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

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

TUESDAY, MAY 9, 2023
MEETING AGENDA

10:00 a.m.		1.	Call to Order – Chair Melanie Haas
		2.	Roll Call
		3.	Mission Statement, Moment of Silence and Pledge of Allegiance
		4.	Approval of Agenda
		5.	Approval of Minutes (April 11-12, 2023)
10:05 a.m.		6.	Commissioner's Report – Dr. Randy Watson
10:30 a.m.		7.	Citizens' Open Forum
10:45 a.m.	(AI)	8.	Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds
11:00 a.m.			**Break**
11:10 a.m.	(IO)	9.	Presentation from 1st Graders at Heatherstone Elementary School – Olathe USD 233
11:40 a.m.	(IO)	10.	2023 US Senate Youth Kansas Delegates and Alternates Presentation
Noon			**Lunch – Board lunch with US Senate Youth Kansas Delegates and Alternates**

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: June 13 and 14, 2023

Kansas leads the world in the success of each student.

1:30 p.m.	(IO) 11.	Public Hearing on Proposed Emergency Safety Intervention (ESI) Regulation K.A.R. 91-42-1 and 91-42-2
2:00 p.m.	(IO) 12.	Working on the Success of Each Student: Individual Plans of Study
2:45 p.m.	(AI) 13.	Act on Accreditation Review Council's April Recommendations for KESA
2:50 p.m.	(RI) 14.	Receive Accreditation Review Council's Recommendations for KESA
3:05 p.m.		**Break**
3:15 p.m.	(IO) 15.	McLouth High School - USD 342 FFA Presentation
3:40 p.m.	(AI) 16.	Possible Approval of Board Goals for May 2023 – December 2024
3:55 p.m.	(RI) 17.	English Language Arts (ELA) Updated Standards
4:40 p.m.	(AI) 18.	Act on Request to Approve Preschool-Aged At-Risk Programs for 2023-2024
4:45 p.m.	(AI) 19.	Act on Recommendations for Funding Kansas Preschool Pilot Grants for 2023-2024
4:50 p.m.	(AI) 20.	Act on Recommendations for Funding Kansas Parents as Teachers Grants for 2023-2024
4:55 p.m.		**Break**
5:05 p.m.	(AI) 21.	Act on Memorandum of Agreement Between Kansas Department of Health and Environment and Kansas State School for the Blind
5:15 p.m.	(AI) 22.	Act on Recommendations of the Professional Practices Commission
5:25 p.m.	(IO) 23.	Legislative Matters: Report on the Current Kansas Legislative Session
5:55 p.m.	(AI) 24.	Consent Agenda a. Receive monthly personnel report. b. Receive report of personnel filling unclassified positions. c. Act on recommendations for funding the 2023-24 AmeriCorps Kansas Grant Awards. d. Act on request to contract with America Learns, LLC for the AmeriCorps Impact Suite software. e. Act on request to initiate an (RFP) request for proposals for the state advisor of Technology Student Association (TSA) Contract.

f. Act on request to contract with the Northeast Kansas Education Service Center doing business as Keystone Learning Services to support Perkins V annual Civil Rights reviews.
g. Act to approve a second term for 4 Special Education Advisory Council (SEAC) members.
h. Act to approve a Visiting Scholar License.
i. Act to approve local professional development plan.
j. Act on recommendations of the Licensure Review Committee.
k. Act to approve Northwest Kansas Educational Service Center interlocal agreement.
l. Act to approve the Kansas State School for the Blind's general and IDEA grant assurances form.
m. Act to approve the Kansas State School for the Deaf's general and IDEA grant assurances form.

6:05 p.m. 25. Chair Report and Requests for Future Agenda Items

(AI) A. Act on Board Travel

(AI) B. Act on Appointment to KSHSAA Board of Directors

C. Committee Reports

D. Board Attorney Report

E. Requests for Future Agenda Items

6:25 p.m. **RECESS**

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Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

WEDNESDAY, MAY 10, 2023
MEETING AGENDA

9:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
		3. Approval of Agenda
9:05 a.m.	(IO)	4. Recognition of 2022 Blue Ribbon Schools
9:30 a.m.	(AI)	5. Act on Approval of Registered Apprenticeship Pilot Program Grant
9:45 a.m.	(RI)	6. Update on Substitute Licenses
10:15 a.m.	(AI)	7. Receive Staff Response and Act on Proposed Emergency Safety Intervention (ESI) Regulation Amendments
10:45 a.m.		**Break**
11:00 a.m.	(IO)	8. Learning Series: School Budgets 101
Noon		**ADJOURN**

KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES FOR MEASURING PROGRESS

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

MINUTES

Kansas State Board of Education
Tuesday, April 11, 2023

CALL TO ORDER (00:15:07)

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

ROLL CALL

The following Board members were present:

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

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

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

APPROVAL OF AGENDA

MOTION (00:17:18)

Chair Haas asked to vote on consent agenda items a, b and k separately from all other items per Mrs. Dombrosky's request. Mrs. Arnold moved to approve the day's agenda as amended. Mrs. Dombrosky seconded. Motion carried 9-1 with Mr. Zeck in opposition.

APPROVAL OF THE MARCH MEETING MINUTES

MOTION (00:17:54)

Dr. Horst moved to approve the minutes of the March 14 and 15 regular Board meeting. Mr. McNiece seconded. Motion carried 9-1 with Mr. Zeck in opposition.

COMMISSIONER'S REPORT (00:18:18)

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

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

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

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

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

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

CITIZENS' OPEN FORUM (00:44:00)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MOTION (04:30:55)

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

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

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

MOTION (04:40:00)

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

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

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

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

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

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

MOTION (05:36:00)

MOTION (5:37:40)

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

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

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

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

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

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

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

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

ACTION ON CONSENT AGENDA

MOTION (07:24:55)

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

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

ACTION ON REMAINDER OF CONSENT AGENDA ITEMS

MOTION (07:25:40)

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

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

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

- Approved recommendations of the Licensure Review Committee.

CHAIR REPORT (07:26:22)

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

Action on Board Travel —

MOTION (07:28:00)

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

Committee Reports —

There were no committee reports.

Board Attorney's Report —

Mr. Ferguson did not have a report this month.

Requests for Future Agenda Items —

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

RECESS

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

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

MINUTES

Kansas State Board of Education

Wednesday, April 12, 2023

SCHOOL VISITS

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

ROLL CALL

The following Board Members were present:

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

*Michelle Dombrosky was not in attendance.

KANSAS STATE SCHOOL FOR THE DEAF

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

KANSAS STATE SCHOOL FOR THE BLIND

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

ADJOURNMENT

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

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

APPROVED 4.11.2023

MINUTES

Kansas State Board of Education

Tuesday, March 14, 2023

CALL TO ORDER

Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, March 14, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:14:04)

ROLL CALL

The following Board members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah (via Zoom)
Melanie Haas	Jim McNiece
Dennis Hershberger	Cathy Hopkins
Danny Zeck	

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

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

APPROVAL OF AGENDA

Chair Haas asked to vote on consent agenda item d separately per Mrs. Dombrosky's request. Mrs. Arnold moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 9-0. **MOTION** (00:05:32)

COMMISSIONER'S REPORT

After a recap of the recent state high school basketball championships, in his report to the Board Dr. Randy stressed an urgency for our school districts to raise their expectations in regard to graduation rates, being academically prepared for post secondary education/training and post secondary effectiveness. (00:06:02)

APPROVAL OF THE FEBRUARY MEETING MINUTES

Mr. McNiece moved to approve the minutes of the February 14 and 15 regular Board meeting. Mrs. Arnold seconded. Motion carried 9-0. **MOTION** (00:32:45)

CITIZENS' OPEN FORUM

Chair Haas declared the Citizens' Forum open at 10:31 a.m. There were four speakers this month: USD 258 Humboldt Superintendent Amber Wheeler, expressing support for keeping the TEAL substitute license; Steve Roberts, asking to present his ideas to the Board in a more formal (00:34:08)

presentation; Kirk Fast, support for counselors and social workers in helping students attain educational goals; and Idalia Shuman, opposing the Interstate Teaching Mobility Act. Chair Haas declared the Citizens' Forum closed at 10:45 a.m.

PRESENTATION ON IXL MATH (00:49:00)

Deputy Commissioner Dr. Ben Proctor shared a presentation on IXL Math, which is a supplemental instructional program that can help Kansas students improve their math skills. It is funded through a bill passed by the Kansas Legislature in 2022 (HB 2567) that appropriated $4 million for a virtual math program. IXL's math curriculum, along with professional development for educators, will be available at no charge to all Kansas accredited public and private schools, K-12, through June 30, 2024. IXL Math is aligned to Kansas standards and is evidence-based. It offers personalized learning with a comprehensive K-12 curriculum, individualized guidance and real-time analytics.
Schools will track and report on use of the program twice per year, including:

- Number of attendance centers using a virtual math program.
- Number of students using a virtual math program.
- Number of attendance centers not using a virtual math program.
- Number of students not using a virtual math program.
- Number of teachers participating in professional development.
- Effect of virtual math program(s) on student academic proficiency.

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (01:20:06)

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 6 ESSER II change requests with a total net change of $733,135. As for ESSER III, 34 new districts have submitted ESSER III plans with a total value of $37.4M. There are 15 ESSER III change requests this month with a total net change of $14.6M.

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 8-0-1 with Mrs. Dombrosky abstaining. **MOTION** (01:22:03)

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 8-0-1 with Mrs. Dombrosky abstaining. **MOTION** (01:41:04)

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE (01:41:44)

Deputy Commissioner Dr. Craig Neuenswander updated the State Board on the current Kansas legislative session, including the following education related bills.

- Senate Bill 155: This is the full appropriations bill, includes education funding and was passed out of the Senate Ways and Means Committee.
- House Substitute for Senate Bill 113: A new education bill in K-12 Education Budget.
- House Substitute for Senate Bill 83: The original bill dealing with an increase to the Tax Credit for Low Income Students Scholarship program was stripped and several

amendments were made.

- House Bill 2048: This is a Tax Credit for Low Income Students Scholarship expansion.
- House Bill 2060: Establishes the Special Education Funding Task Force.
- House Bill 2080: Allows virtual students to take state assessments online.
- House Bill 2138: Career and Technical Education (CTE) credential incentive for students earning industry-sought credential.
- House Bill 2236: Fairness in Women's Sport Act.
- Senate Bill 66: Interstate Mobility Licensure Compact.
- Senate Bill 304: If school district patrons vote to disorganize the district, the State Board can create a new unified school district containing all or a portion of the disorganized territory. Currently, statute has no mechanism to create a new unified school district. The bill would also allow dissatisfied patrons to request an administrative review by the State Board of any local school board resolution to close a school building. The State Board would issue an advisory determination. Regardless of the State Board's determination, the resolution would be returned to the local school board for reconsideration. If a patron is dissatisfied with the local board's decision, action may be brought in district court.

(03:32:35)

ACT ON INTERSTATE TEACHING MOBILITY COMPACT

Shane Carter, KSDE's director of Teacher Licensure, and Scott Gordon, general counsel for KSDE, introduced the Interstate Teaching Mobility Compact at the State Board of Education meeting in December 2022 to reduce barriers of getting qualified teachers into the classroom. The compact would make it easier for teachers who move to Kansas from other states that are also members of the compact in which they were already licensed to become licensed in Kansas. Since it was introduced to the State Board in December, the compact has been introduced by the Kansas Legislature as Senate Bill 66. This month, they provided additional information on the compact for the Board to consider. Mrs. Arnold moved that the Kansas State Board of Education support SB 66 and ask that it be signed into law. Mr. McNiece seconded. Before the vote, Chair Haas asked Board Attorney Mark Ferguson what would happen if this motion didn't pass. He confirmed that the legislature could go pass it on their own and enter the Compact regardless of the Board's opinion. The motion carried 6-3 with Mrs. Dombrosky, Mr. Hershberger and Mrs. Hopkins in opposition. Following the vote, Mrs. Hopkins asked if she could make a second motion on the topic. Chair Haas deferred to Mr. Ferguson about the possibility of this. He responded that if she chose, Chair Haas to could allow the second motion to be made. Mrs. Hopkins then moved that the Kansas State Board of Education direct the Kansas State Department of Education to bring proposed amendments to the licensing regulations to make them consistent with the Interstate Teaching Mobility Compact or some form thereof. Mr. Hershberger seconded. Motion carried 9-0.

