to her being a parent to an exceptional and gifted child. She also works with exceptional children within the Garden City Public Schools. I have witnessed first hand her passion and commitment in furthering

the educational and social opportunities for both her child and the students she works with. She is committed to ensuring these gifted and exceptional children have the avenues available to them for potential success in all areas, whether it be an educational endeavor, social connections, interested hobbies or life skills. I have been repeatedly impressed with the energy and focus Ms. Rishel demonstrates in facilitating the best life possible for gifted and exceptional children. With everything Ms. Rishel brings to the table, I do believe she would be a definite asset to your organization, The Special Education Advisory Council.

SEAC Nominees 2021

Candidate Name: Amber Latta

Position: Parent of an exceptional child ages birth through 26

Meets IDEA Requirement:

General Information:

amber@webkidss.org

School/Entity Information:

USD 268

Board Region

District 10

Nominated By: Cris Seidel

Recommendation:

Amber Latta is a parent of a child on the Autism Spectrum. She has adopted and fostered many other children with disabilities as well. Amber is very knowledgeable with regard to parental and student supports, parent rights, and has advocated for the needs of her own children over the years. Amber also has many years of experience as a special educator and administrator. In this role, she worked diligently to ensure staffing needs were met regarding professional development related to the diversity of student needs. Amber truly has a passion for children with exceptionalities and would be a great addition to the SEAC committee!

SEAC Nominees 2021

Candidate Name: Jennifer Herndon

Position: Parent of an exceptional child ages birth through 26

Meets IDEA Requirement:

General Information:

hugsnkisses4my4@yahoo.com

School/Entity Information:

Board Region

Nominated By: Emily McCambridge

Recommendation:

Jennifer and her husband, James, are parents of more than one child with an exceptionality. They are great parents, always putting the needs of their children as their priority, even when it is hard. I believe they can advocate for parents and children as well as support the educational process of public school.

SEAC Nominees 2021

Candidate Name: Lindsay Black

Position: Parent of an exceptional child ages birth through 26, Parent of a gifted child

Meets IDEA Requirement:

General Information:

Lindsay.n.black@gmail.com

School/Entity Information:

Shawnee Mission School District USD 512

Santa Fe Trail Elementary

Board Region

District 3

Nominated By: Tracy A Elford

Recommendation:

Lindsay Black would be a valuable member of the Kansas SEAC council as a contributor, as someone willing to listen and learn, and as someone to convey information to others. Lindsay is the parent of two children, one of whom is twice exceptional (gifted and special education). Lindsay has been an educator for 13 years with 11 of them being in the gifted education field. She is a member of the National Association for Gifted and Talented and an executive board member of the Kansas Association for the Gifted, Talented, and Creative. Though her credentials are outstanding, it is Lindsay's personality, drive, and dedication that would make her an ideal candidate for SEAC. Lindsay has proven that she is devoted to children, their education, and she has proved time and again that she is able to listen, learn, and adapt to the changing situations that occur with children outside the norm of the educational spectrum. A passion for doing, a sense of humor, and the ability to come to the table without an immovable opinion make her the candidate I would want evaluating decisions that affect my, and all our, children. Lindsay's role as both parent and educator gives SEAC multiple perspectives in one committed, enthusiastic, and collaborative person. With her many ties to gifted ed, special ed, parents, and education as a whole, she is not only able to represent the experiences of many but she also has the ability to convey the evaluations and determinations of the Kansas SEAC committee back to the community. All these factors would make Lindsay Black an invaluable member of the Kansas Special Education Advisory Council.

SEAC Nominees 2021

Candidate Name: Lindsay Black

Position: Parent of an exceptional child ages birth through 26, Parent of a gifted child

Meets IDEA Requirement:

General Information:

lindsay.n.black@gmail.com

School/Entity Information:

Shawnee Mission School District USD 512

Santa Fe Trail Elementary

Board Region

District 3

Nominated By: Connie Staley

Recommendation:

I have worked with Lindsay Black on the board for Kansas Gifted Talented and Creative organization for at least the past eight years. It has recently been an honor for her to fill the position of secretary for the past two years on the executive board for the Kansas Gifted Talented and Creative board for the state of Kansas. Lindsay is always prompt to meetings, advocates for gifted students, and is a very accurate and precise secretary when taking notes of our meetings. Lindsay has also hosted conferences in her area bringing gifted teachers and parents together to learn updated information and ideas on gifted. She is a kind and generous person with a glowing personality. I have no doubt she would give her 110% to fill any position offered to her with the Special Education Advisory Council.

Sincerely,

Connie Staley,

KGTC President

SEAC Nominees 2021

Candidate Name: Marie Kalas

Position: Parent of an exceptional child ages birth through 26

Meets IDEA Requirement:

General Information:

mkalas@silverlakeschools.org

School/Entity Information:

Board Region

Nominated By: Greg Harmon

Recommendation:

Mrs. Kalas would be an excellent member of SEAC. She is the parent of two children on the Autism Spectrum. She has a strong knowledge of special education and adult services. She also serves as a para-educator at Silver Lake High School. I highly recommend Mrs. Kalas for this position. Please contact me if you have any other questions.

SEAC Nominees 2021

Candidate Name: Josh Robinson

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

robinson@usd290.org

School/Entity Information:

Board Region

Nominated By: Ryan Cobbs

Recommendation:

Dr. Robinson has been an incredible director of special education services for USD 290. He has a strong understanding of the law and requirements, he is innovative in how we address the growing needs of our students, he is well respected amongst his peers and his staff, and most crucial is the immense improvement we have seen in student achievement specifically with our identified students. Dr. Robinson is a great leader whom I believe can provide additional insights to this group to the benefit of students, parents, educators, and our great state overall.

SEAC Nominees 2021

Candidate Name: Melissa Strathman

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

melissa.strathman@mcpherson.com

School/Entity Information:

USD 418 McPherson

Executive Director of Special Education

Board Region:

District 7

Nominated By: Shiloh Vincent

Recommendation:

Ms. Melissa Strathman is an impressive educational leader who plays a vital role in the success of the students, families, staff, and districts she serves as the Executive Director of Special Education for the McPherson County Special Education Cooperative. She is responsive to student and parent needs, organized in her oversight of many different programs ranging from birth to 21, and she is an excellent advocate for students with exceptionalities. She would offer a wealth of expertise to this process, as well as a heart for seeing all students find success in the K-12 system and life beyond.

SEAC Nominees 2021

Candidate Name: Bryan Wilson

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

bwilson@usd266.com

School/Entity Information:

Maize USD 266 SPED Coop

Board Region

District 7 and 10

Nominated By: Bryan Wilson

Recommendation:

See previous nomination for IHE rep

SEAC Nominees 2021

Candidate Name: Shay Carter

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

scarter5322@gmail.com

School/Entity Information:

Doniphan County Education Cooperative #616

Serves USD 111, USD 114, USD 429

Board Region

District 6

Nominated By: Della Palacios, Ed.D.

Recommendation:

Dear Selection Committee:

This is a letter of recommendation for Shay Carter. Shay Carter was my supervisor when she served as the Director of Student Services in Adams 14, Commerce City, Colorado. I served as the Gifted and Talented Coordinator under Shay's supervision. She is a strong leader and advocate for a number of reasons.

First, she sees the strengths in others. Shay hired a very strong team to work together and serve the exceptional students in Adams 14. Along with hiring the strong team, she created a healthy culture of collegiality by cultivating relationships.

Next, because Shay recognizes the strengths in those around her, she trusts them to do the work. She was also always there to support, encourage and thought partner with as needed. Shay is an exceptional administrator who would be a great asset to the Kansas Special Education Advisory Council.

Finally, Shay understands that exceptional students include gifted students and students with disabilities. She knows the law and the importance of getting to know the child to serve the child. She also integrated the work of gifted education with the work of special education in the district, working to interweave the promising practices in both fields.

I recommend Shay without reservation. Reach out to me at any time at della.palacios27@gmail.com or 720-899-6380.

Best regards,

Della Palacios, Ed.D.

SEAC Nominees 2021

Candidate Name: Shay Carter

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

scarter@ksdcec.org

School/Entity Information:

Doniphan County Education Cooperative #616

Serves USD 111, USD 114, USD 429

Board Region

District 6

Nominated By: Olivia Masters

Recommendation:

As director of Doniphan County Education Cooperative #616, Shay Carter is a fierce advocate for the support and education of children in our community. Shay is a strong leader that takes a student-focused approach to the navigation of her role as a director. She is supportive of staff and providers while encouraging all to perform at their best to provide the best service possible for our students. With her previous experience as teacher as well as an administrator, Shay has the knowledge and skill to foster the development of a strong team of providers and in turn a strong foundational and educational experience for our students.