MOTION
(04:38:00)

MOTION
(04:46:10)

DISCUSSION OF PROPOSED AMENDMENTS TO K.A.R. 91-31-31 AND 91-31-35

(04:50:10)

In June 2021, the Graduation Requirements Task Force was established to review and recommend changes to the Kansas State Board of Education's minimum graduation requirements. Last year, the Kansas State Board of Education reviewed the recommendations and asked for changes to be made to the accreditation regulations. In February 2023, KSDE's General Counsel R. Scott Gordon provided the proposed changes to K.A.R. 91-31-31 and 91-31-35 to reflect the State Board's desired changes

to graduation requirements and answered Board member's questions. Board members discussed some possible changes they would like to see in the proposed regulations. This month, Mr. Gordon presented revisions requested in February for further discussion. The regulations will be up for approval by the Board in April.

STUDENT SHOWCASE: INNOVATION ACADEMY AT BASEHOR-LINWOOD HIGH SCHOOL (05:05:40)

Students from the Innovation Academy at Basehor-Linwood High School, Basehor-Linwood Unified School District 458, gave a presentation on their time machine project that will be interactive and inspire people to take an interest in CAD (Computer Aided Drawing) modeling and engineering design. The students' project is able to take place because of a partnership with Restored Aircraft and Siemens and they can earn both English and Industrial Robotics or business economics credits through Innovation Academy programs.

ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (05:53:10)

During the State Board meeting in February, Jay Scott, Director of Accreditation and Design, presented information on thirteen public systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in February were USD 208 WaKeeney, USD 244 Burlington, USD 249 Frontenac, USD 289 Wellsville, USD 375 Circle, USD 378 Riley County, USD 383 Manhattan-Ogden, USD 448 Inman, USD 477 Ingalls, USD 505 Chetopa-St. Paul, USD 506 Labette County, Z0064-9898 Annoor Islamic School (Redetermination – Conditionally Accredited to Accredited), USD 349 Stafford (Conditionally Accredited). Jay Scott brought these thirteen systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the systems presented and conditionally accredited to USD 349 Stafford. Mrs. Arnold seconded. Motion carried 9-0.

MOTION (06:01:22)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (06:06:50)

The Accreditation Review Council (ARC) has recommended an accredited status for the next twenty (20) systems awaiting recommendation (18 public and 2 private). Executive summaries, accountability reports and other narratives were provided to Board members for the 20 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in April 2023. The systems that were received by the Board in March are USD 204 Bonner Springs, USD 230 Spring Hill, USD 239 North Ottawa County, USD 252 Southern Lyon County, USD 294 Oberlin, USD 300 Comanche County, USD 346 Jayhawk, USD 356 Conway Springs, USD 359 Argonia, USD 364 Marysville, USD 365 Garnett, USD 366 Woodson County, USD 379 Clay County, USD 464 Tonganoxie, USD 474 Haviland, USD 481 Rural Vista, USD 489 Hays, USD 495 Ft. Larned, and for conditional accreditation – Z0060 Accelerated Schools of Overland Park. X0045-0273 Urban Preparatory Academy submitted a request to withdraw from seeking accreditation through KESA.

WORKING ON THE SUCCESS OF EACH STUDENT: ASSESSMENTS (06:10:10)

Dr. Ben Proctor, Deputy Commissioner - Division of Learning Services, and Beth Fultz, director of CSAS, discussed academic readiness and balanced assessments. Both Kansas and federal laws require students be assessed on rigorous academic standards. To improve academic outcomes, there must be a focus on strong classroom instruction. There needs to be support in structured

literacy, standards alignment, quality instruction and balanced assessments. Board members shared their thoughts and concerns on assessments.

ACTION ON CONSENT AGENDA

MOTION (06:58:28)

Mrs. Arnold moved to approve Consent Agenda items 17 a through r, minus 17 d. Mr. McNiece seconded. Motion carried 9-0. In this action, the Board:

- Received monthly personnel report.
- Received report of personnel filling unclassified positions.
- Approved recommendations for licensure waivers.
- Approved request from USD 309 Nickerson, Reno County, for capital improvement (bond and interest) state aid.
- Approved request from USD 309 Nickerson, Reno County, to hold a bond election.
- Approved request from USD 311 Pretty Prairie, Reno County, for capital improvement (bond and interest) state aid.
- Approved request from USD 311 Pretty Prairie, Reno County, to hold a bond election.
- Approved request from USD 348 Baldwin City, Douglas County, for capital improvement (bond and interest) state aid.
- Approved request from USD 348 Baldwin City, Douglas County, to hold a bond election.
- Approved request from USD 360 Caldwell, Sumner County, for capital improvement (bond and interest) state aid.
- Approved request from USD 360 Caldwell, Sumner County, to hold a bond election.
- Approved request from USD 382 Pratt, Pratt County, for capital improvement (bond and interest) state aid.
- Approved request from USD 382 Pratt, Pratt County, to hold a bond election.
- Approved request from USD 418 McPherson, McPherson County, for capital improvement (bond and interest) state aid.
- Approved request from USD 418 McPherson, McPherson County, to hold a bond election.
- Approved request from USD 491 Eudora, Douglas County, for capital improvement (bond and interest) state aid.
- Approved request from USD 491 Eudora, Douglas County, to hold a bond election.

SEPARATE ACTIONS ON CONSENT AGENDA

MOTION (06:58:45)

At the beginning of the meeting, Chair Haas asked to vote on consent item 17 d separately from the other submissions per Mrs. Dombrosky's request. Mr. McNiece moved to approve consent agenda item 17D. Dr. Horst seconded. Motion carried 9-0. In this action, the Board:

- Approved renewal of the Technology Excellence in Education Network (TEEN) Interlocal Cooperative Agreement

CHAIR REPORT

(07:00:17)

Chair Haas did not have a report this month and moved directly into Action on Board travel.

Action on Board Travel —

MOTION (07:02:15)

Mrs. Dombrosky moved to approve travel requests and updates. Dr. Horst seconded. Motion carried 9-0.

Committee Reports —
Mrs. Hopkins commented on attending the Professional Standards Board in February and was provided a summary past regulation changes pertaining to the PSB and that it was very helpful to her. Those will be sent out to all Board members with the Friday notes. Mrs. Arnold stated that the Policy Committee would convene on April 11th during the lunch break of the Board meeting.

Board Attorney's Report —
Mr. Ferguson brought attention to grant opportunities funded by opioid settlement dollars and administered through the Attorney General's office for organizations that are doing work in this area. He also informed the Board that they will be receiving information in the Commissioner's Friday Notes regarding a Memorandum of Agreement between the Kansas State School for the Blind and the Kansas Department of Health and Environment. This information will also be presented to them in the materials for the April Board meeting.

Requests for Future Agenda Items —
Mrs. Arnold requested a discussion on IPS and what can be done to support schools to provide this opportunity with fidelity. Mrs. Dombrosky requested time for certain individuals (Steve Roberts for example) to provide input on the topics the State Board is facing such as teacher shortages, assessments, etc.

RECESS
The meeting recessed at 5:10 p.m. until 9:00 a.m. Wednesday at the Kansas State High School Association.

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

APPROVED 4.11.2023

MINUTES

Kansas State Board of Education
Wednesday, March 15, 2023

CALL TO ORDER

Chairwoman Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, March 15, 2023, at the offices of the Kansas State High School Activities Association, 601 Commerce Place, Topeka, Kansas, for the purposes of a Board Retreat. The retreat was not livestreamed but was open to the public.

ROLL CALL

The following Board Members were present:

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

Ann Mah and Jim Porter were not present.

APPROVAL OF AGENDA

Mrs. Dombrosky moved that the agenda be accepted, and Mr. McNiece seconded. Motion carried 8-0.

BOARD RETREAT

The Board continued their series of retreats and was led by Dr. Doug Moeckel of the Kansas Association of School Boards. Board members spent the three-hour session focused on their current mission statement and the Kansas Can vision statement. They worked in small groups discussing their thoughts about the statements, current outcomes for measuring progress and potential areas of focus for the next two years. Common themes shared by Board members were enhanced messaging about success in schools, address the shortage and quality of teachers entering the profession, and improving academic success.

ADJOURNMENT

Chair Haas adjourned the meeting at noon.

The next regular meeting for the State Board of Education is April 11 and 12, 2023.

_____ _____

Melanie Haas, Chair Barbara Hughes, Board Secretary

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

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

Item Title: 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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Tate Toedman	Bert Moore	Randy Watson		

Item Title:

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

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Agenda Number: 9

Meeting Date: 5/9/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Presentation from 1st Graders at Heatherstone Elementary School – Olathe USD 233

From:

First grade students and representatives from Heatherstone Elementary – Olathe USD 233 will present to the Board on their year long project-based learning unit on agriculture.

Agenda Number: 10

Meeting Date: 5/9/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: 2023 US Senate Youth Kansas Delegates and Alternates Presentation

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2023 US Senate Youth program Kansas delegates at the May board meeting. The delegates and alternates will receive certificates of recognition.

2023 Kansas Delegates

- Madison Coyne, Blue Valley West High School, Blue Valley USD 229.
- Sukesh Kamesh, Kingman High School, Kingman USD 331.

2023 Kansas Alternates

- Quintin Hoppe, Peasant Ridge High School, Easton USD 449.
- Jeremiah Rather, Andover High School, Andover USD 385.

The US Senate Youth program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation.

Qualified students need to demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and career and be self-motivated. They also must demonstrate an interest in government, history, and politics. Two delegates and two alternates are selected from each state every year.

The Hearst Foundation provides each delegate with a $10,000 undergraduate college scholarship and a weeklong trip to Washington D.C. This year the event was held virtually.

Agenda Number: **11**

Meeting Date: **5/9/2023**

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

Item Title: Public Hearing on Proposed Emergency Safety Intervention (ESI) Regulation K.A.R. 91-42-1and 91-42-2.

From: Scott Gordon

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Emergency Safety Intervention Regulations. A copy of the regulations is attached. If no changes are needed, the State Board is asked to adopt the regulations on May 10, 2023.

Procedures for any public hearing of the State Board are as follows:

Any person having an interest in the subject of the hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.

Any person wishing to speak at the hearing shall sign in prior to the commencement of the hearing by providing his/her name and identifying whether he/she represents an opinion of a group or organization.

The presiding officer will conduct the hearing. Speakers shall be recognized in the order in which they signed in.

Each speaker will have 5 minutes to make his or her presentation.

If written testimony is submitted, 13 copies should be provided

Attached are the proposed amendments to the regulations, a report from the Joint Committee on Administrative Rules and Regulations, and written testimony provided by the Kansas Association of School Boards.

91-42-1. Definitions. As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

(a) "Administrative review" means review by the state board upon request of a parent.

(b) "Area of purposeful isolation" means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

(c) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

~~(c)~~ (d) "Commissioner" means commissioner of education.

~~(d)~~ (e) "Complaint" means a written document that a parent files with a local board as provided for in this article of the department's regulations.

~~(e)~~ (f) "Department" means the state department of education.

~~(f)~~ (g) "District" means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. ~~72-1106~~ 72-3115, and amendments thereto. This term shall include the governing body of any accredited nonpublic school.

~~(g)~~ (h) "Emergency safety intervention" means the use of seclusion or physical restraint.

~~(h)~~ (i) "Hearing officer" means the state board's designee to conduct an administrative review as specified in K.A.R. 91-42-5. The hearing officer shall be an officer or employee of the department.

~~(i)~~ (j) "Incident" means each occurrence of the use of an emergency safety intervention.

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~~(j)~~ (k) "Local board" means the board of education of a district or the governing body of any accredited nonpublic school.

~~(k)~~ (l) "Mechanical restraint" means any device or object used to limit a student's movement.

~~(l)~~ (m) "Parent" means any of the following:

(1) A natural parent;

(2) an adoptive parent;

(3) a person acting as a parent, as defined in K.S.A. ~~72-1046~~ 72-3122 and amendments thereto;

(4) a legal guardian;

(5) an education advocate for a student with an exceptionality;

(6) a foster parent, unless the foster parent's child is a student with an exceptionality; or

(7) a student who has reached the age of majority or is an emancipated minor.

~~(m)~~ (n) "Physical escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

~~(n)~~ (o) "Physical restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

(p) "Purposefully isolate," when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

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(1) Removal of the student from the learning environment by school personnel;

(2) separation of the student from all or most peers and adults in the learning environment by school personnel; or

(3) placement of the student within an area of purposeful isolation by school personnel.

~~(o)~~ (q) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or ~~which~~ is subject to the regulatory authority of the state board.

~~(p)~~ (r) "Seclusion" means placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where ~~all~~ both of the following conditions are met:

(1) ~~The student is placed in an enclosed area by school personnel.~~

~~(2) The student is purposefully isolated from adults and peers.~~ School personnel purposefully isolate the student.

~~(3)~~ (2) The student is prevented from leaving, or the student has reason to believe, ~~reasonably believes~~ that the student will be prevented from leaving, the ~~enclosed~~ area of purposeful isolation.

~~(q)~~ (s) "State board" means Kansas state board of education.

~~(r)~~ (t) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017; amended P-_____.)

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91-42-2. Standards for the use of emergency safety interventions. (a) An emergency safety intervention shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect ~~such~~ physical harm. Less restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before the use of any emergency safety interventions. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(b) Use of an emergency safety intervention for purposes of discipline or punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

(c) (1) A student shall not be subjected to an emergency safety intervention if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.

(2) The existence of the medical condition ~~must~~ shall be indicated in a written statement from the student's licensed health care provider, a copy of which shall be provided to the school and placed in the student's file. The written statement shall include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger, and any suggested alternatives to the use of emergency safety interventions.

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(3) ~~Notwithstanding~~ In spite of the provisions of this subsection, a student may be subjected to an emergency safety intervention~~,~~ if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

(d) (1) When a student is placed in seclusion, a school employee shall ~~be able to~~ see and hear the student at all times.

(2) The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion.

(3) When a student is placed in or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.

~~(e)~~ (4) ~~Each seclusion room~~ If the area of purposeful isolation is equipped with a locking door designed to prevent a student from leaving the area of purposeful isolation, the door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the ~~seclusion room~~ area of purposeful isolation, or in cases of emergency, including fire or severe weather.

~~(f)~~ (5) Each ~~seclusion room~~ area of purposeful isolation shall be a safe place with proportional and similar characteristics as ~~other~~ those of rooms where students frequent. Each ~~room~~ area of purposeful isolation shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

~~(g)~~ (e) The following types of restraint shall be prohibited:

(1) Prone, or face-down, physical restraint;

(2) supine, or face-up, physical restraint;

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(3) any restraint that obstructs the airway of a student;

(4) any restraint that impacts a student's primary mode of communication;

(5) chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments; and

(6) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.

~~(h)~~ (f) The following shall not be deemed an emergency safety intervention, if its use does not otherwise meet the definition of an emergency safety intervention:

(1) Physical escort; and

(2) time-out. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017; amended P-_____.)

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STATE OF KANSAS

J. G. SCOTT
Director
MELISSA RENICK
Assistant Director for Research
AMY DECKARD
Assistant Director for Fiscal Affairs

STAFF
LEGISLATIVE COORDINATING COUNCIL
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LEGISLATIVE INQUIRIES

KANSAS LEGISLATIVE RESEARCH DEPARTMENT
Room 68-West — State Capitol Building — 300 SW Tenth Avenue — Topeka, Kansas 66612-1504
(785) 296-3181 ♦ www.kslegislature.org/klrd ♦ kslegres@klrd.ks.gov

March 20, 2023

Dr. Randy Watson, Commissioner of Education
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182

Re: KAR 91-42-1, definitions; KAR 91-42-2, standards for the use of emergency safety interventions.

Dear Commissioner Watson:

At its meeting on March 3, the Joint Committee on Administrative Rules and Regulations reviewed for public comment the rules and regulations listed above. The enclosed Committee report from that meeting contains comments for which a response from your agency is expected.

The enclosed report should be part of the public record required by KSA 77-421 on these rules and regulations. An electronic version of this report has been sent to the agency representative who presented the proposed rules and regulations and is available on the Kansas Legislative Research Department (KLRD) website http://www.kslegresearch.org/KLRD-web/Committees/Committees-JCARR.html. The Committee may review the regulations the agency ultimately adopts, and it reserves any expression of legislative concern to that review (KSA 77-436). To assist in that final review, agencies are expected to respond to each question or comment of the Committee and to inform the Committee and its KLRD staff, in writing, at the time the rules and regulations are adopted and filed with the Secretary of State, of any and all changes that have been made following the public hearing. Agencies are expected to notify the Committee and KLRD, in writing, when the agency has adopted the regulations as permanent, delayed implementation of the regulations, or decided not to adopt any of the regulations. Please direct any response to me or to the Chairperson with copies to me, the Vice-chairperson, and the Ranking Member. An emailed .pdf of the response letter or response packet to me works well. KLRD staff ensure all members are sent a copy and record the response to each comment.

Thank you for your attention to this matter. Please let us know if you have any questions.

Sincerely,

Jill A Shelley

Jill Shelley, Principal Research Analyst

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March 17, 2023

To: Kansas Legislature

From: Jill Shelley, Principal Research Analyst

Re: Report of the March 3, 2023, Meeting of the Joint Committee on Administrative Rules and Regulations

With this report, the Joint Committee on Administrative Rules and Regulations (Committee) provides its comments on rules and regulations reviewed at its meeting on March 3, 2023. Agencies are asked to respond to each comment or request for information; responses are compiled and maintained by staff of the Kansas Legislative Research Department.

Kansas State Department of Education

KAR 91-42-1, definitions; KAR 91-42-2, standards for the use of emergency safety interventions.

The Committee requested the webpage address or addresses of the agency's information on emergency safety interventions, including reports on the use of emergency safety interventions and the entirety of the current rules and regulations on the topic, which were provided to the Committee shortly after the meeting.

Kansas Board of Pharmacy

KAR 68-1-1b, continuing education for pharmacists; KAR 68-1-2a, pharmacist-in-charge examination; acknowledgment; notice of designation; KAR 68-1-9, pharmacist-in-charge; responsibilities; KAR 68-2-20, pharmacist's function in filling a prescription; KAR 68-7-8, records; KAR 68-7-11, medical care facility pharmacy; KAR 68-7-12, responsibility of pharmacist-in-charge in other than a medical care facility pharmacy; KAR 68-7-15, packaging of drugs or devices in advance of immediate need; KAR 68-7-16, labels for drugs or devices packaged in advance of immediate need; KAR 68-7-19, transfer of a refillable prescription between pharmacies; KAR 68-7-20a, delivery of prescriptions dispensed to an alternate site for administration; KAR 68-20-1, definitions; KAR 68-20-16, records and inventories of registrants; KAR 68-20-18, information concerning prescriptions; KAR 68-20-18a, information concerning prescriptions; recordkeeping; pharmacy prescription application; KAR 68-20-19, controlled substances listed in schedule II; KAR 68-20-20,

controlled substances listed in schedules III, IV, and V; KAR 68-20-21, revoked (was controlled substances listed in schedule V); KAR 68-20-22, selling without a prescription; KAR 68-21-1, definitions; KAR 68-21-2, electronic reports; KAR 68-21-3, revoked (was waivers for electronic reports); KAR 68-21-4, notice of requests for information; KAR 68-21-5, access to program information; new Article 23, Telepharmacy: KAR 68-23-1, definitions; KAR 68-23-2, telepharmacy outlet application; facility; managing pharmacy; KAR 68-23-3, personnel, staffing, training, and supervision; KAR 68-23-4, practice of pharmacy; KAR 68-23-5, operation of telepharmacy outlet; KAR 68-23-6, structural, security, technology, and equipment requirements; restrictions.

The Committee commends the agency for proactively updating its rules and regulations and using consistent language in those rules and regulations. It also commends the agency representative for concisely and precisely explaining the various topics presented in these proposed rules and regulations and providing additional information as requested.

March 9, 2023

Kansas State Board of Education
Landon State Office Building
900 SW Jackson Ave., Ste. 102
Topeka, KS 66612

VIA EMAIL – bhughes@ksde.org

RE: Comment on Proposed Amendments to K.A.R. 91-42-1, *et seq.*

Dear Kansas State Board of Education Members:

We appreciate the opportunity to provide written public comment on the proposed amendments to K.A.R. 91-42-1, *et seq*.

As you may know, the Kansas Association of School Boards (KASB) is a non-profit service organization built on an abiding belief in Kansas public schools. We have put the needs of students and K-12 leaders first since 1917. This includes advocating for the safety and security of students and staff while in our schools.

KASB supports the need for clear regulations to ensure the health, safety, and dignity of all students while at school. Our concern is that the proposed amendments to the Emergency Safety Intervention (ESI) regulations, K.A.R. 91-42-1, *et seq*., would not only remove the clarity currently in the regulations, but also prevent schools from utilizing necessary and effective intervention strategies that assist in de-escalating student behaviors. These important strategies enable staff to engage with students to prevent them from becoming an imminent danger to themselves and others, thereby triggering the need for an ESI. Our specific concerns are outlined below.

<u>Added Defined Terms are Overly Broad; Could Impede Proper Implementation or Reporting</u>

The proposed amendments add two defined terms. First, "[a]rea of purposeful isolation" is defined as "any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment." Second, "purposefully isolate," which "when used regarding a student," means "that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

(1) Removal of the student from the learning environment by school personnel;
(2) separation of the student from all or most peers and adults in the learning environment by school personnel; or
(3) placement of the student within an area of purposeful isolation by school personnel."

These two new terms are then incorporated into the definition of "seclusion," which expands the definition to now mean "placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where a both of the following conditions are met:

(1) School personnel purposely isolate the student; and
(2) The student is prevented from leaving, or the student has reason to believe, that the student will be prevented from leaving, the area of purposeful isolation."

The first concern is the lack of specificity in the defined terms. What does "meaningfully engaging with the student to provide instruction" mean? Does speaking with a student about their disruptive behaviors constitute "meaningfully engaging with the student to provide instruction"?

The second concern is how student privacy may be compromised by having private conversations in open areas in an effort to prevent an unauthorized seclusion. Certain interactions are better in a quiet, private space. This protects and respects a student's privacy when he or she may be escalated or upset. The proposed change would limit a staff member's ability to engage with a student in the most appropriate space based on the circumstances.

The final concern is the way the changes would significantly restrict school personnel's ability to implement strategies that help students and ***prevent*** the need for seclusions and restraints as previously defined and, instead, ***cause*** them to "seclude" a student as newly defined because previous strategies are not permitted by the regulations.

As you know, an ESI (seclusion or restraint) can only be used when "a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect physical harm," and "[l]ess restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before the use of any emergency safety interventions."

If the proposed changes were to be adopted, school personnel would be prevented from utilizing less restrictive alternatives that include removing the student from the classroom until he or she no longer presents a reasonable and immediate danger of physical harm. For example, if a student has a behavior intervention strategy that allows for teacher- or student-initiated breaks if the student starts to feel overwhelmed in the classroom, and the student reports to the social worker's office, this could now be a seclusion under the new definitions.

The definition of a seclusion under the proposed regulations is met under this scenario as outlined below:

1. The student is not being placed in the social worker's office for discipline purposes;
2. Purposeful isolation has occurred because school personnel is not meaningfully engaging with the student to provide instruction, and all or any one of the other required prongs would be met in this scenario; and

3. The student may not be allowed to leave the office until she has spoken with the social worker or has taken enough time to become regulated and return to class.

In this scenario, a seclusion was not appropriate because the student did not pose an imminent threat to herself or others, but the action still met the new definition of seclusion. This is problematic and counterproductive. Schools should be encouraged to use de-escalation and behavior intervention strategies to prevent significant student behaviors. In fact, use of such strategies is required under the regulations.

Our concern is that these proposed changes to the regulations will do the exact opposite. Schools will either stop using these interventions so as to not use seclusion in instances it is not allowed, or they will use them and will spend a significant amount of time complying with reporting requirements for instances that keep students and staff safer at school.

We encourage the board to not make changes to the current regulations that could limit schools' ability to implement successful and necessary de-escalation and behavior intervention strategies that prevent the need for ESI to be used.

Respectfully,

Lori M. Kopp

Lori M. Kopp, Attorney
Assistant Executive Director of Legal Services
Kansas Association of School Boards

Agenda Number: 12

Meeting Date: 5/9/2023

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Working on the Success of Each Student: Individual Plans of Study

From: Natalie Clark

Natalie Clark, Assistant Director of Career and Technical Education for Kansas Department of Education, will present comprehensive information regarding Individual Plans of Study (IPS) in the state of Kansas.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Jay Scott	Jay Scott	Randy Watson		

Item Title:

Act on Accreditation Review Council's April Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status as recommended by the ARC to the following systems: USD 106 Western Plains; USD 111 Doniphan West; USD 223 Barnes; USD 224 Clifton-Clyde; USD 235 Uniontown; USD 338 Valley Falls; USD 367 Osawatomie; USD 412 Hoxie; USD 420 Osage City; USD 431 Hoisington; USD 449 Easton; USD 469 Lansing; USD 503 Parsons; Z0026-0642 Linn Lutheran; USD 245 LeRoy-Gridley; and USD 422 Kiowa County.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, 16 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

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

Accredited –

USD 106 Western Plains

USD 111 Doniphan West

USD 223 Barnes

USD 224 Clifton-Clyde

USD 235 Uniontown

USD 338 Valley Falls

USD 367 Osawatomie

USD 412 Hoxie

USD 420 Osage City

USD 431 Hoisington

USD 449 Easton

USD 469 Lansing

USD 503 Parsons

Z0026-0642 Linn Lutheran

Conditionally Accredited –

USD 245 LeRoy-Gridley

USD 422 Kiowa County

This school year (2022-2023) there are 179 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.