SEAC Nominees 2021

Candidate Name: Shay Carter

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

scarter@ksdcec.org

School/Entity Information:

Doniphan County Education Cooperative #616

Serves USD 111, USD 114, USD 429

Board Region

District 6

Nominated By: Phyllis Cole

Recommendation:

Shay works very hard to provide the best education of the students and provide training for the teachers to keep the teacher current. She listens to concerns and works with the staff for the best outcome and solve the problem so all concern benefit.

SEAC Nominees 2021

Candidate Name: Shay Carter

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

Carter, Shay <scarter@ksdcec.org>

School/Entity Information:

Doniphan County Education Cooperative #616

Serves USD 111, USD 114, USD 429

Board Region

District 6

Nominated By: Anita Long

Recommendation:

Shay Carter is the new 2020-2021 director of DCEC #616 in Doniphan County this year. She has several years of experience in regular and special education. Shay is compassionate about her role as director and has a vision of new and improved positive changes that she would like to have happen for DCEC. For example, this year we began the much-needed Sunday Intervention Program in our schools. With her support of Reading Specialists, Special Education teachers and para-educators the program proved successful. She kept the lines of communication open involving school superintendents, principals, teachers, etc. Her passion shows through when she shares plans that she would like to see happen in the future. She seems to realize that it will happen best as a team effort for the success of our students, teachers, our schools.

SEAC Nominees 2021

Candidate Name: Lena Kisner

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

lkisner@rcec610.com

School/Entity Information:

610 Reno County Education Cooperative

RCEC Interlocal 610 District Office

Board Region

District 7

Nominated By: Betsy McKinney

Recommendation:

I am writing this letter of support for Lena Kisner because I can think of nobody more qualified and competent to be a part of a board that helps to foster and continue exceptional education for exceptional children. Lena is the director of the Reno County Education Cooperative and handles special education in several Reno County schools. She has done an excellent job in her time in this position and has created a culture where the needs of exceptional children are always the focus of decisions. She has high expectations for her employees, integrity, professionalism, and is a fantastic listener. At the same time, she never lets up in her dedication to providing the best education possible for our children. I wholeheartedly recommend Lena Kisner for this Advisory Board and would gladly welcome your questions on my cell 620-899-3345. Thanks!

SEAC Nominees 2021

Candidate Name: Dr. Debora Howser

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

dhowser@kssdb.org

School/Entity Information:

Board Region

Nominated By: Jon Harding

Recommendation:

Dr. Deb is an exceptional leader and educator who has a thorough understanding of Special Education law, inclusion, and the role of special schools in helping students become successful adults. She is a former special education administrator with the Manhattan-Ogden Schools (USD 383) and now serves as the Director of Special Education with the KS State Schools for the Blind. Dr. Deb understands special education regulations, school finance, and the challenges that schools face in providing children with special needs the appropriate supports and access. KSSB has not had representation on SEAC in some time, and Dr. Howser would be an excellent representative of an agency which offers services to over 1500 students in Kansas. I sincerely appreciate your consideration of this outstanding candidate.

SEAC Nominees 2021

Candidate Name: Anita Breen

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

anitabreen@usd379.org

School/Entity Information:

#379 Clay County Schools / Twin Lakes Educational Cooperative

Board Region

District 6

Nominated By: Rachel McVean

Recommendation:

Anita Breen is the perfect candidate to serve on the Kansas Special Education Advisory Council. I first met Anita two years ago when she was serving as the Assistant Director for TLEC. She was my supervisor. The past two years, Anita and I have been working as a team supporting students and staff for Twin Lakes Educational Cooperative. Anita currently serves as the TLEC Director.

Anita's introduction into the world of Special Education began as a parent. Anita's daughter, Darci, was born with multiple disabilities. At that time, Anita was working as a beautician. Being a good parent, Anita quickly realized the needs of her daughter were substantial so she gave up her career as a beautician and accepted a paraprofessional position at the school Darci attended. Anita's daughter, Darci, was the driving force into the world of special education. Now she continues to want to uphold Darci's legacy by making the world better place for all people with disabilities. Anita is also a guardian for her brother-in-law with intellectual disabilities. Anita's experiences with her daughter, brother-in-law and the students she has served has gleaned her much knowledge in all aspects of special education. She is a

lifelong learner who continues to research, read and grow her knowledge, while being a passionate advocate for children and adults with special needs.

Working as a paraprofessional, Anita soon developed a love for teaching. It was then that she knew she had the potential to be an exceptional educator. She attended Fort Hays State and earned her BS in Elementary Education with a minor in Special Education. She immediately went on and achieved a Master's Degree in Special Education. She soon realized she could help more children by becoming an administrator. She received a Master's degree in Education Leadership (building principal) and then an endorsement in Educational Leadership (district leadership). She is a true leader and educator. Working as the director for special education services, she shares her expertise with administrators, educators and all staff members where she serves as the director. She also teaches students at Fort Hays State University, so her knowledge and expertise in the profession will continue to grow for generations of educators. Anita has been a paraprofessional, a teacher, a special education coach, an assistant director and now serves as the director of Twin Lakes Educational Cooperative.

I believe that Anita would be an amazing addition to your advisory board. She is an excellent leader who is friendly and helpful to everyone she meets. She is knowledgeable about special education and willing to share her knowledge with others. Anita is a passionate advocate for all children and believes that everyone deserves the best education possible. Anita's personal and professional background will help her make wise and conscientious decisions for the betterment of all students. I highly recommend her for SEAC's advisory board position.

SEAC Nominees 2021

Candidate Name: Kyle Carlin

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

kcarlin@usd489.com

School/Entity Information:

USD 489 Hays Public Schools

Board Region

District 5

Nominated By: Rebekah Helget

Recommendation:

Kyle is a dynamic leader of individuals with disabilities. Throughout Kyle's career he has been actively involved in organizations supporting individuals with disabilities. He has been president of the KASP organization, a Region Representative for KASEA, and legislative committee work.

Kyle's knowledge, passion, & advocacy make him a great selection for a SEAC member. He is easy to approach, speaks articulately about special education, and open-minded when working with a diverse group.

Kyle has my vote!!!! GO KYLE!

SEAC Nominees 2021

Candidate Name: Cris Seidel

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

cris.seidel@usd495.com

School/Entity Information:

USD #495 Ft. Larned

Tri-County Special Education Services Cooperative

Board Region

District 5

Nominated By: Cris Seidel

Recommendation:

I have served in the field as a special educator for over 25 years in many capacities: Teacher, Autism Specialist, Professional Development Coordinator, School Support Specialist (with ESSDACK), Assistant Director and currently serve in the role as the Executive Director of Special Education for USD #495. I am passionate about Special Education and am always looking for opportunities to be more involved. As an administrator serving at the district level, I believe I am able to make more of an impact for our students with exceptionalities. I would be honored if chosen to represent the administrative role for the SEAC committee . Thank you for your consideration.

SEAC Nominees 2021

Candidate Name: Ryan Vaughn

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

ryan.vaughn@greenbush.org

School/Entity Information:

USD 420 Osage City

Board Region

District 4

Nominated By: Randy Corns

Recommendation:

Ryan is very knowledgeable in the field of Special Education. He serves as Greenbush's Special Education Director of Learning Services. He works with many school districts across the state of Kansas. He has provided professional development to teachers, both regular ed. and special ed., to special services teams in working with students, directors, and parents. Ryan also has the ability to research for answers and problem solve as a team member. I would highly recommend Ryan to this team.

SEAC Nominees 2021

Candidate Name: Cassandra Delmont

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

CLDelmont@bluevalleyk12.org

School/Entity Information:

Board Region

Nominated By: Judy Martin

Recommendation:

Cassandra was an excellent special education teacher for 10 years serving many capacities while in the classroom. Beyond the classroom, Cassandra embarked upon special education administration. Serving the Blue Valley School District her first administrative position was a Special Services Coordinator and within the past two years she is now the Assistant Special Education Director for the Blue Valley School District.

Cassandra is intelligent, a visionary, detailed orientated, collaborative, data driven, student centered and is always, always an ambassador for students and adults with disabilities and enrichment. During my six years of service on SEAC I witnessed the impact of this council. Cassandra's skillset along with her ability to listen to others and make informed decisions to share with the State Board of Education or the field would be an asset to SEAC. She is kind, fun, and caring and I highly recommend her for this vacancy.