Agenda Number: 14

Meeting Date: 5/9/2023

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

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

From: Jay Scott

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

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

In April, the ARC met and took its action on the accreditation recommendation for forty six (46) systems (45 public and 1 private). The systems for the Board to receive in April 2023 are:

Accredited:

101 Erie-Galesburg

107 Rock Hills

112 Central Plains

200 Greeley County

203 Piper

219 Minneola

220 Ashland

226 Meade

237 Smith Center

241 Wallace County

269 Palco

284 Chase County

293 Quinter

297 St. Francis Community

299 Sylvan Grove

306 Southeast of Saline

309 Nickerson - South Hutchinson

312 Haven

327 Ellsworth

330 Mission Valley (Eskridge)

332 Cunningham

353 Wellington

387 Altoona-Midway

407 Russell County

423 Moundridge

432 Victoria

439 Sedgwick

466 Scott County

470 Arkansas City

473 Chapman

479 Crest

482 Dighton

483 Kismet-Plains

492 Flinthills

497 Lawrence

502 Lewis

508 Baxter Springs

S0507 (8614) Parsons State Hospital Z0026

9710 Bethany Lutheran

209 Moscow (Redetermination)

Conditionally Accredited:

504 Oswego

Withdrawal from KESA:

Z0067 – 9930 Wellington Christian Academy (Withdrawal)

Accreditation Summary

Date: 10/04/2022

System: D0101 Erie-Galesburg (0000)

City: Erie

Superintendent: Troy Damman

OVT Chair: Brad Miner

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall: The system and OVT have provided evidence (generally) that some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts.

There is evidence that work is being done and plans are being actively put into action.
Tiered Framework of Support-The system and OVT have provided evidence (assuredly) that all buildings have a tiered framework of supports in place for all students and use data to determine students' tiers.

USD 101 has implemented, refined, and sustained a tiered framework of support at each building throughout the KESA cycle. The system utilizes benchmark testing for all grades, K-5, along with the use of DIBELS and MAP testing throughout the district. DIBELS is also used as the Dyslexia screener. This data is used to identify students in need of Tier 2 and Tier 3 supports during regularly scheduled intervention sessions. Students who score below the 40th percentile on their MAP assessment are given the Oral Reading Fluency screenings to determine next steps. LETRS training has been provided to teachers as well as literacy coach training. Staff are now being trained on the Science of Reading and instructional strategies to provide more explicit, prescribed instruction for all students. An instructional/literacy coach and Title I instructional coach have been hired to consult, instruct, and coach teachers on a variety of literacy skills to improve student achievement.

Family, Business, and Community Partnerships--The system and OVT have provided evidence (assuredly) there is a system-wide practice of engaging all stakeholders; the engagement occurs on a regular basis and is embedded in the overall culture of the school system.
The elementary school has partnered regularly with PTO and community stakeholders to host a student concert and carnival, as a fundraiser and community-building event. USD 101 has implemented a YouthPal program that includes high school students working with elementary students in a mentoring format. The system has developed a "Parent Academy" for kindergarten parents and any parent new to the community. WATCH D.O.G.S has been initiated at the elementary level, as well. All the district schools use technology, social media, and internet-based apps to communicate with parents. SITE Councils are made up of parents, teachers, and elected students in order to provide input on school culture. The building principals speak at SITE Council meetings to provide information about events and expectations, procedures, and basic information with families.

Diversity, Equity, and Access--The system and OVT have provided evidence (generally) some student groups' needs are represented in the improvement process. The system's and schools' cultures are reflected in the vision and improvement process.
Erie Elementary School has adopted the Stanford Hamorry SEL curriculum which helps staff introduce and incorporate diversity, along with Social Emotional lessons, into student lessons. EHS hosts Special Olympics each year and the educational staff at USD 101 incorporate an equitable environment based on the values of respect and inclusivity.

Communication and Basic Skills--The system and OVT have provided evidence (assuredly) that curricula support the structures in communication and basic skills in place.
The system has hired an instructional/literacy coach and Title I instructional coach to support learning related to communication and basic skills. During this KESA cycle, USD 101 restructured the district ELA (English Language Arts) curriculum to align with state standards. Students work through a social-emotional curriculum which includes self-advocacy practices and interpersonal skills. As a part of IPS, students complete life skills lessons throughout their IPS-related courses. The student-led conferences help students learn how to use their communication skills to inform parents/guardians of their academic progress.

Civic and Social Engagement--The system and OVT have provided evidence (generally) that curricula that support the structures in civic and social engagement are somewhat evident.
The system has incorporated multiple opportunities to develop Civic Engagement. Elementary students participate in a mock trial at the local county courthouse. Middle school students have participated in the Famous Kansans project to teach students about individuals from the state of Kansas who have gone on to be successful in various areas and avenues. At the high school level, social science classes have given students the opportunity to learn and discuss civic, economic, social, and political topics in a respectful manner.

Physical and Mental Health--The system and OVT have provided evidence (generally) that curricula that support the structures in Physical and Mental Health are somewhat evident.
The high school offers a few different body fitness courses for sophomores, juniors, and seniors. USD 101 offers a multitude of extracurricular activities for students to be involved in. Not only does this help the physical health but also the mental well-being of the student body. USD 101 is in a partnership with SEK Mental Health and there are mental health therapists in each building where students' needs are addressed during the school day. As a result of this partnership, the district has seen an increase in students receiving services, as well as staff members having access to receive therapeutic support.
Lion's Quest is a social-emotional learning program that all students 6-12 are involved in. The elementary school is utilizing Stanford Harmony, a K-5 social-emotional learning program.

Arts and Cultural Appreciation--The system and OVT have provided evidence (generally) that curricula that support the structures in Arts and Cultural Appreciation are somewhat evident.
At the high school, the system has added courses in photography and graphic design. Students participating in these courses are able to take part in art competitions throughout the area. Art club has grown more active, exposing students to the arts through field trips and also holding school-wide art competitions. The district recently added a certified drama teacher who, in addition, supports elementary school music. STEAM projects have become a focus within the district, especially at the elementary level. The high school will host a Tri-Valley League Forensics competition. Improvements to band and music courses include expanding the age group of students as well as developing a marching band.

Postsecondary and Career Preparation--The system and OVT have provided evidence (assuredly) that curricula that support the structures in Postsecondary and Career Preparation are evident.
USD 101 has earned Kansans Can Star Recognition in the area of Postsecondary Success (bronze). Their 5 Year Effective Average is 57.4%, which is significantly beyond their Predicted Effective Rate of 43.2%-46.2%. Currently, students are demonstrating academic preparedness in Science and Math by

scoring close to the state average in levels 3 and 4 on state assessments. Regarding ACT, students are scoring at the state average. This data indicates the system has structures in place to support postsecondary and career preparedness. CTE pathways offered at EHS include Automotive, Wood Shop, Welding, Graphics, Health Careers, and FACS pathways. Their students are able to earn valuable certificates as part of the pathway programs. Project-based learning gives students the opportunity to learn based on individual interests and studies. Based on a student's IPS, work-based experience programs are offered which allow students to gain valuable pre-employment experiences. Xello is used to help students identify career interests.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system has least two goal statements. Goal #2 is measurable and complex enough to challenge the system throughout their continuous improvement process. Goal #2 has resulted in some impact on student learning. Goal #1 needs improvement. There is evidence, supported by data, of results related to this Goal #1 statement, but the data points are vast and lack some focus. The system did not identify baseline data in the development of the goals; however, data points indicate continued measurement of growth toward the goal. The system did not include an action plan within KESA artifacts, but the system does reference processes and professional learning throughout the system report which represents a structured plan. It is recommended in the future the system include a district school improvement plan in KESA artifacts. System efforts are ultimately resulting in growth toward Goal # 1.

Goal 1—
USD 101 will increase student, family, and community engagement through multiple means of communication, collaboration opportunities, and community partnerships.

The implementation of student-led parent-teacher conferences has resulted in 95% or higher elementary participation, and an increase from 30% participation to 92% participation at the secondary level. At the beginning of the KESA cycle, there was not a consistent way for staff to communicate with families. As a result of district efforts, 100% of teachers are using Class Dojo as a vehicle for parent communication. All three buildings have increased social media presence through Facebook with daily posts, announcements, and photos to keep parents and the community informed. Each building produces a weekly newsletter to keep stakeholders informed of district efforts. During this KESA cycle, SITE Councils were created at each building, which include staff, family members, and community members. With the assistance of PTO, SITE Council involvement has increased by 50%. At the high school level, students are included on SITE Council. SITE Councils meet regularly, and buildings share and receive input and feedback on district action steps. In year 1 there was no community volunteer program. Since then they have implemented Watch D.O.G.S. This program has built relationships with positive male role models in the community for students and increased student safety.

Since the beginning of the KESA cycle, all buildings have implemented Professional Learning Communities. All PLCs focus on leadership, math, science, and ELA collaboration. In addition, the district has added to the contract one hour of collaboration outside of duty hours per week, and an additional hour outside of duty time per month, ensuring that every teacher is collaborating at least 5 hours more per week than they were at the beginning of the KESA cycle. The collaboration is resulting in increased achievement in district subgroup data. Free and Reduced Lunch Students increased state math and science assessment scores. Students with Disabilities increased math and ELA scores. These collaborative hours are documented on shared Google Spreadsheets and have been presented to the superintendent and Board of Education. This year, the district began documenting teacher-student collaboration outside of the classroom with each teacher meeting a minimum of 15 minutes per week

with students to improve academic achievement. Not only has this increased student performance with one-on-one instruction, but it also improved student/teacher relationships.

At the initiation of this KESA cycle, the system adopted an SEL curriculum meeting KSDE requirements. Since implementing the program, student SEL surveys have shown that 83.4% of students are able to handle their emotions when needed, 85.6% feel that there is at least one adult in the school they could go to for help, and 90% feel teachers provide a safe, respectable, and positive learning environment. Only 23% of students report having witnessed bullying. USD 101 has built a partnership with a local Mental Health organization to create a program called Peace of Mind. This service is provided to students during the school day providing licensed therapists, case managers, and other resources for students/staff in each building.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system has at least two goal statements. Goal #2 is measurable and complex enough to challenge the system throughout their continuous improvement process. Goal #2 has resulted in some impact on student learning. Goal #1 needs improvement. There is evidence, supported by data, of results related to this Goal #1 statement, but the data points are vast and lack some focus. The system did not identify baseline data in the development of the goals; however, data points indicate continued measurement of growth toward the goal. The system did not include an action plan within KESA artifacts, but the system does reference processes and professional learning throughout the system report which represent a structured plan. It is recommended in the future the system include a district school improvement plan in KESA artifacts. System efforts are ultimately resulting in growth toward Goal # 1.

Goal 2 –
Using multiple data sources, we will align instruction with displayed needs and increase student growth on selected measures.

USD 101 utilized KITE (state assessments) and NWEA MAP assessments to measure the academic needs of students in order to align instruction with student needs. The measure of success identified by the district includes KITE ELA and Math scores 2%-5% within state averages.

Math—The district reports over the course of the KESA cycle, students scoring in Level 1 on Math decreased 7.04%, and is 5.37% lower than the state average. Students scoring in Level 2 remains similar from both baseline year to goal. There was a 5.9% increase in students scoring in Level 3, and the district average is within the goal range of the state average. The district saw a 2.72% increase in the district Level 4 average and is within 1.46% of the state Level 4 average.

READING/ELA—KITE data over the course of the KESA cycle shows this data increased 10.11% in Level 1 scores and is 10.65% from the state average. The district saw a 3.56% decrease in Level 2 scores but stayed within a .62% of the state average. There was a 4.26% decrease in Level 3 scores, and a 1.25% decrease in Level 4 scores.

NWEA MAP—Regarding NWEA MAP growth data, the system examined median percentiles at each grade level to determine progress. For Math MAP, the following reflect baseline data and culminating data: Kindergarten—48th%ile to 72nd%ile (increase), 1st grade—75th%ile to 56th%ile (decrease, but within average range), 2nd grade—58th%ile to 65th%ile (increase), 3rd grade—41st%ile to 46th%ile (increase), 4th grade—42nd%ile to 42nd%ile (no change), 5th grade—35th%ile to 43rd%ile (increase), 6th grade—53rd%ile to 46th%ile (decrease), 7th grade—30th%ile to 63rd%ile (increase), 8th grade—36th%ile to 34th%ile (decrease), 9th grade—40th%ile to 47th%ile (increase), 10th grade—43rd

%ile to 46th%ile (increase), and 11th grade 50th%ile to 52nd%ile (increase).

For Reading/ELA MAP, the following reflect baseline data and culminating data: Kindergarten—61st%ile to average/high average range, 1st grade—67th%ile to average/high average range, 2nd grade—56th %ile to average/high average range, 3rd grade—16th% to 50th%ile (increase), 4th grade—21st%ile to no data reported, 5th grade—32nd%ile to no data reported, 6th grade—54th%ile to 29th%ile (decrease), 7th grade—25th%ile to 50th%ile (increase), 8th grade—38th%ile to 32nd%ile (decrease), 9th grade—41st%ile to 46th%ile (increase), 10th grade—40th%ile to 47th%ile (increase), and 11th grade 47th%ile to 42nd%ile (decrease).

The district contributes the increase in some of these scores to newly aligned curriculum and a structured tiered system of support, K-12. Additionally, the system added IXL programs to help address COVID learning loss and assist with ACT preparation, math, and reading instruction. USD 101 notes they have not seen growth in KAP and NWEA MAP Reading/ELA. This is something the district will continue to focus on in the next KESA cycle. The system hired a Reading/literacy coach to provide professional development to all teachers in the science of teaching reading. The system will continue to refine their MTSS process by emphasizing Tier I supports. PLCs and SIT will continue to support student problem-solving.

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 addressed the sustainability of their improvement process (generally). The system and OVT have provided evidence that USD 101 works with its local board to ensure procedures and policies exist to support its improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan.

Throughout this KESA cycle, USD 101 has included KESA goals as part of their professional learning days to ensure that all staff has the opportunity to participate and provide their insight into the process. By including all staff and teachers in this process, staff and teachers have been more focused on strategies that show gains in their goal areas. KESA has made the system's staff more reflective on practices and the impact on student learning, along with the impact of continuous community involvement. The district educators have been more focused on data and documentation of improvements in each of their goal areas and have focused on student growth. The system reports this intentional focus has helped shape, communicate, and sustain the district's vision. The district will continue allocating funds necessary for staff and resources, as well as allow time for the completion and tracking of data. USD 101's local board has been supportive of the district goals. Throughout the process, the school staff has shared regular reports with the Board of Education to better inform their future decisions.

Throughout the KESA cycle, the district has adjusted their resource allocations by adjusting teacher/student contact time in order to meet student needs, especially those students targeted as "at-risk." They have attained and sustained an instructional/literacy coach position with continued support through a Greenbush facilitator. They have hired and sustained a district nurse that is shared among all buildings. They have also recruited and hired more teachers to lower the student/ teacher ratio in certain grade levels.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	At the elementary level, Sanford Harmony SEL curriculum was adopted to support social-emotional growth. Secondary levels adopted LionsQuest SEL curriculum resources. With the implementation of a new curriculum and consistent SEL lessons, the system reports there has been a decline in office referrals. USD 101 partnered with SEK Mental Health to provide mental health services during the school day to students and staff. The Peace of Mind program has been implemented, and this allows students to meet with a therapist at school and helps facilitate communication between the school and parents/guardians. ESSER funds were used to hire a part-time counselor for Tier 2 and Tier 3 SEL interventions. This person acts as a liaison between staff, families, and the Peace of Mind program. The system has increased professional learning related to mental health needs and trauma-informed practices. The DLT and building administration have implemented steps to support the social and emotional well-being of staff and to build collective efficacy among all staff. School system data indicates student populations with social and emotional needs have increased significantly over the past five years. Therefore, the district continues to refine and implement its new social-emotional curriculum and increase staff development in the area of social-emotional learning. The system will also continue their partnership with Peace of Mind Therapy services available through SEK Mental Health. The district sees a need to continue and include more discussion about adding social-emotional screeners. Although the system acknowledges a decline in office referrals, it is recommended data be included in future KESA reports. It is further recommended the system disaggregate data by subgroups.

Kindergarten Readiness

Throughout the KESA cycle, completion of ASQ has been a challenge for USD 101. During 2021-2022, the system began requiring all families to complete the ASQ surveys as part of the enrollment process. The district now has 100% completion of all ASQ surveys for preschool and kindergarten students. The district has now started using data from the ASQ, this past year, to help make referrals for specific student needs. Another step the system has taken to increase Kindergarten Readiness is the adoption of a new/up-to-date Preschool curriculum resource. The district continues to refine PreK curriculum each year. The district's preschool and kindergarten teachers have also incorporated "Morning Meeting" to help create a positive start to the school day. Sanford-Harmony SEL curriculum addresses preschool social-emotional needs. Zones of Regulation is widely used in the early childhood programs to provide extra support for students with social-emotional needs. The kindergarten teacher uses DIBELS progress monitoring with all kindergarten students to monitor their reading progression. Kindergarten to 5th grade has added Houghton Mifflin Harcourt's "Into Reading" along with "Into Math" curriculum in 2021-2022, as well as Handwriting Without Tears curriculum resource in both preschool and kindergarten. Early leaning and primary teachers use Class Dojo as a behavior management tool and for communication with families. Preschool and kindergarten teachers send out weekly newsletters to keep families informed. During this KESA cycle, the preschool programs lengthened their daily student contact time.

At the beginning of the kindergarten readiness relationship building, the district plans to revise the process for introducing the Peace of Mind program to families as an option for supporting SEL needs. The system's preschool teachers plan to continue to work on a regular basis to develop a common language and an extended scope & sequence within the early learning programs.

Individual Plans of Study

USD 101 has implemented an IPS process, as documented in the system's artifacts. The guidance counselor facilitated the creation of a framework for Individual Plans of Study that all students follow throughout their secondary career. Students are also assigned to an advisor who is responsible for supporting the IPS process. As part of the IPS process, students complete multiple interest and skill surveys, the system hosts career fairs on-site, and students attend career fairs at other locations. In addition, students participate in student-led parent-teacher conferences. While preparing for that, the advisory teacher reviews the IPS with students and parents to help keep students on track for post-secondary success. Students in middle school fill out their IPS with MAP and KAP scores and begin looking at career interests using XELLO.

High School Graduation Rate	USD 101 earned Kansans Can Star Recognition in the area of High School Graduation (gold), based on the current KSDE Accountability Report. The Five-Year Graduation Rate is 96.1%, with the most current graduation rate at 95% (compared to a state average of 89.3%). The district's goal is a Graduation Rate of 100%. In an effort to produce successful high school graduates, the system has added CTE courses which has increased student interest and engagement in their academics. They have increased the number of students each year completing certifications that can be utilized in industry and postsecondary education. The certified areas include the following: CNA, CMA, Welding, EMT, EMR, Pharmacy Tech, CPR/First Aid/AED certification, OSHA - 10 Health Care, OSHA - 10 Industry. The system has increased dual credit class offerings and this is allowing their graduating students to enter college as a second-semester sophomore or even a first-semester junior.
Postsecondary Success	USD 101 has earned Kansans Can Star Recognition in the area of Postsecondary Success (bronze). Currently, students are demonstrating academic preparedness in Math with 29.96% of students scoring at Levels 3 and 4, compared to a state average of 29.35%. English Language Arts and Science are within 10% of the state average. Their 5 Year Effective Average is 57.4%, which is significantly beyond their Predicted Effective Rate of 43.2-46.2%. This data indicates the system has structures in place to support postsecondary and career preparation. In addition, all students in grades 7-12 participate in developing an Individual Plan of Study. At early grades, students have the opportunity to participate in career awareness activities such as the career fair. The district uses Xello to help students explore interests and consider future careers. Students are able to share their IPS, academic progress, and career interests during student-led parent-teacher conferences. Students also have the opportunity to participate in college visits, career fairs, and field trips throughout the community to experience local career opportunities.

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

ARC Comment

The system and OVT have generally provided evidence that some of the system stakeholders were involved and engaged in the system's improvement process during this accreditation cycle. Some stakeholders' feedback was gathered, and progress was shared randomly on improvement in some goal areas. The system is not fully transparent. Some stakeholder groups are represented and involved in the KESA process, and there is some evidence that stakeholder groups provide input to the system with regard to KESA.

The system reports there were different means used to ensure stakeholder engagement and provide input and feedback throughout the accreditation cycle. This includes BOE presentations, DLT/BLT meetings, SITE Council meetings, family literacy events, PT conferences, regular updates regarding the school improvement process, and a more robust communication process in general. Monthly newsletters, SITE Councils, and advisory committees have been created based on need and statutory guidance to consider the needs of all stakeholders.

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

ARC Comment

USD 101 has provided evidence (generally) that they have followed the KESA process with an expected level of fidelity. This is evidenced by a review of KESA artifacts and input from the OVT. There is a DLT and BLT in place, in spite of the small district population. There is an aligned system of improvement in place. This includes needs assessments, baseline data, a referenced action plan for school improvement, ongoing data collection, communication with stakeholders, and revisions to the action plan based on analysis of progress monitoring of data and stakeholder feedback.

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

ARC Comment

The system and OVT have provided some evidence (generally) that the system is reporting to their local board and communities, some reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is taking form; improvement priorities and process for evaluation is evident but not consistent; feedback loop is hit and miss. Even though there has been some transition with administration and team members, the OVT reports the system still maintained a steady growth rate of implementation of effective practices/programs, professional development, and student-focused needs. Building SITE Councils were developed and are functioning. As the system moves forward, it was suggested to really focus on their new needs assessment and narrow their improvement focus.

ARC Recommendation

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

Justification

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines regarding compliance.

USD 101 has generally followed and implemented the KESA process with fidelity and they are achieving results.

USD 101 earned Kansans Can Star Recognition in the area of High School Graduation (gold), based on the current KSDE Accountability Report. The Five-Year Graduation Rate is 96.1%, with the most current graduation rate at 95% (compared to a state average of 89.3%). The system has also earned Kansans Can Star Recognition in the area of Postsecondary Success (bronze). Their 5 Year Effective Average is 57.4%, which is significantly beyond their Predicted Effective Rate of 43.2-46.2%. This data indicates the system has structures in place to support postsecondary and career preparation. Currently, students are demonstrating academic preparedness in Math with 29.96% of students scoring at Levels 3 and 4, compared to a state average of 29.35%. English Language Arts and Science are within 10% of the state average. The attendance rate is 92.7%, which is slightly above the state average of 92.1%. Chronic Absenteeism is 24.2%, which is below the state average of 25.4%. The dropout rate is lower than the state average, as well.

Foundational Structures are generally 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. The system has in place a structured tiered system of support to provide intervention for all students. There is also an established process for IPS, which ultimately leads to higher graduation rates and postsecondary success.

USD 101's KESA Goals were identified based on the needs analysis, which is referenced in earlier KESA reports. The system has addressed sustainability. District Leadership Teams and Building Leadership Teams are in place to support the improvement process. SITE Councils help communicate vision and action steps to stakeholders.

The system has shown some gains in meeting expectations of the Kansas Vision for Education and State Board outcomes. USD 101 is focused on producing future-ready learners who attain postsecondary success. They are meeting this goal by addressing academic preparations, cognitive skills, technical skills, employability skills, and Individual Plans of Study.

Strengths

USD 101 strengths include Graduation Rate, Effective Average which exceeds the Predicted Effectiveness Rate, Attendance Rate, and low Chronic Absenteeism and Dropout Rate. In addition, students are demonstrating academic preparedness for postsecondary by scoring College and Career Ready on state assessments within 10% of the state average in Science, Math, and English Language Arts. The percent of Free and Reduced Lunch Students scoring College and Career Ready parallels the overall achievement of USD 101. ACT scores are essentially equal to the state average, as well. The system has a structured tiered system of supports in place and a process for Individual Plans of Study.

Challenges

Although students are achieving within 10% of the state average in Levels 3 and 4 on state assessments, Students with Disabilities are performing significantly below the district average in all tested subjects. It is recommended the district continue to address academic success of all students across the district, with close monitoring of Students with Disabilities. Data indicates English Language Arts is the district's greatest area of need. It is recommended the system examine local data, both vertically and horizontally, and consider a process to ensure alignment with KS ELA standards. KESA processes appear to be generally in place; however, documentation of the process was limited. It is recommended the system document action steps through a structured action plan, and that this action plan be made available for all stakeholders to access. The action plan should include goals, action steps, identified measurements, a timeline, and responsibilities. This will help to keep all stakeholders informed and focused on school improvement. It is also recommended this plan be included as a KESA artifact.