Respectfully,

Judy Martin

SEAC Nominees 2021

Candidate Name: Dr. Jennifer Dancer

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

jenniferdancer@smsd.org

School/Entity Information:

Board Region

Nominated By: Judy Martin

Recommendation:

Jennifer currently is the Assistant Director of Special Education for the Shawnee Mission School District. She has been in this role the past two years. Prior to assuming this position Jennifer served as a Special Education Coordinator in the Gardner Edgerton School District under my leadership as the Director. Jennifer served in that capacity for five years before transitioning to SMSD. Prior to Gardner Edgerton she served as a School Psychologist for the Blue Valley School District.

Jennifer grew professionally and soared as a Coordinator with Gardner Edgerton. She spearheaded several departments, develop plans for the future while receiving stakeholder input, and ensured student needs were met. She participated on various committees within the district and was well respected by her peers, staff and parents.

Jennifer is collaborative, understands the importance of data driven decision, the necessity of policies to drive special education and the utmost responsibly of leading by example. She would be an excellent candidate for SEAC and I highly recommend her for this position.

Respectfully,

Judy Martin

SEAC Nominees 2021

Candidate Name: Doug Tressler

Position: Administrator of program for exceptional children

Meets IDEA Requirement:

General Information:

dtressler@anwcoop.com

School/Entity Information:

Board Region

Nominated By: Heath Peine

Recommendation:

I have worked with Doug on multiple committees through both KASEA and SEAC Subcommittees. He is dedicated to improving outcomes for students with disabilities and supporting individuals that support those students. From my perspective, he does an excellent job thinking outside of the box and proposing solutions. He also had excellent attendance and is an active participant.

SEAC Nominees 2021

Candidate Name: Barney Pontious
Position: Parent of a gifted child
Meets IDEA Requirement:

General Information:
bpontious@usd101.com

School/Entity Information:
USD 101 Erie Elementary

Board Region
District 9

Nominated By: Amy Brown

Recommendation:
Barney is the parent of two gifted children. His daughter is a high school student and his son is in elementary. He is very supportive of special education in educating all children. He has been an elementary teacher in Parsons, KS and is currently an administrator in Erie, Kansas elementary school. He is a dedicated teacher and leader. I respect Barney and his opinions.
Amy Brown

SEAC Nominees 2021

Candidate Name: Sabrina Rishel
Position: Parent of a gifted child
Meets IDEA Requirement:

General Information:
Srishel@gckschools.com

School/Entity Information:
USD 457 Alternative Center – Therapeutic Education Program

Board Region
District 5

Nominated By: ROXANNA REED

Recommendation:
Sabrina is a parent of a Gifted student. I have worked with her for 4 years. She is extremely knowledgeable about Gifted Education programs and is a active advocate of Gifted Education. She is very involved in her son's education. Thanks to her efforts and support her son has progressed leaps and bounds. He is well adjusted, well-rounded, an outstanding student performing well above his grade level and is becoming a leader in his class. She would be extremely active and valuable to this advisory group.

SEAC Nominees 2021

Candidate Name: Amy Johnston
Position: Parent of a gifted child
Meets IDEA Requirement:

General Information:
ajohnston@mv330.org

School/Entity Information:
USD 330 Mission Valley
Mission Valley

Board Region
District 4

Nominated By: Bill Clark

Recommendation:
Mrs. Johnston is current my K-6 principal who does an outstanding job supporting and advocating for students with disabilities, as well as, students who are identified Gifted. It just happens that she is also a parent of several exceptional children which qualifies her as a parent with a Gifted Child.

Please contact me for more information.

SEAC Nominees 2021

Candidate Name: Jackie Stancil
Position: Parent of a gifted child
Meets IDEA Requirement:

General Information:
Jackiestancil1@yahoo.com

School/Entity Information:
USD 450 Shawnee Heights Middle School

Board Region
District 4

Nominated By: Vicki W Smith

Recommendation:
Jackie is a parent of two gifted children, is an exceptional Kansas school psychologist, and is a very strong advocate for all children, especially those with unique learning needs. She is articulate, bright, caring and has been involved in various district special education leadership committees throughout her career. She also served as the President of KASP, and possesses substantial knowledge in the field of special education.

SEAC Nominees 2021

Candidate Name: Lindsay Black
Position: Parent of a gifted child
Meets IDEA Requirement:

General Information:
lindsay.n.black@gmail.com

School/Entity Information:
Shawnee Mission School District USD 512
Santa Fe Trail Elementary

Board Region
District 3

Nominated By: Jessica LaFollette

Recommendation:

Lindsay Black has been an advocate for gifted children in Kansas for many years. After earning her masters in special education - gifted, from Emporia State, she became active in the state gifted organization (KGTC). Currently she serves in an elected board position as secretary. She has presented at their state conference annually. She is responsible, dependable, and works very well solving problems with others while always keeping the needs of kids first. Lindsay's son is identified as gifted in the Shawnee Mission School District, but he also faces the challenges of ADHD. Lindsay and her husband are both also highly gifted individuals. As a teacher of gifted children in the KCK public schools, Lindsay is well-informed of best practices related to gifted identification and services. She was recognized as a Javits-Frasier scholar by the National Association for Gifted Children and is presenting at the national conference in Denver this fall. As an active and engaged parent, she would be an excellent addition to the state advisory council.

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region/ Work	Voting Member	Address
Heath Peine * (Past Chair)	6/30/2024 (2nd Term)	Local education official	Yes	10	Yes	USD 259 Wichita 903 South Edgemoor Street Wichita, KS 67235 (620) 326-4300 hpeine@usd259.net
Jennifer King* (Chair)	6/30/2024 (2 nd Term)	Representative of public charter schools	Yes	10	Yes	15125 E. 37 th Street N Wichita, KS 6728 931-980-8433 jking7@usd259.net
Vacant	6/30/2022 (2 nd Term)	Parent of an exceptional child ages birth through 26 years				
Matthew Ramsey	6/30/2024 (1 st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	Work/6 Home/6	Yes	937 Santa Fe Street Atchison, KS 66002 913-360-3382 mramsey@benedictine.edu
Whitney George	6/30/2024 (1 st Term)	Teacher (general education)	Yes	Work/6 Home/6	Yes	3131 Ella Lane Manhattan, KS 66502 620-391-2165 whitneyg@usd383.org
Vacant	6/30/2023 (2 nd Term)	Administrator of program for exceptional children				
Vacant		Representative from state agency responsible for foster care of children				
Paul Buck	6/30/2024 (1 st Term)	Individual with a disability	Yes	Work/9 Home/9	Yes	211 W Elm St. Sedan, KS 67361 620-216-0007 paul@paulbucklaw.com

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region / Work	Voting Member	Address
Dr. Troy Pitsch	6/30/2022 (1 st Term)	Local education official who carries out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq.	Yes	Work/1 Home/ MO	Yes	USD 500 KCK troy.pitsch@kckps.org
Laura Thompson *	6/30/2023 (2 nd Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	Work/7 Home/ 6	Yes	123 N. Eisenhower Junction City, KS 66441 785-717-4334 laurathompson@usd475.org
Amy Wagoner	6/30/2022 (1 st Term)	Representative of private schools	No	Work/7 Home/ 7	Yes	Holy Cross Catholic School 2633 Independence Road, Hutchinson, KS 67502 (620) 665-6168 awagoner@holycross-hutch.com
Kari Wallace*	6/30/2022 (1 st Term)	Representative of a vocational, community or business organization, concerned with the provision of transition services to children with disabilities	Yes	9	Yes	PO Box 466 Lebo, KS 66856 (620) 340-3813 Kari.wallace@usd253.net
Rebecca (Becci) Werner	6/30/2022 (2 nd Term)	Administrator of program for exceptional children	No	Work/8 Home/ 7	Yes	USD 259 Wichita 903 S Edgemoor Wichita, KS 67218 316-973-4438 rwerner@usd259.net
Rebecca Shultz	6/30/2024 (1 st Term)	Individual with a disability	Yes	2	Yes	2909 W. 94 th Street Leawood, KS 66206 913-424-8067 rebeccaschultz@smsd.org