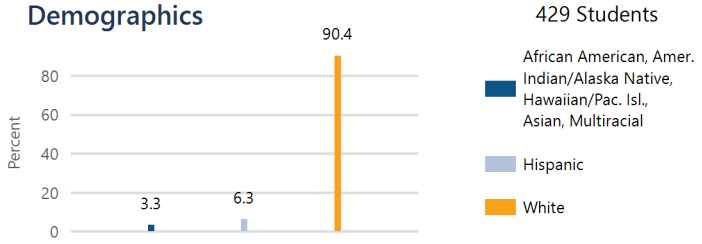
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Erie-Galesburg USD 101

205 S Main, Erie, KS 66733-0137
(620) 244-3264
usd101.com

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

Demographics

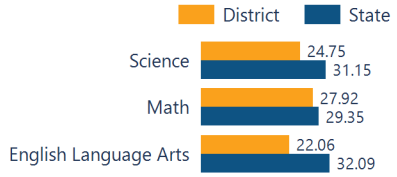


District Kansans Can Star Recognition

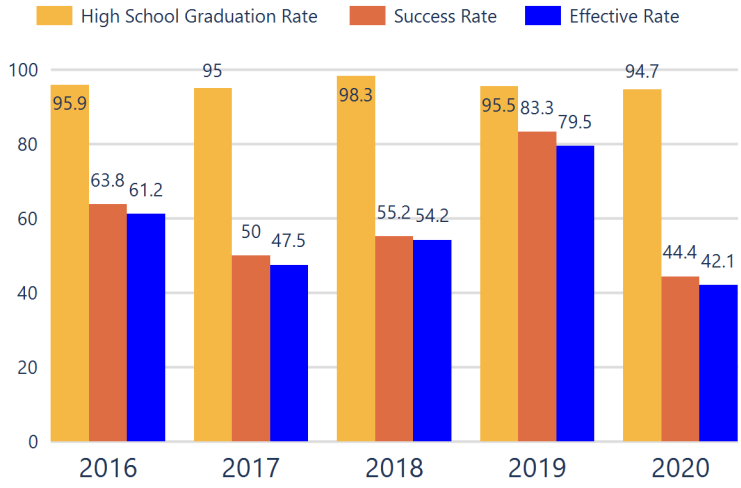
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
96.1%

Five-Year Success Avg
59.7%

Five-Year Effective Avg
57.4%

95% Confidence Interval for the Predicted Effectiveness Rate
43.2 - 46.2%

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

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate:A student must meet one of the four following outcomes within two years of High School graduation.
1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

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

95.0% State: 89.3

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

92.7% State: 92.1

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

24.2% State: 25.4

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

0.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$13,986
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Erie-Galesburg USD 101

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.28	38.00	38.59	28.82	44.59	41.90
Level 2	N/A	N/A	N/A	35.39	33.48	31.57	43.24	33.33	33.33
Level 3	N/A	N/A	N/A	19.02	20.81	27.19	20.72	17.11	18.09
Level 4	N/A	N/A	N/A	9.29	7.69	2.63	7.20	4.95	6.66

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.65	43.75	50.00	30.97	44.24	41.17
Level 2	N/A	N/A	N/A	35.34	31.25	25.92	43.36	34.51	33.33
Level 3	N/A	N/A	N/A	18.10	20.53	22.22	20.35	18.58	19.60
Level 4	N/A	N/A	N/A	6.89	4.46	1.85	5.30	2.65	5.88

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	68.18	69.23	83.33	57.44	76.59	66.66
Level 2	N/A	N/A	N/A	27.27	23.07	8.33	34.04	14.89	33.33
Level 3	N/A	N/A	N/A	2.27	7.69	0.00	6.38	4.25	0.00
Level 4	N/A	N/A	N/A	2.27	0.00	8.33	2.12	4.25	0.00

AFRICAN-AMERICAN STUDENTS

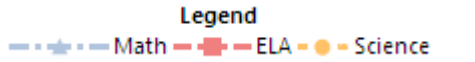
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

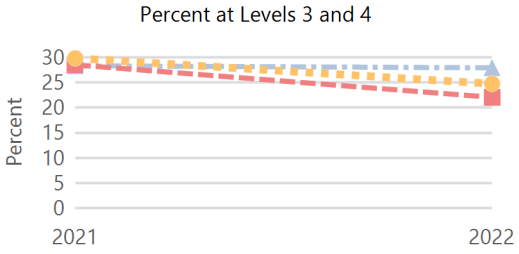
HISPANIC STUDENTS

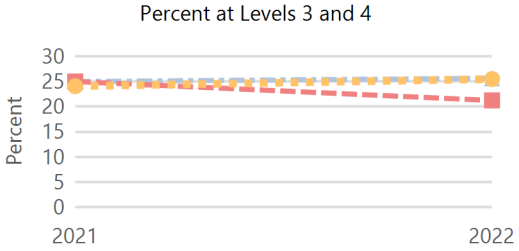
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.36	54.54	N/A	25.00	50.00	N/A
Level 2	N/A	N/A	N/A	45.45	18.18	N/A	75.00	33.33	N/A
Level 3	N/A	N/A	N/A	18.18	27.27	N/A	0.00	16.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

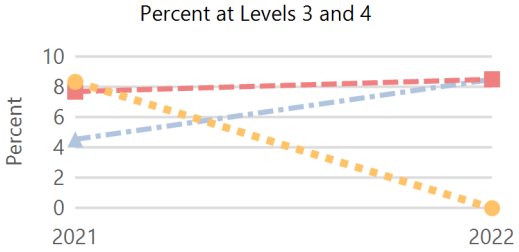
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

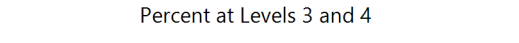
Academically Prepared for Postsecondary Success



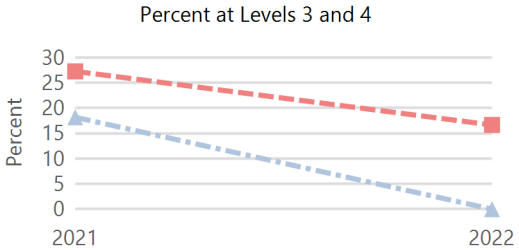








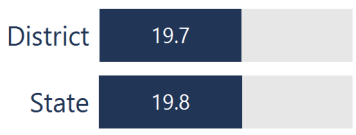
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 08/24/2022

System: D0107 Rock Hills (0000)

City: Mankato

Superintendent: Rex Boley

OVT Chair: Jeff Travis

Executive Summary/AFI

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

ARC Comment

Per KSDE the system has fulfilled all requirements for being in or working towards compliance.

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

ARC Comment

Overall:
All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.
• Tiered Framework of Support:
The system and OVT have provided evidence supporting their report that all buildings now have a tiered framework of supports, that data is disaggregated, and that improvements were made during each year of the cycle. The system has implemented screeners and researched based intervention programming for math, reading, and behavior at all levels to help identify student needs and provided targeted interventions. These interventions include the 95% group phonics lessons, 95% group multisyllabic routine cards, 95% comprehension, Six Minute Solutions, Haggerty, High Noon Decodable chapter books, Reading Rewards, and Dreambox for math. Pre- K through 8 grade also does Second Step weekly to work on social-emotional skills. They use the Fastbridge screener to set tiered groups. Tier 1 students are getting enrichment activities. Tier 2 students are getting small group interventions for lacking skills 30 minutes daily. Tier 3 students receive 1 hour of pull out usually in one on one groups to work on deficient skills.

• Family, Business, and Community Partnerships:
Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs now on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process. The system has a systematic structure in place that documents their efforts and the input they receive. The system has developed several business partnerships that have led to expanded intern opportunities for students.

• Diversity, Equity, and Access:
The system and OVT have provided evidence supporting their report that all student group needs are represented in the improvement process. The system complies with diversity/equity through adopted board policies which include removing all barriers to student participation in all curricula and activities. Diversity/equity issues are addressed through the curricula PK-12. The curriculum includes materials that encourage and teach students to celebrate diversity and promote equity.

• Communication and Basic Skills:

The OVT reports that the system provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The system also requires speech class, financial literacy, and multiple electives and clubs that expand students' communication opportunities. The system currently offers Speech, Composition I, and Composition II for dual college and high school credit. The students participate in several activities at both the local, state, and national level in speaking and writing competitions.

• Civic and Social Engagement:
The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. They also report that students at all levels are exposed to the community in various ways. There are activities at all grade levels that promote civic and social engagement.

• Physical and Mental Health:
The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in physical and mental health. Curriculum resources related to mental health are being used proactively in all schools. The elementary building has created a PBIS system that allows the students to learn and understand the core values that are important. The core values include Responsible, Honorable, Successful, Pride, Attitude, Wise Choices, and Safety. Physical health and nutritional health are taught through the physical education program. The PE teacher utilizes physical activity and nutrition instruction daily for each student K-5. Secondary students are provided with PE electives and have a PE/Health requirement for graduation.

• Arts and Cultural Appreciation:
The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. Although the system is small, they make a concerted effort to expand the opportunities offered to their students. The system has an art teacher for K-12 students as well as a Vocal and Instrumental teacher. Elementary students get to have art class one time per week and music twice weekly.

• Postsecondary and Career Preparation:
The system has exceeded its predicted effective rate for the past 4 years. The system's 2021-22 5-year effective average rate was above their predicted rate of 45.2-49.0% at 53.8. The system's 2020-21 5-year effective average rate was above their predicted rate of 46.5-49.7% at 52.0. The system's 2019-20 5-year effective average rate was above their predicted rate of 45.8-48.3% at 53.0. The system's 2018-19 5-year effective average rate was above their predicted rate of 48.6-50.7% at 54.0. The system has documented its system-wide plan for increased postsecondary experience opportunities and programming for students which has resulted in documented growth. They have implemented several layers of screeners, assessments, and planning structures to help ensure student success.

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

ARC Comment

Goal 1: Responsive Culture
The system had two growth measures for reading. An early literacy composite score for grades K- 1 and the A reading score for 2-12. The district's goal was to increase K-1 students in tier 1 students from 24% to 60% and increase 2-12 grade students in tier 1 from 55% to 70% based on spring screening data.

The system used the SAEBRS/MYSAEBRS data to measure the effectiveness of the program. Documented Winter Fastbridge screening data indicates that the system has increased K- 1 students moved from 24% to 46% and 2-12 students have grown from 55% to 58%. The data indicates growth and there is additional predicted growth for spring testing. PK-1 increased from 18% to 46%. Grades 2-

5 increased from 55% to 58%. Grades 6-8 increased from 54% to 57%, and grades 9-12 increased from 61% to 64%. The system also provided documentation of implemented research-based interventions, curricula implemented, system structures changed, and professional development provided to staff.

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

ARC Comment

Relationship Goal:
Utilizing mySAEBRS screening data, the district will increase tier 1 students (low risk) at grades K-1 and 2-12. K-2 mySAEBRS baseline data indicated tier 1 at 71%. Grades 2-12 baseline data indicated tier 1 at 76%.

K-1 Fall 2022 data indicated tier 1 increased 92% and 2-12 80%. The increases above are based on winter screeners and growth indicates additional growth on the spring screener. The system also provided documentation of implemented research-based interventions, curricula implemented, system structures changed, and professional development provided to staff.

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long term sustainability. The system has documented the systems allocation of resources, adjustment policies, and utilizing personnel in a way that fits their school community and educational context.

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

ARC Comment

The system and OVT have provided evidence demonstrating their efforts toward growth in the State Board Outcomes. The system was able to make growth in SECD, Kindergarten Readiness, IPS, high school graduation, postsecondary success, and academic preparedness for postsecondary.

Board Outcomes

Social-Emotional Growth	Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system has implemented assuredly at every building level. The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in mental health. Curriculum resources related to mental health are being used proactively in all schools. The system has implemented system-wide SEL screeners, an SEL curriculum, and a full-time counselor to meet student mental health needs. The system has also implemented SEL and mental health training for staff. The staff has been provided crisis training, SABEBRS/mySABEBRS training, tiered systems of supports training, SEL curriculum training, and character training in order to better support the individual needs of students.
Kindergarten Readiness	Evidence reported by the system and OVT indicates that the system continues to make improvements with curriculum, instruction, and assessment on the Kansas Early Learning Standards. The completion rate of the 2020-2021 ASQ-3 and ASQ: SE2 was at 100%. All K staff attends monthly PLCs with preschool teachers and they receive professional development on Conscious Discipline.
Individual Plans of Study	Evidence reported by the system and OVT indicates that all students have an individual plan of study and electronic portfolio grades 7-12 that is reviewed annually. The system also has implemented a scope and sequence of postsecondary exploration activities grades K-6. This intentional focus has benefited students as demonstrated through postsecondary effectiveness ratings.

High School Graduation Rate

According to the 2021-2022 Accountability Report, the system's graduation average is 88.0% which is below the state's graduation rate of 89.3%. The system's graduation rate for the three previous years was above the state's graduation average. The dip in graduation rate is attributed to the district's small enrollment size, several changes in staff, a new superintendent, new elementary principal, new MTSS coordinators, and the hiring of several transition to teaching teachers to fill openings.

The 2020-2021 Accountability Report showed the system's graduation average as 100.0% which is above the state's graduation rate of 88.1%.

The 2019-2020 Accountability Report showed the system's graduation average as 95.5% which is above the state's graduation rate of 88.3%.

The 2018-2019 Accountability Report showed the system's graduation average as 90.0% which is above the state's graduation rate of 87.5%.

The system has also exceeded the State graduation average rate every year during this accreditation cycle. In addition to exceeding the State's graduation average multiple years, the system has also exceeded the State's attendance average and fallen below the State's chronic absenteeism average during those same years.

Postsecondary Success	The system has exceeded its predicted effective rate for the past 4 years. The system's 2021-22 5-year effective average rate was above their predicted rate of 45.2-49.0% at 53.8. The system's 2020-21 5-year effective average rate was above their predicted rate of 46.5-49.7% at 52.0. The system's 2019-20 5-year effective average rate was above their predicted rate of 45.8-48.3% at 53.0. The system's 2018-19 5-year effective average rate was above their predicted rate of 48.6-50.7% at 54.0. The system has documented its system-wide plan for increased postsecondary experience opportunities and programming for students which has resulted in documented growth. They have implemented several layers of screeners, assessments, and planning structures to help ensure student success. Academically prepared for postsecondary: The 2021-2022 accountability report indicated that the system is achieving below the state average (29.35) in levels 3 and 4 in Math at 26.39 and the State average in science (31.15) at 28.22. The 2021-2022 accountability report indicated that the system is achieving above the state average (32.09) in levels 3 and 4 in ELA at 36.51. The 2020-2021 accountability report indicated that the system is achieving above the state average (35.16) in levels 3 and 4 in ELA at 36.6, the state average in science (34.54) at 57.5, the state average (27.89) in levels 3 and 4 in math at 31.01. The 2018-2019 accountability report indicated that the system is achieving above the state average (36.58) in levels 3 and 4 in ELA at 47.09, the state average in science (35.56) at 56.92, the state average (32.64) in levels 3 and 4 in math at 49.66. The system continues to make academic preparation a priority by focusing efforts and resources on this area.

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

ARC Comment

The system and OVT have provided evidence supporting their report that stakeholder feedback was shared regarding progress in both goal areas. During the improvement cycle, the system developed building and district site councils. The Board of Education and all site councils are updated yearly and their feedback is encouraged. The system has also developed district leadership teams, building leadership teams, and building-level committees to work through the improvement process and provide input.

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

ARC Comment

The OVT team reports that the system has always been responsive to any feedback from the committee during the cycle. The system makes changes in advance of input from the OVT as soon as they identify a need. They analyze and understand their data, student needs, and staff needs in such a way that

allows them to make timely changes on a regular basis and in a functional manner.

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system followed all KESA process with fidelity. The system submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE.

ARC Recommendation

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

Justification

They system conducted a needs assessment in all required areas, provided evidence of thoughtful planning and efforts in all State Board Outcome areas, and provided growth evidence.

Strengths

The system's data indicates strength in the area of collecting and analyzing data, postsecondary effectiveness, and academic preparedness for postsecondary success. The system has been very intentional in its efforts and the development of collaborations to meet student needs.

Challenges

For the next improvement cycle, it is recommended that the system conduct a more structured needs assessment in order to identify the root cause(s) and establish system-wide goals with systematic action steps that are critical to student improvement. The system will also need to put structures in place to account for the effect that low enrollment has on system data and for the effects staffing changes have on systemic instructional leadership which in turn affects student success.

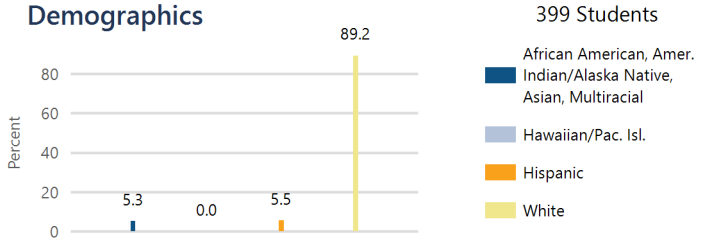
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Rock Hills USD 107

109 E Main Street, Mankato, KS 66956
(785) 378-3102
www.usd107.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Rex Boley**

Demographics

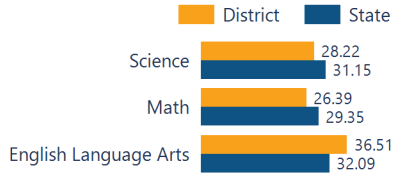


District Kansans Can Star Recognition

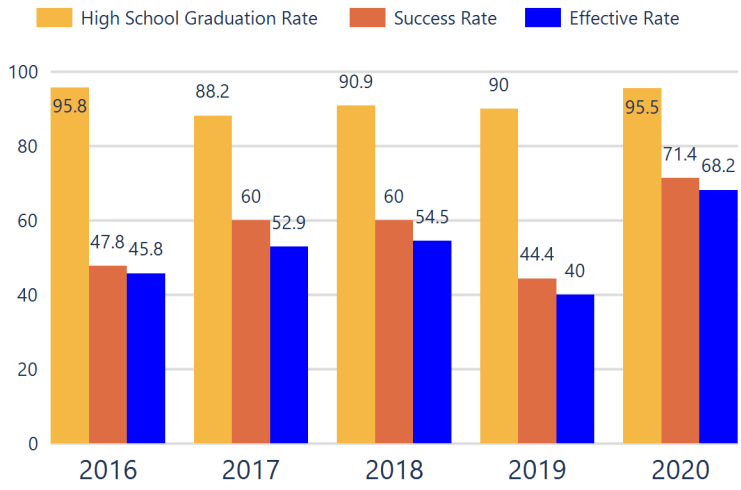
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **92.5%**

Five-Year Success Avg **58.2%**

Five-Year Effective Avg **53.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **45.2 - 49.0%**

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

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate:A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

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

88.0% State: 89.3

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

84.3% State: 92.1

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

45.1% State: 25.4

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

0.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,317
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Rock Hills USD 107

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.99	25.13	17.50	32.58	31.46	40.00
Level 2	N/A	N/A	N/A	45.98	38.25	25.00	41.01	32.02	31.76
Level 3	N/A	N/A	N/A	24.06	30.05	38.75	18.53	29.77	17.64
Level 4	N/A	N/A	N/A	6.95	6.55	18.75	7.86	6.74	10.58

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.66	32.18	25.64	38.04	41.30	52.00
Level 2	N/A	N/A	N/A	52.22	37.93	33.33	44.56	29.34	30.00
Level 3	N/A	N/A	N/A	18.88	27.58	33.33	11.95	28.26	14.00
Level 4	N/A	N/A	N/A	2.22	2.29	7.69	5.43	1.08	4.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	63.63	N/A	58.62	58.62	66.66
Level 2	N/A	N/A	N/A	34.61	27.27	N/A	31.03	27.58	16.66
Level 3	N/A	N/A	N/A	15.38	9.09	N/A	6.89	13.79	8.33
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	3.44	0.00	8.33

AFRICAN-AMERICAN STUDENTS

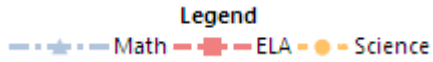
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

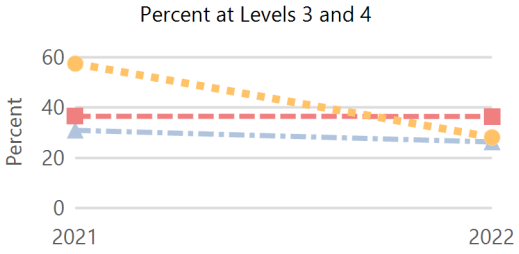
HISPANIC STUDENTS

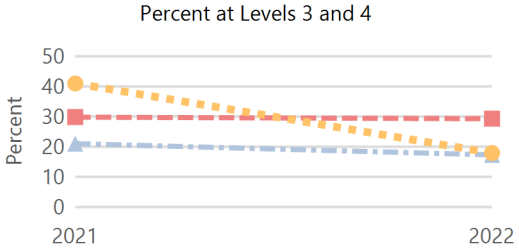
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	7.69	7.69	N/A	23.07	15.38	N/A
Level 2	N/A	N/A	N/A	46.15	46.15	N/A	46.15	23.07	N/A
Level 3	N/A	N/A	N/A	46.15	46.15	N/A	30.76	61.53	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

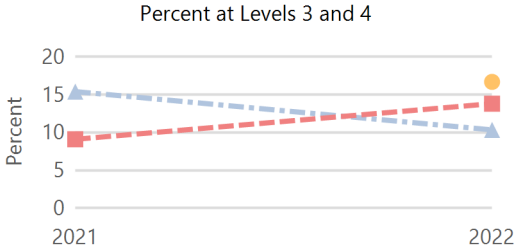
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



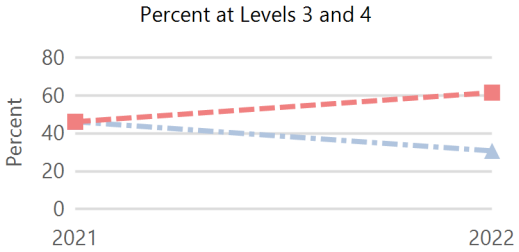






Percent at Levels 3 and 4

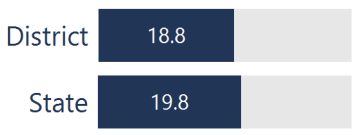
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/06/2023

System: D0112 Central Plains (0000)

City: Claflin

Superintendent: Bill Lowry

OVT Chair: Dana Sprinkle

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall: The system and OVT have provided evidence (assuredly) all Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support-- The system and OVT have provided evidence (assuredly) that all buildings have a tiered framework of supports in place for all students and use data to determine students' tiers.
USD 112 has in place tiered systems of support to provide intervention for students. During this KESA cycle, the system adopted Fastbridge Assessment Suite, and students are screened in reading, math, and SEL. This provides a consistent K-12 measure for determining tiered interventions. In reading/ELA, a reading interventionist position was created to oversee reading intervention across the district. In order to increase rigor during core instruction, new reading curriculum resources were adopted during the cycle. This has strengthened Tier I support for all students. An additional counselor was added to Wilson Elementary and Wilson High School to provide Tier 2 and Tier 3 supports. Central Plains High School and Wilson High School both added a targeted 30-minute reading intervention time during this cycle. In order to address tiered support for student's mental health needs, therapeutic counseling services are offered at each building location. The district has partnered with two community mental health agencies to provide these services.
USD 112 indicates they have focused on the engagement of families, local businesses, and the community to support the district's vision. During this KESA cycle, the district has implemented new social media accounts to improve communication of school events and academic related information, as well as a monthly newsletter sent out to district patrons. Parents have access to PowerSchool to monitor student attendance and grades. Annual literacy nights have been implemented at both elementary buildings. Student-led conferences are held at both high school buildings to provide families with student progress information related to Individual Plans of Study. The system works with local businesses to support students' postsecondary goals. Reality U is offered to 8th-grade students with local businesses sponsoring and participating in the event. The system collaborates with local businesses to offer job shadowing and work-based learning experiences.

Diversity, Equity, and Access-- The system and OVT have provided evidence (generally) some student groups' needs are represented in the improvement process. The System's and schools' cultures are reflected in the vision and improvement process.

Families who qualify for free lunch also have textbook fees waived. Families receiving reduced lunch can set up a payment plan for fees. Summer meals are provided and the system served 9000 meals in 2022. Food 4 Kids packs are provided weekly in collaboration with the Kansas Food Bank.

Communication and Basic Skills-- The system and OVT have provided evidence (assuredly) that curricula support the structures in communication and basic skills in place.
USD 112 has strengthened the foundational structure of building basic skills for students PreK-12. The system expanded 3-year-old preschool programming from 2 half days to 5 full days per week. This has helped to address the needs related to Kindergarten Readiness. There has been a curriculum resource adoption for grades K-6, and the curriculum has been aligned with state standards. The system also adopted FastBridge Assessment Suite to provide screening and progress monitoring data. MTSS efforts have been strengthened to address basic skill development. The system has expanded opportunities for students to practice and develop communication skills, as well. Student-led conferences are held in 7-12 grades at Central Plains High School and Wilson High School.