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region / Work	Voting Member	Address
Jennifer Kucinski*	7/1/2020-6/30/2023 (1 st Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	3	Yes	16100 W. 141st Street, Olathe, KS 66062 913-227-4349 jkucinski@kssdb.org
Trisha Backman	7/1/2020-6/30/2023 (1 st Term)	Representative from the state juvenile corrections agency	No	4	Yes	413 Eagle St. Silver Lake, KS 66539 785 806 5047 TrishaBackman@lghs.smokyhill.org
Vacant	7/1/2020-6/30/2023 (1 st Term)	Parent of a gifted child				
Marvin Miller	7/1/2020-6/30/2023 (1 st Term)	Teacher (special education)	Yes	Work/10 Home/ Wichita	Yes	10808 W. Harvest Lane Wichita, KS 67212A 316-765-3145 mjmiller@abilityed.com
Jennifer Kurth	7/1/2020-6/30/2023 (1 st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	Work/1 Home/ 1	Yes	University of Kansas Lawrence, KS 785.864.4954 jkurth@ku.edu
Tobias Wood	7/1/2020-6/30/2023 (1 st Term)	State Agency official		4	Yes	9400 SW Hoch Rd Auburn, KS 66402 785-302-0584 twood@ksbor.org
Brandon Gay	7/1/2020-6/30/2023 (1 st Term)	Representative from the state adult corrections agency	No	5	Yes	Colby Community College brandon.gay@colbycc.edu

Council Member	Appointment Expires	Representation	Fulfills Majority requirement*	State Board Region / Work	Voting Member	Address
Lesli Girard	ex officio	Official Parent Training and Information Center for Kansas			No	Families Together, Inc. 5611 SW Barrington Court South, Suite 120 Topeka, KS 66614 (785) 233-4777 lesli@famieliestogetherinc.org
Jim McNiece	ex officio	Kansas State Board of Education		10	No	1213 Manchester Court Wichita, KS 67212 jmcniece@ksde.org
Rocky Nichols/ Mike Burgess	ex officio	Official Protection and Advocacy System for Kansas			No	rocky@drckansas.org mike@drckansas.org
	ex officio	Senate Education Chair or Designee			No	
	ex officio	House Education Chair or Designee			No	

* These representatives fulfill the requirement in K.S.A. 72-3408 (b)(2) that a majority of Council members be individuals with disabilities or parents of children with disabilities ages birth through 26.



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Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Personnel Report

: fca . Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4											
Unclassified	3											
Unclassified Regular (leadership)	1											
Total Separations	2											
Classified	0											
Unclassified	2											
Unclassified Regular (leadership)	0											
Recruiting (data on 1st day of month)	2											
Unclassified	2											
Unclassified Regular (leadership)	0											

Total employees 249 as of pay period ending 07/10/2021. 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).

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Marisa Seele

Wendy Fritz

Randy Watson

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Act on personnel appointments to unclassified positions

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

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The following personnel appointments are presented this month:

Dale Brungardt to the position of Director on the School Finance team, effective July 1, 2021, at an annual salary of \$109,670.86. This position is funded by State General fund and the School Bus Safety Fund.

Diane Gjerstad to the position of Public Service Executive on School Finance team, effective July 1, 2021, at an annual salary of \$48,000. This position is funded by the State General Fund.

Guy Shoulders to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective July 6, 2021, at an annual salary of \$56,118.40. This position is funded by the State General Fund (Perkins Admin and State Leadership) and Carl Perkins Grant (State Admin and State Leadership).

Nathan McAlister to the position of Humanities Program Manager on the Career, Standards and Assessment Services team, effective July 6, 2021, at an annual salary of \$70,000.06. This position is funded by the State General Fund.

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Susan Helbert"

Mischel Miller"

Randy Watson"

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Act on recommendations for Visiting Scholar licenses"

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It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education, regarding Visiting Scholar licenses.

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Blue Valley USD 229 requests that Alisa Morse be granted renewal of a Visiting Scholar license valid for the 2021-22 school year. Ms. Morse will continue to be assigned to teach the CAPS Filmmaking course.

Ms. Morse will be assigned to a full CAPS teaching schedule. Credit for the course is 1 Fine Arts and .5 Technology credit, and the course is eligible for college credit. She completed appropriate professional learning during the past four years of teaching.

Alisa Morse's education and experiences provide a unique educational experience to the high school students in the CAPS Filmmaking course. Her educational background, her expertise and experiences as a filmmaker, in combination with her experiences working in this field specifically with high school students through her NSLC roles, all contribute to a strong background relative to her teaching assignment. She continues to meet the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2021-22 school year for Alisa Morse be approved, based on continuing to meet two of the established criteria, and completion of appropriate professional learning.

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Blue Valley USD 229 requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2021-22 school year. Mr. Farmer will be assigned to teach the CAPS Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator.

(continued)

Mr. Farmer will teach afternoon sessions of the CAPS schedule, three periods every day. He completed appropriate professional learning while employed in this position during the last three school years.

Michael Farmer's education and experiences continue to provide a unique educational experience to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2021-22 school year for Michael Farmer be approved, based on continuing to meet two of the established criteria and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

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The Hill City School District requests that Amanda Stinemetz be granted a Visiting Scholar license valid for the 2021-22 school year. The district will assign Ms. Stinemetz to a full schedule of teaching English language arts at Hill City Jr/Sr High school. She will teach 9th grade English 1 and 12th grade English 4 and Oral Communication.

Amanda Stinemetz earned a bachelor of arts in English (Literature) in 2006 and a master of arts in English in 2010 from Fort Hays State University. She earned a doctor of philosophy in education with a specialization in English as a second language from Northcentral University, California in 2019.

Fort Hays State has verified that Ms. Stinemetz was the Assistant Director of the English as a second language (ESL) program January, 2008 through October 2015, when she was made Director. She served as Director through June, 2017. The Director position also held the responsibility of serving as the Liaison for International Operations for the university. The university verified that throughout her years of employment (2008-2018), she instructed courses on the undergraduate level in the English and ESL departments. She also served as a full-time instructor in the English department 2017-18. An extensive list of undergraduate courses taught includes Composition at all levels, World literature, and English for the Professions. Ms. Stinemetz was hired by Fairmont State University, West Virginia August, 2018 through December, 2020 as Director of Educational Pathways for International Centers and Students, which involved running the ESL program. She was also an adjunct instructor in the English department August, 2018 to present, delivering Freshman English courses both face-to-face and online. Beginning in Fall 2019, Ms. Stinemetz was a dual enrollment English instructor at North Marion High School in Manning, West Virginia, which allowed the

(continued)

students to earn college credit for two English composition courses each school year. Delivery was online with frequent classroom visits. A list of professional publications, presentations and international partnership development was provided by Ms. Stinemetz.

Amanda Stinemetz's educational background in English, her experiences teaching English at the postsecondary level and as a dual enrollment high school instructor, and her related experiences with English as a second language/International liaisons all contribute to a strong background relative to an English assignment. She meets the criteria of advanced degrees in the subject and related experiences teaching in the subject. I recommend that a Visiting Scholar license valid for the 2021-22 school year for Amanda Stinemetz be approved, based on meeting two of the established criteria for Visiting Scholar.

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The Olathe School District requests that Jordan Burr be granted a Visiting Scholar license valid for the 2021-22 school year. The district will assign Mr. Burr to a full schedule of teaching English language arts at Olathe North High School. He will teach five sections of English/language arts 9th grade and a 12th grade seminar.

Jordan Burr earned a bachelor of arts in English from the University of Missouri, Columbia in 2008, a master of arts in English from University of Missouri – Kansas City in 2011, and a doctor of philosophy degree in English from the University of Kansas in May, 2019.

Mr. Burr was awarded a teaching certificate for English 9-12 by the state of Missouri in September 2020, based on his earned PhD in the subject. He also passed the MoGEA Professional knowledge: secondary test for the MO certificate.

Mr. Burr taught English or provided related support services at the postsecondary level during the pursuit of all his degrees:

1. University of Missouri - KC

- undergraduate and graduate writing tutor: one-to-one, online and Skye, special group sessions, for at-risk, ELL, non-traditional students all ages – 2006-08 and 2010-13
- editorial assistant for 2 academic journals - 2011
- Teaching assistant – Myth/Film/Literature courses 2009-2011
- Graduate instructor – Intro to Comp; multimedia rhetoric 2009-11

2. University of Kansas State Department of Education

- Research assistant in British and Irish studies - 2012

(continued)

- Graduate instructor – including Comp and rhetoric (intro and intermediate); Survey American Lit - 2012-2018

Mr. Burr's extensive educational studies in English and his years of experience as a postsecondary English instructor contribute to a strong background relative to a high school English teaching assignment. He meets the criteria of advanced degrees in the subject and related English teaching experience. I recommend that the request of a Visiting Scholar license for Jordan Burr valid for the 2021-22 school year be approved, based on meeting two of the established criteria for Visiting Scholar.

Criteria for a Visiting Scholar license:

1. Advanced course of study or extensive training in the area of licensure requested
2. Outstanding distinction or exceptional talent in the field
3. Significant recent occupational experience which is related to the field

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Susan Helbert"

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Mischel Miller"

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Randy Watson"

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Act on recommendations of the Licensure Review Committee"

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It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

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Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose appeals are granted. Requests and the LRC's recommendations for this month are listed below.

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Applicant requested initial Kansas licensure for PreK-12 Spanish. Review was required due to completion of an alternative teacher preparation program through I Teach Tennessee. The Licensure Review Committee recommends approval of an initial license with an endorsement for PreK-12 Spanish based on: achievement of licensure in Tennessee through completion of the alternative I Teach Tennessee alternative program; educational background including a degree in Spanish; and experience teaching Spanish. Moved by Ashlie, seconded by Bruce, and approved unanimously.

7UgY' ' , %

Applicant requested an initial Kansas license for middle level science 5-8. Review was required due to completion of an alternative teacher preparation program I Teach Texas. The Licensure Review Committee recommends approval of an initial Kansas license for middle level 5-8 science based on: achievement of a Texas license through completion of the I Teach Texas alternative program; educational background, and experience teaching science. Moved by Ashlie, seconded by Bruce, and approved unanimously.

7UgY' ' , &'

Applicant requested initial Kansas licensure for secondary family and consumer science (FACS). Review was required due to completion of an alternative teacher preparation program I Teach Texas. The Licensure Review Committee recommends approval of an initial Kansas license for secondary FACS, based on: achievement of the Texas license through completion of the I Teach Texas alternative program; educational background including a degree in FACS; and experience teaching FACS. Moved by Brittany, seconded by Ashlie, and approved unanimously.

(continued)

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Applicant requested initial Kansas licensure for elementary education. Review was required due to completion of an alternative teacher preparation program through I Teach Texas. The Licensure Review Committee recommends approval of an initial Kansas license for elementary education based on: educational background including degrees in family/child studies and a master's degree in teaching; achievement of licensure in Texas through completion of the I Teach Texas alternative program; and experience as an elementary classroom teacher. Moved by Ashlie, seconded by Bruce, and approved unanimously.

7UgY'' , (' '

Applicant requested initial Kansas licensure for secondary mathematics. Review is required due to completion of an alternative program Teacher Ready in Florida. The Licensure Review Committee recommends approval of an initial Kansas license with endorsement for secondary mathematics, based on: educational background, including bachelor and master degrees in related content; achievement of a Florida license through completion of the Teacher Ready alternative program; and experience as a secondary math teacher. Moved by Bruce, seconded by Brittany, and approved unanimously.

7UgY'' , * '

Applicant requested an initial Kansas license for elementary education. Review was required due to extenuating circumstances that did not allow her university to verify approved program completion, and her subsequent achievement of licensure through completion of the Orange County Schools in Florida alternative program. The Licensure Review Committee recommends approval of an initial Kansas license for elementary education based on: completion of a state-approved elementary education program through Stetson University; extenuating circumstances due to timing of completion of a licensure test that prevented Stetson from providing the verification of program completion; subsequent achievement of licensure in Florida through completion of the Orange County School District alternative program; and experience as an elementary classroom teacher. Moved by Ashlie, seconded by Brittany, and approved unanimously.

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Applicant requested initial Kansas licensure for secondary business education. Review was required due to completion of an alternative program through the Oklahoma Alternative Placement Program. The Licensure Review Committee recommends approval of a Professional level Kansas license for business education 6-12, based on: educational background including a degree in business administration; achievement of the Oklahoma license through completion of the Oklahoma Alternative Placement program; seven years of teaching experience – four years of accredited experience and three non-accredited. Moved by Bruce, seconded by Brittany, approved unanimously.

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Applicant requested an initial Kansas license for secondary mathematics. Review was required due to completion of an alternative teacher preparation program through an Arizona university. The

(continued)

Licensure Review Committee recommends approval of an initial Kansas license for secondary math based on: completion of appropriate professional education through the Arizona university program; achievement on a Texas license; educational background including a bachelor's degree with a minor in math; experience in Texas teaching math. Moved by Bruce, seconded by Ashlie, approved unanimously.

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Applicant requested Kansas licensure for secondary biology. Review was required due to completion of an alternative teacher preparation program for teaching through North Carolina Lateral Entry Alternative program. The Licensure Review Committee recommends approval of a Professional level Kansas license based on: educational background including a degree in biology and a master of education degree; achievement of licensure in North Carolina through completion of the Lateral Entry Alternative program; and seven years of combined accredited and non-accredited experience teaching secondary science. Moved by Brittany, seconded by Ashlie, and approved unanimously.

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Applicant requested Kansas licensure for middle level social studies and English language arts. Review was required due to completion of an alternative teacher preparation program for teaching through the Louisiana College TEACH program and lack of a currently valid out-of-state teaching license. The Licensure Review Committee recommends approval of an initial license for middle level English language arts and social studies based on: educational background including a bachelor's degree with major in history/minor in English; completion of the alternative Louisiana College TEACH program; and extenuating circumstances of inability to renew the expired Louisiana credential without employment in a Louisiana school system. Moved by Brittany, seconded by Bruce, and approved unanimously.

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Applicant requested the addition of an endorsement for high incidence K-6 and 6-12 to a valid Kansas license. Review was required due to adding the endorsement to an out-of-state license based on testing only, rather than completion of the approved program plus the test. The Licensure Review Committee recommends approval of the addition of a high incidence K-6 and 6-12 endorsement to the valid Kansas teaching license based on achievement of licensure in Missouri through an alternative means of test only and nine years of accredited experience teaching special education. Moved by Brittany, seconded by Ashlie, and approved unanimously.

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Applicant requested the addition of an endorsement for K-6 elementary education to a valid Kansas license. Review was required due to adding the endorsement to an out-of-state license based on testing only, rather than completion of the approved program plus the test. The Licensure Review Committee recommends approval of the additional of an elementary education endorsement to a valid Kansas license based on: completion of an approved early childhood education PreK-4 in Arkansas; achievement of elementary K-6 licensure in Arkansas; educational background including

(continued)

a MAT degree; and four years of experience as an elementary classroom teacher. Moved by Ashlie, seconded by Brittany, and approved unanimously.

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Applicant requested an initial license for school psychologist. Review was required due to completion of an approved school psychologist program through a university/state where the program is not verified as complete and the terminal degree (EdS) is not awarded until after a year-long internship as a school psychologist. Kansas programs award the terminal degree after program coursework is completed, prior to the year-long internship. The internship is completed during the initial license. The Licensure Review Committee recommends approval of an initial Kansas license for school psychologist based on verification of completion of all approved school psychologist program requirements except for the internship through Oklahoma State University, including awarding of a master's degree. Moved by Ashlie, seconded by Bruce, and approved unanimously.

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Applicant requested an initial Kansas license with endorsements for secondary psychology, English language arts, and history, government and social studies. Review was required due to: a Nebraska teaching credential valid only in Religious education which Kansas does not issue a license for; lack of completion of approved programs in the requested endorsement areas; and extenuating circumstances applicant claimed on the inability to add any of the endorsements to his existing Nebraska license. The Licensure Review Committee recommends approval of an initial Kansas license with endorsement for psychology based on completion of an approved teacher preparation program for religious education in 2019; a bachelor of arts degree with majors in psychology and theology; and non-accredited teaching experience. Moved by Ashlie, seconded by Brittany, and approved unanimously.

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Act on recommendations of the Evaluation Review Committee for higher education accreditations"

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It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Accreditation" for Newman University and Ottawa University.

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

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

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

"

July 7, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Newman University

Introductory Statement:

On June 28, 2021, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Newman University.

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

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2028.

Areas for Improvement, Initial-level

Standard 1

AFI 1.2: The EPP provides limited evidence to ensure candidates use research and evidence to develop an understanding of the teaching profession or to measure their own professional development. (component 1.2)

Rationale: Multiple assessments are provided; however, minimal data are presented. These data from the Teacher Strengths Survey are not disaggregated. Based on the data provided, it is not possible to determine the effectiveness of the assessment tools. It is also unclear if and what changes may have been made based on these data.

Standard 2

AFI 2.2: The EPP provided insufficient evidence that the partners evaluate clinical educators, both EPP and school-based. (component 2.2)

Rationale: It is unclear if school-based clinical educators and EPP-based clinical educators formally evaluate each other, and that those results are shared.

Standard 3

AFI 3.1: There is currently insufficient evidence that the EPP recruits and supports completion of high quality candidates from a broad range of backgrounds and diverse populations. (component 3.1)

Rationale: The Recruitment and Retention Plan submitted as evidence was implemented during spring 2020; however, annual progress results and descriptions of data-informed program improvements will not be available until Spring 2021.

AFI 3.2: The EPP provided insufficient evidence that the group average performance on nationally normed assessments for its admitted candidates meets the CAEP minimum criteria. (component 3.2)

Rationale: Through Spring 2019, in addition to ACT and Praxis CORE scores, the EPP accepted scores for several entrance exams not considered appropriate assessments by CAEP (ACCUPLACER, CAAP, ACT Compass, Asset, and PPST tests). Further, the average ACT and Praxis CORE math scores for academic years 2016-2017 and 2017-2018 do not meet the CAEP minimum criteria.

Standard 4

AFI 4.3: The EPP has not consistently provided employment milestones such as promotion and retention for initial licensure completers. (component 4.3)

Rationale: While the EPP consistently gathers survey data from completers and employers, there is limited evidence of gathering milestone data. The addendum describes a plan starting in Fall 2020 to gather milestone data via an updated version of the Teacher Strengths Survey provided during the visit in which five milestones are identified (initial licensure, mentoring, professional licensure, 3rd year of teaching, and other promotion/awards). To date, no evidence has been compiled on employment milestones on completers of initial-licensure programs.

Standard 5

AFI 5.1: The EPP's quality assurance system is currently not set up to consistently track multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component 5.1)

Rationale: The EPP does not consistently and comprehensively collect and analyze data for the purposes of quality and strategic evaluation and for continuous improvement. While the EPP has a new plan for the Quality Assurance System and has started to use TaskStream, there is not enough evidence of the EPP regularly disaggregating enough cycles of data, analyzing those data over time, and making data-based decisions across all CAEP standards for both initial licensure and advanced-level programs. While many of these practices are at the initial or pilot stage, the EPP currently does not have a comprehensive and fully functioning Quality Assurance System.

AFI 5.2: The EPP's quality assurance system does not consistently rely on relevant, verifiable, representative, cumulative, and actionable measures in order to produce empirical evidence that interpretations of data are valid and consistent. (component 5.2)

Rationale: The EPP has developed a plan for their Quality Assurance System with critical initiatives, many of which are at the pilot or initial stages. Data and reports produced, though, do not demonstrate consistency and validity as outlined in their plan. For example, the initial validity and reliability study on the Cultural Diversity assessment did not make clear the content validity of this assessment or establish interrater reliability based on the five responses.

Areas for Improvement, Advanced-level

Standards A1-A3

None

Standard A4

AFI A4.1: The EPP provides insufficient evidence that employers are satisfied with advanced-level completers' preparation and that advanced-level completers reach employment milestones. (component A.4.1)

Rationale: The Graduate Survey Plan is unclear regarding the EPP description of the content and objective of the data/evidence collection. The Graduate Survey Plan was also missing information regarding steps that will be taken to attain a representative response. The provided Employer survey draft did not include Milestone Language. The survey topics are aligned to initial program standards. Advanced-level standards used to align topics were not included in the Graduate Survey Plan.

AFI A4.2: The EPP provides insufficient evidence that advanced-level program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective. (component A.4.2)

Rationale: The Graduate Survey Plan is unclear regarding the EPP description of the content and objective of the data/evidence collection and data quality section. The Graduate Survey Plan was also missing information regarding steps that will be taken to attain a representative response. The survey topics are aligned to initial-program standards. Advanced-level standards used to align topics were not included in the Graduate Survey Plan. Milestone questions were found on the Teacher Strengths survey, which appear to go to completers not employers. It is unclear who completes the Teacher Strengths survey.

Standard A5

AFI A5.1: The EPP's quality assurance system is currently not set up to consistently track multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component A.5.1)

Rationale: The EPP does not consistently and comprehensively collect and analyze data for the purposes of quality and strategic evaluation and for continuous improvement. While the EPP has a new plan for the Quality Assurance System and has started to use TaskStream, there is not enough evidence of the EPP regularly disaggregating enough cycles of data, analyzing those data over time, and making data-based decisions across all CAEP standards for both initial licensure and advanced-level programs. While many of these practices are at the initial or pilot stage, the EPP currently does not have a comprehensive and fully functioning Quality Assurance System.

AFI A5.2: The EPP's quality assurance system does not consistently rely on relevant, verifiable, representative, cumulative, and actionable measures in order to produce empirical evidence that interpretations of data are valid and consistent. (component A.5.2)

Rationale: The EPP has developed a plan for their Quality Assurance System with critical initiatives, many of which are at the pilot or initial stages. Data and reports produced, though, do not demonstrate consistency and validity as outlined in their plan. For example, the initial validity and reliability study on the Cultural Diversity assessment did not make clear the content validity of this assessment or establish interrater reliability based on the five responses.

Stipulations:

Standards 1-5; A1-A5

None

Standards		Team Findings	
		Initial	Advanced
1/A1	Content and Pedagogical Knowledge	Met	Met
2/A2	Clinical Partnerships and Practice	Met	Met
3/A3	Candidate Quality, Recruitment, and Selectivity	Met	Met
4/A4	Program Impact	Met	Met
5/A5	Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Fall 2027.

Previous Areas for Improvement (Fall 2013):

None

July 7, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Ottawa University

Introductory Statement:

On June 28, 2021, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Ottawa University.

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

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2028.

Areas for Improvement

Standards 1-5, A1-A5

None

Stipulations:

Standards 1-5, A1-A5

None

Standards		ERC Recommendations	
		Initial	Advanced
1/A1	Content and Pedagogical Knowledge	Met	Met
2/A2	Clinical Partnerships and Practice	Met	Met
3/A3	Candidate Quality, Recruitment, and Selectivity	Met	Met
4/A4	Program Impact	Met	Met
5/A5	Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Fall 2027.

Previous Areas for Improvement (Fall 2013):

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 a ERC to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

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

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Act on request from USD 393 Solomon, Dickinson County, to hold a bond election

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It is moved that the Kansas State Board of Education issue an Order authorizing USD 393 Solomon, Dickinson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

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Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 393 Solomon, Dickinson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 393 plans to use the bond proceeds to construct a new Pre-Kindergarten through 4th grade addition and demolish a portion of the existing school; an addition and renovation to the existing shop department; a new kitchen and addition to the existing commons area (new cafeteria); improvements to middle school facility; and a new track for physical education purposes and community use.

Based upon the following criteria, staff recommends that this bond application be approved.

- 1.Á The vote to submit the bond application by the local board of education was unanimous.
- 2.Á The community was involved in the process of the building proposal.
- 3.Á All required forms were properly filed with us, along with an appropriate notice for the election.
- 4.Á The district outlined the needs for the building project by responding to all questions required by the state board of education.
- 5.Á An outside consultant was utilized in determining the school district needs.
- 6.Á The age of the existing building(s) appears to justify a bond election.
- 7.Á The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Vote on Exceeding Debt Limit

Local

Unified School District 393 Solomon	County: Dickinson
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Act on request from USD 426 Pike Valley, Republic County, to hold a bond election

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It is moved that the Kansas State Board of Education issue an Order authorizing USD 426 Pike Valley, Republic County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

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Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 426 Pike Valley, Republic County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 426 plans to use the bond proceeds to construct, furnish and equip improvements and renovations to the high school and elementary school facilities; a career and technical education addition and related improvements; and improvements, repairs, renovations and additions to buildings and facilities used for District purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

- 1.ÁThe vote to submit the bond application by the local board of education was unanimous.
- 2.ÁThe community was involved in the process of the building proposal.
- 3.ÁAll required forms were properly filed with us, along with an appropriate notice for the election.
- 4.ÁThe district outlined the needs for the building project by responding to all questions required by the state board of education.
- 5.ÁAn outside consultant was utilized in determining the school district needs.
- 6.ÁThe age of the existing building(s) appears to justify a bond election.
- 7.ÁThe application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 426 (Pike Valley)	County: Republic
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Percent of Equalized Assessed
Valuation - Current Year

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Forms Requested

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Act on request from USD 393 Solomon, Dickinson County, to receive Capital Improvement (Bond and Interest) State Aid

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It is moved that the Kansas State Board of Education issue an Order authorizing USD 393 Solomon, Dickinson County, to receive capital improvement (bond and interest) state aid as authorized by law.

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Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 393 Solomon, Dickinson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held July 29, 2021.

USD 393 plans to use the bond proceeds to construct a new Pre-Kindergarten through 4th grade addition and demolish a portion of the existing school; an addition and renovation to the existing shop department; a new kitchen and addition to the existing commons area (new cafeteria); improvements to middle school facility; and a new track for physical education purposes and community use.

Based upon the following criteria, staff recommends that this bond application be approved.

- 1.ÁThe vote to submit the bond application by the local board of education was unanimous.
- 2.ÁThe community was involved in the process of the building proposal.
- 3.ÁAll required forms were properly filed with us, along with an appropriate notice for the election.
- 4.ÁThe district outlined the needs for the building project by responding to all questions required by the state board of education.
- 5.ÁAn outside consultant was utilized in determining the school district needs.
- 6.ÁThe age of the existing building(s) appears to justify a bond election.
- 7.ÁThe application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 393 Solomon	County: Dickinson
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Forms Requested

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Craig Neuenswander

Craig Neuenswander

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Act on request from USD 426 Pike Valley, Republic County, to receive Capital Improvement (Bond and Interest) State Aid

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It is moved that the Kansas State Board of Education issue an Order authorizing USD 426 Pike Valley, Republic County, to receive capital improvement (bond and interest) state aid as authorized by law.

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Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 426 Pike Valley, Republic County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held July 29, 2021.

USD 426 plans to use the bond proceeds to construct, furnish and equip improvements and renovations to the high school and elementary school facilities; a career and technical education addition and related improvements; and improvements, repairs, renovations and additions to buildings and facilities used for District purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

- 1.ÁThe vote to submit the bond application by the local board of education was unanimous.
- 2.ÁThe community was involved in the process of the building proposal.
- 3.ÁAll required forms were properly filed with us, along with an appropriate notice for the election.
- 4.ÁThe district outlined the needs for the building project by responding to all questions required by the state board of education.
- 5.ÁAn outside consultant was utilized in determining the school district needs.
- 6.ÁThe age of the existing building(s) appears to justify a bond election.
- 7.ÁThe application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 426 (Pike Valley)	County: Republic
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Act on recommendations for funding McKinney Vento Homeless Grants"

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It is moved that the Kansas State Board of Education approve recommendations for funding the 2021-2022 McKinney Vento Children and Youth Homeless grants.

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The Kansas State Department of Education received \$641,050 for the 2021-2022 federal education for McKinney Vento Homeless Children and Youth Program. These are competitive grants from federal formula funds from the United States Department of Education.

The purpose of the Education of Homeless Children and Youth Program is to ensure that all homeless children and youth have equal access to the same free and appropriate education, including public preschool education, provided to other children. The grant program provides direct services to homeless children and youth enabling homeless students to enroll and achieve success in school. Services are provided through programs on school grounds or at other facilities and shall, to the extent practical, be provided through existing programs and mechanisms that integrate homeless children and youth with non-homeless children and youth. Services provided shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the schools' regular academic programs. Professional development opportunities for the training of local homeless liaisons will be provided.

The following districts and amounts are recommended for approval:

USD 233 Olathe	\$ 50,300
USD 259 Wichita	\$ 247,075
USD 260 Derby	\$ 10,700
USD 261 Haysville	\$ 40,000
USD 289 Wellsville	\$ 10,000
USD 290 Ottawa	\$ 30,000
USD 348 Baldwin	\$ 13,400
USD 383 Manhattan-Ogden	\$ 30,400
USD 457 Garden City	\$ 21,242
USD 475 Geary County	\$ 29,500
USD 500 Kansas City	\$ 118,433
USD 501 Topeka	\$ 40,000
TOTAL	\$ 641,050

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Act on request to approve USD 231 Gardner Edgerton, USD 432 Victoria and USD 496 Pawnee Heights to operate Preschool-Aged At-Risk programs for 2021-22"

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It is moved that the Kansas State Board of Education approve USD 231 Gardner Edgerton, USD 432 Victoria and USD 496 Pawnee Heights to operate Preschool-Aged At-Risk programs for 2021-2022. In districts operating approved programs, 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

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In May 2020 the Kansas State Board of Education approved 252 school districts to operate Preschool-Aged At-Risk programs for the 2021-2022 school year. USD 231 Gardner Edgerton, USD 432 Victoria and USD 496 Pawnee Heights have subsequently applied and will meet the requirements of the Preschool-Aged At-Risk program. This motion will add these districts to the list of approved programs.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE).

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

- Á Poverty (qualifies for free meals under the National School Lunch Program)"
- Á Single parent families"
- Á Kansas Department for Children and Families referral"
- Á Teen parents"
- Á Either parent is lacking a high school diploma or GED"
- Á Limited English Proficiency"
- Á Lower than expected developmental progress in at least one of the following areas:
cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills"

(continued)

- Á Child qualifying for migrant status"
- Á Child experiencing homelessness"

Prior to 2020-2021 the Kansas State Department of Education allocated slots to districts before the start of the school year and then reallocated unused slots during the year. This changed beginning in the 2020-2021 school year to fund all qualifying students who are 4 years old on or before August 31. While state statute allows the Kansas State Board of Education to select qualifying three-year-olds as preschool-aged at-risk, the Kansas State Department of Education cannot yet anticipate that sufficient funding will be available to serve 3-year-old students during the 2021-2022 school year. Students who are age-eligible for kindergarten (5 years old on or before August 31 of the current school year) are not eligible for Preschool-Aged At-Risk funding.

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Act on request to initiate contract bid process for operation of a statewide program for the identification and training of education advocates for students with disabilities"

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It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract bid process for operation of a statewide program to identify and train education advocates for students with disabilities from July 1, 2022 through June 30, 2027, in a contract amount not to exceed \$1,625,000 out of federal funds.

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The Special Education and Title Services team requests the initiation of a contract with an organization to operate a statewide program to identify and train education advocates for students with disabilities in order to comply with federal and state special education requirements. The vendor will be determined through the bid process.

This request is made to enable the state to continue to meet its obligation to operate a program which recruits, trains and assigns qualified individuals to serve as Educational Advocates. This will enable the state of Kansas and the Kansas Department of Education to continue to meet its legal responsibilities for ensuring the child is afforded the rights specified in the Individuals with Disabilities Education Act (IDEA).

The qualified vendor will ensure students with disabilities, who qualify for an Education Advocate, are identified and appointed within 30 days of notification, train qualified persons to become Education Advocates, receive referrals for students, match advocates to children, cancel appointments, develop training curriculum, provide assistance, problem solve situations, collaborate with other state agencies such as the Department for Children and Families and the Juvenile Justice Authority, survey needs, and keep current records of appointments and cancellations as well as persons serving as advocates and trainers.

The Kansas State Board of Education approved this action for the period of July 1, 2021 through June 30, 2026. However, the Kansas Department of Administration requested extension of the current award for one year. The Kansas State Board of Education approved the one-year extension for the current award. The Special Education and Title Services team requests approval of this action in order to maintain the original award period of five years.

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Act on request to contract with Jon Gordon Companies for keynote speaker services at the KSDE Annual Conference"

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It is moved that the Kansas State Board of Education act to approve a contract with Jon Gordon Companies for keynote speaker services at the KSDE Annual Conference in an amount not to exceed \$10,000.

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Jon Gordon will contract with the KSDE to provide a keynote presentation for the Great Ideas in Education Conference, formerly the KSDE Annual Conference, on Nov. 16, 2021. Positive leadership through times of change will be a primary focus of his presentation.

This keynote speaker is widely known for his work on the Power of Positivity. He developed the Power of Positive Leadership Training and is recognized as No. 11 in the World's Top 50 keynote speakers.

Jon Gordon's best-selling books and talks have inspired readers and audiences around the world. His principles have been put to the test by numerous school districts, Fortune 500 companies, professional and college sports teams, hospitals and non-profit organizations. He is the author of 23 books including 10 best sellers and five children's books. His books include *The Energy Bus*, which sold over two million copies; *The Carpenter*, which was a top five business book of the year; *Training Camp*, *The Power of Positive Leadership*, *The Power of a Positive Team*, *The Coffee Bean*, *Stay Positive*, and *The Garden*. Jon and his tips have been featured on The Today Show, CNN, CNBC, The Golf Channel, Fox and Friends and in numerous magazines and newspapers.

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Act on request to contract with the Kansas education service centers to support Perkins V special population updates"

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It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Kansas Association of Educational Service Agencies to support Perkins V special population updates in an amount not to exceed \$143,085.00 for the period Aug. 15, 2021 through June, 30 2022.

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Career and Technical Education (CTE) provides students with academic and technical 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. States and Local Education Agencies are required to engage a broad group of stakeholders in the development of plans for implementation of Perkins V. This process entails periodic equity gap analyses. The Kansas Association of Educational Service Agencies (KAESA) regularly collaborates on projects to support education initiatives in Kansas. The service centers will implement and facilitate regional trainings provided by the National Alliance on Partnerships in Equity. Among the responsibilities are data collection/analysis, technical assistance, and a program improvement process for equity training conducted individually through five regional cohorts.

The trainings are relevant to the FY23 Perkins V grant application, focusing on special populations (students in poverty, migrant, English Language Learners, students of military families, etc.) as well as strategies to support access and equity to high quality CTE pathways. Facilitators will walk participants through a root cause analysis based upon the school district data to identify barriers to student program access and support the development of solutions.

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Act on request to contract with Kansas YMCAs for before and after school scholarships/financial assistance to provide learning and enrichment opportunities for the 2021-22 school year"

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It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Kansas YMCAs in an amount not to exceed \$520,000 for the purpose of providing scholarships/financial assistance for the youth they serve in their before and after school programs for 2021-2022 school year.

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Kansas YMCAs will provide scholarships/financial assistance (utilizing a sliding fee scale) to 625 elementary and middle school youth for an average of 36 weeks of part-time (2 to 5 hours/day) before and after school programming at 100 program sites located in 23 school districts throughout the state. YMCAs will provide educational and enrichment activities that help build the needed skills and interests of youth and help them overcome academic and social challenges caused by the pandemic. Evidence-based programming will include: academic support and enhanced learning opportunities to help combat summer/pandemic learning loss; enrichment activities and skill development that have been missed the last year; field trips; Science, Technology, Engineering and Mathematics (STEM) centered learning; healthy lifestyle habits (including nutritional education and structured physical activity); cultural programs that integrate fine and performing arts; mental wellness practices and habits; social interactions with other youth their age and positive adult role models.

YMCAs are very aware of the increased financial burdens developed or deepened over the last year within Kansas communities. They have close relationships with families and community partners through programs and membership. The YMCAs want to make sure Kansans live their mission and promote healthy lifestyles, strong families and positive youth development for all regardless of ability to pay. They do this by providing scholarships and financial assistance to anyone who may have a financial barrier. The ESSER III funds will allow YMCAs across the state to provide scholarship/subsidy options utilizing a sliding fee scale to support at-risk Kansas school age students attending the YMCAs licensed before and after school programs.

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Item Title:

Act on request to contract for regional trainings conducted by Kansas Teacher of the Year Teams

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract for the purpose of conducting regional trainings for Kansas educators, which will be led by Kansas Teacher of the Year teams, in an amount not to exceed \$300,000 from August 2021 through September 2024.

Explanation of Situation Requiring Action:

In April, the Kansas State Board of Education approved the framework for utilizing State Board/KSDE discretionary set-aside money from the federal Elementary and Secondary School Emergency Relief funds distributed to states as a result of the COVID-19 pandemic.

Professional development for Kansas educators is an important target for the use of a portion of the Emergency Relief funds. Kansas Teacher of the Year teams, Milken Educators, and other KEEN (Kansas Exemplary Educators Network) educators will lead conferences and trainings for teachers, providing quality professional growth and mentoring opportunities while also promoting teacher retention. In addition, targeted outreach to pre-service and transition-to-teaching educators will build a network of teachers who can support one another through the challenges and rewards of the teaching profession. The Kansas LEADs project will be led by Dyane Smokorowski (KTOY 2013), Sam Neill (KTOY 2018), and Jennifer Farr (KTOY Finalist 2017).



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www.ksde.org

Janet Waugh
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

Discussion and possible action on change to calendar year 2022 Board meeting dates

In July, the State Board set regular meeting dates for both 2022 and 2023, following the traditional schedule of meeting the second Tuesday and Wednesday of the month. It has since been noted that 2022 is a unique year because the first Tuesday in November is Nov. 1. State elections are conducted the first Tuesday, *following* the first Monday. Therefore, the Board meeting date of Nov. 8 is Election Day and may pose potential conflicts for members. The last time a similar instance occurred was 2016, and the Board decided to meet on Wednesday-Thursday. Members will discuss and possibly act on an amended November schedule.

Kansas State Board of Education

2022 Meeting Dates

January						
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State Holiday

February						
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KEEN Conf. 10th & 11th

March						
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Tent. Visit to USD 259 28th & 29th
Spring Break 14th-18th

April						
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State Holiday

June						
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State Holiday

August						
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State Holiday

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KSDE Annual Conf. 19th-21st

November						
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State Holiday; Elections 8th

December						
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25	26	27	28	29	30	31

State Holiday



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Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

G VYVh Chair's Report and Requests for Future Agenda Items

These updates will include:

- æÈ Act on Board Travel Requests
- àÈ Appoint State Board member to NASBE delegate assembly (see attached)
- &È Act on NASBE membership dues (see attached)
- åÈ Discussion on back-to-school reopening guidance
- ^È Committee Reports, including School Mental Health Advisory Council Update
- È Board Attorney's Report
- *È Requests for Future Agenda Items

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

Item Title:

Appoint State Board of Education member to NASBE delegate assembly for 2021

Recommended Motion:

It is moved that the Kansas State Board of Education designate a member as the state's voting delegate and a member as the alternate delegate for the annual business meeting of the National Association of State Boards of Education.

Explanation of Situation Requiring Action:

The National Association of State Boards of Education will again conduct its annual conference in a virtual format. The dates are Oct. 6-9, 2021. This year NASBE members will elect a chair-elect, secretary-treasurer, and area directors for the Northeastern and Southern regions. The election will occur during the Delegate Assembly. Each member state is to designate one of its Board members as the state's voting delegate.

Item Title:

Act on payment of NASBE Membership Dues for 2022

Recommended Motion:

It is moved that the Kansas State Board of Education approve payment of calendar year 2022 dues and retain membership in the National Association of State Boards of Education and the National Council of State Education Attorneys.

Explanation of Situation Requiring Action:

The National Association of State Boards of Education (NASBE), founded in 1958, is the only national membership organization whose members are solely from the state boards of education. NASBE is a nonpartisan, nonprofit organization that works to elevate state board members' voices in national and state policymaking. Among the member benefits are education research and analysis, state board development, discounted registration and governance opportunities.

NASBE's affiliate organizations are:

- The National Council of State Boards of Education Executives (NCSBEE), serving individuals who provide administrative and other support to state boards.
- The National Council of State Education Attorneys (NCOSEA), composed of attorneys who represent and advise state boards.

NASBE dues are based on student population (increments per 100,000). The membership rate for Kansas has remained the same since 2011 at \$24,835 annually, and \$130 for NCOSEA membership.



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WEDNESDAY, AUGUST 11, 2021 MEETING AGENDA

- | | |
|-----------------|---|
| 9:00 a.m. | 1. Call to Order - Chair Jim Porter |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (DI) | 4. Discuss establishing State Board legislative priorities for 2022 |
| 10:30 a.m. | Break |
| 10:45 a.m. (IO) | 5. Information on data from National Council on Teacher Quality |
| 11:45 a.m. | ADJOURN |

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Discussion on establishing State Board legislative priorities for 2022

Chairman Jim Porter and the State Board's Legislative Liaisons Deena Horst and Ben Jones will lead continued discussions on establishing the Board's legislative priorities for the next session and consider ways to increase stakeholder engagement. The discussion was postponed from last month.

Agenda Number: 5

Meeting Date: 8/11/2021



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Item Title: Information on data from National Council on Teacher Quality

From: Mischel Miller

Based on information gathered from the National Council on Teacher Quality (NCTQ) website, the organization promotes itself as a nonpartisan, not-for profit research and policy organization that conducts research with the intent to help states, districts, and teacher preparation programs ensure teacher quality. Founded in 2000, NCTQ is funded by private donors and accepts no government funding. They review more than 2,400 programs using a self-created grading system to assign a letter grade to each teacher preparation program. Databases are then created on state teacher policy, teacher contract information and teacher preparation review.

NCTQ believes that having accurate, publicly accessible data is foundational to improving teacher candidate assessment pass rates, and this directly correlates to the candidate being better prepared and more diverse. NCTQ requests data from state agencies, universities and the testing companies to gather licensure test data to analyze the first-attempt pass-rates, number of attempts and best-attempt rate in order to demonstrate how this data can provide insight about the quality of teacher preparation programs.

KSDE staff and Dr. Rick Ginsberg, Dean of the School of Education and Human Sciences at the University of Kansas, will present information and answer questions.

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