Civic and Social Engagement-- The system and OVT have provided evidence (assuredly) that curricula that support the structures in civic and social engagement are evident.
Student representatives from 7-12 grades meet with the superintendent monthly to discuss district, building, and community issues. USD 112 has continued to implement K-12 HGSS curriculum. As new resources are adopted in other content areas, one of the criteria for selecting new resources, as appropriate to the content areas, is that HGSS standards are incorporated. Students in the system regularly participate in school-based voting, mock trials, civic field trips, and volunteering on Election Day. Community members visit the schools for special events on Veterans Day and the schools collaborate with The League of Women Voters.

Physical and Mental Health-- The system and OVT have provided evidence (assuredly) that curricula that support the structures in Physical and Mental Health are evident.
USD 112 has developed physical education and health curriculum that aligns with state standards. The system collaborates with the County Health Department to provide a series of services to students and staff. Grab-n-Go breakfast options are available for students. Vape detectors have been added to locker rooms and restrooms. During this KESA cycle, the system adopted Fastbridge Assessment Suite, which includes SAEBRS. This is an SEL screening resource that helps identify students who may need Tier 2 and Tier 3 social-emotional support. In order to address tiered support for students' mental health needs, therapeutic counseling services are offered at each building location. The district has partnered with two community mental health agencies to provide these services. At Wilson Schools, in-person services are available, while digitally-based services are available at Claflin and Holyrood Schools.

Arts and Cultural Appreciation— The system and OVT have provided evidence (generally) that curricula that support the structures in Arts and Cultural Appreciation are somewhat evident.
USD 112 offers several opportunities for students to increase their appreciation of arts and culture. Students can enroll in elective classes and participate in music and band along with competitions in both. New academic opportunities have been implemented, which include Forensics, a new CTE pathways course for Graphic Technology, and students participate in a number of community field trips to expand exposure and background. These include exhibits at Union Station, state fairs, Operetta at Friends University, Kansas Cosmo Sphere, and Kids Ag Day.

Postsecondary and Career Preparation-- The system and OVT have provided evidence (assuredly) that curricula that support the structures in Postsecondary and Career Preparation are evident.
USD 112 has earned Kansans Can Star Recognition in the area of Academically Prepared for Postsecondary (copper), High School Graduation (bronze) and Postsecondary Success (copper). In levels 3 and 4, USD 112 is performing 8.62% above the state average in Science, 11.16% above the state average in Math, and 14.02% above the state average in English Language Arts. Their 5 Year Effective Average is 51.6%, which is beyond their Predicted Effective Rate of 47.6%-50.1%. This data indicates the system has structures in place to support postsecondary and career preparation. In addition, all

students in grades 7-12 participate in developing an Individual Plan of Study during an added seminar time at the high school level. The district uses Xello to help students explore interests and consider future careers. Student-led conferences serve as a vehicle for communicating postsecondary goals with family members.

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

ARC Comment

The system and OVT have provided evidence (generally) that USD 112's has two goal statements. Goal #1 and Goal #2 are measurable and complex enough to challenge the system throughout its continuous improvement process. Both goals will result in an impact on student learning. There is limited evidence KESA goals were identified based on a needs analysis. There are references to strategies and activities that have been implemented and have produced reasonable results, but there is no evidence in KESA artifacts to support a district improvement/action plan. The OVT does reference an action plan periodically in the report. There is no evidence in KESA artifacts there is a structured professional development program in place; however, professional development opportunities are referenced throughout the OVT report. The system is able to measure the success of implemented strategies and actions, but supporting evidence only references Year 4 to Year 5 of the KESA cycle, with the exception of Graduation Rate, Success Average, and Effectiveness Average. It is strongly recommended in the future the system report on growth toward selected goals throughout the cycle, even if the measurement resource does change. It is also strongly recommended the system document the KESA process through a District Action Plan, which includes action steps, responsibilities, measurement resources, professional learning, and an implementation timeline.

• Goal 1 –
Our goal is to have less than 15% of students at some or high risk on SAEBRS and MYSAEBRS.

The system has implemented structures throughout this KESA cycle to address the needs identified by the system's original R's Needs Assessment. The system adopted Fastbridge Assessment Suite, which includes SAEBRS. This is an SEL screening resource that helps identify students who may need Tier 2 and Tier 3 social-emotional support. In order to address tiered support for students' mental health needs, therapeutic counseling services are offered at each building location. The district has partnered with two community mental health agencies to provide these services. The system has educated staff in trauma-informed practices and these are put in place daily to meet student needs. They include self-care supports, counseling and social skills lessons for all students through the SEL curriculum, and programs and presentations focused on toxic and healthy relationships. USD 112 hired an additional counselor/student support specialist, modified building course schedules to include seminar times, and is continuing to evolve student supports and resources. Up to the third year of this KESA cycle, Goal #1 was measured by a 4-point Likert Scale to quantify 5 areas of social-emotional skills (self-management, self-awareness, responsible decision-making, relationship skills, and social awareness). In addition, the system reviewed results from the Communities that Care Survey to determine progress toward Goal #1. The system adopted FastBridge in 2021, which included SAEBRS and mySAEBBRS, as a district wide screening tool. The action plan pertaining to Goal #1 was updated to reflect data collection utilizing the FastBridge resources. Professional learning was provided to staff to ensure fidelity of implementation. The current data reflects the following:

SAEBRS—From Winter 2021 to Winter 2022—Low Risk, increased from 81% to 86%; Some Risk decreased from 17% to 13%; High Risk decreased from 2% to 1%.

mySAEBRS—From Winter 2021-2022—Low Risk increased from 71% to 73%; Some Risk increase from 24% to 27%; High Risk decreased from 5% to 0%.

This does indicate progress in Goal #1.

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

ARC Comment

The system and OVT have provided evidence (generally) that USD 112's has two goal statements. Goal #1 and Goal #2 are measurable and complex enough to challenge the system throughout its continuous improvement process. Both goals will result in an impact on student learning. There is limited evidence KESA goals were identified based on a needs analysis. There are references to strategies and activities that have been implemented and have produced reasonable results, but there is no evidence in KESA artifacts to support a district improvement/action plan. The OVT does reference an action plan periodically in the report. There is no evidence in KESA artifacts there is a structured professional development program in place; however, professional development opportunities are referenced throughout the OVT report, as well. The system is able to measure the success of implemented strategies and actions, but supporting evidence only references Year 4 to Year 5 of the KESA cycle, with the exception of Graduation Rate, Success Average, and Effectiveness Average. It is strongly recommended in the future the system report on growth toward selected goals throughout the cycle, even if the measurement resource does change. It is also strongly recommended the system document the KESA process through a District Action Plan, which includes action steps, responsibilities, measurement resources, professional learning, and an implementation timeline.

• Goal 2 –
Our goal is to have less than 15% of students at some or high risk on FastBridge Reading A.

The system has implemented structures throughout this KESA cycle to address the needs identified by the system's original R's Needs Assessment. USD 112 implemented a new K-6 reading curriculum resource, they have hired a new reading specialist, and they have refined their Multi-tiered System of Supports, with an emphasis on developing a more robust 7-12 reading support system. The system also adopted Fastbridge Assessment Suite to determine the effectiveness of Tier 1 supports. This screening tool also identifies students who may be considered at-risk in the area of reading. To determine growth, the system has extracted aReading scores (FastBridge) from Winter 2021-Fall 2022. The system also utilized ELA KITE scores as a second measure.

District aReading—

Winter 2021—College Pathways, 32%; Low Risk, 34%; Some Risk, 23%; High Risk, 11%.

Spring 2022—College Pathways, 35%; Low Risk, 38%; Some Risk, 17%, High Risk, 10%.

Fall 2022—College Pathways, 33%; Low Risk, 36%; Some Risk, 21%; High Risk, 10%.

The system's KSDE Accountability Report indicates the following regarding Academically Prepared for Postsecondary Success: In levels 3 and 4, USD 112 is performing 8.62% above the state average in Science, 11.16% above the state average in Math, and 14.02% above the state average in English Language Arts. The trend in state assessment data for students scoring in levels 3 and 4 in ELA, Math, and Science has been steady (no significant increase or decrease); however, there is a positive trend in data for Students with Disabilities in ELA, Math, and Science. The attendance rate is 92.7%, slightly above the state average. ACT performance data from 2021 reflects USD 112 is performing slightly above the state average (district=20.0, state=19.8), as well.

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 addressed the sustainability of their improvement process (generally). The system and OVT have provided some evidence that USD 112 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts and some have been implemented. The system appears to have the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

Although there has been transition within the district's upper leadership in the past, the current interim superintendent will continue with Central Plains into the 2023-2024 school year, along with Central Plains High School and Central Plains Elementary administrators. New reading curriculum implementation will continue, and the system will continue to refine its MTSS processes and interventions. The system will also continue the counselor positions at each building location. USD 112 will utilize the District Leadership Team, Building Leadership Teams, and SITE Councils to guide decisions within the school system. The system reports they will continue to make intentional decisions based on a review of needs assessments and data collection.

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

ARC Comment

The system and OVT have provided evidence (generally) to the ARC which indicates the system has shown noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes. Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can somewhat explain its data results for some State Board outcomes. It is also strongly recommended the system document the KESA process through a District Action Plan, which includes action steps, responsibilities, measurement resources, professional learning, and an implementation timeline. This plan should also address all five State Board Outcomes.

Board Outcomes

Social-Emotional Growth

The system has implemented structures throughout this KESA cycle to address the needs identified by the system's original R's Needs Assessment. The system adopted Fastbridge Assessment Suite, which includes SAEBRS. This is an SEL screening resource that helps identify students who may need Tier 2 and Tier 3 social-emotional support. In order to address tiered support for students' mental health needs, therapeutic counseling services are offered at each building location. The district has partnered with two community mental health agencies to provide these services. The system has educated staff in trauma-informed practices and these are put in place daily to meet student needs. They include self-care supports, counseling and social skills lessons for all students through the SEL curriculum, and programs and presentations focused on toxic and healthy relationships. USD 112 hired an additional counselor/student support specialist, modified building course schedules to include seminar times, and is continuing to evolve student supports and resources. Up to the third year of this KESA cycle, Goal #1 was measured by a 4-point Likert Scale to quantify 5 areas of social-emotional skills (self-management, self-awareness, responsible decision-making, relationship skills, and social awareness). In addition, the system reviewed results from the Communities that Care Survey to determine progress toward Goal #1. The system adopted FastBridge in 2021, which included SAEBRS and mySAEBBRS, as a district-wide screening tool. The action plan pertaining to Goal #1 was updated to reflect data collection utilizing the FastBridge resources. Professional learning was provided to staff to ensure fidelity of implementation. The current data reflects the following:

SAEBRS—From Winter 2021 to Winter 2022—Low Risk, increased from 81% to 86%; Some Risk decreased from 17% to 13%; High Risk decreased from 2% to 1%.

mySAEBRS—From Winter 2021-2022—Low Risk increased from 71% to 73%; Some Risk increased from 24% to 27%; High Risk decreased from 5% to 0%.

Kindergarten Readiness

USD 112 has strengthened the foundational structure of building basic skills for students PreK-12th grade. The system expanded 3-year-old preschool programming from 2 half days to 5 full days per week. This has helped to address the needs related to Kindergarten Readiness. The system has allowed a private childcare to operate out of Wilson Elementary, and the system is working to expand childcare options at Holyrood and Claflin. PreK-Kindergarten parents complete the ASQ:SE-2 and ASQ-3 each year. The system shared that it has been challenged with family participation. The system did not report data related to ASQ. USD 112 is utilizing ESGI (Educational Software that Guides Instruction) to inform instruction and determine mastery, and reports they gave the Brigance Inventory of Basic Skills to PreK (ages 3 and 4) at the beginning of 2023, but did not provide any data. The system did report "Scores were quite high, and few were low in any area."

It is strongly recommended the system collect and analyze regular data related to Kindergarten Readiness. Regarding ASQ, ESGI, and Brigance, qualitative statements about progress must be supported by quantitative data. Procedures for addressing Kindergarten Readiness should be thoroughly documented through a system's action plan.

Individual Plans of Study

The OVT reports Individual Plan of Study has been in place in USD 112 during the KESA cycle; however, the system has worked to refine the IPS process. A full-time counselor position was added at Wilson High School. This addition strengthened the use of Xello, increased career awareness instruction, and expanded the option for work-based opportunities within the community. During their secondary experience, students build and maintain digital portfolios related to IPS. The system dedicates time weekly to developing students' IPS. Student-led conferences were implemented so students may share their progress with family members. Student-led conferences have increased student and family interest in the IPS process. The system increased participation in student-led conferences from a baseline of 50% participation to 95% participation. The system currently has 5 CTE Pathways at Central Plains High School and 7 CTE Pathways at Wilson High School to support postsecondary success.

High School Graduation Rate	Throughout the KESA cycle, USD 112 has achieved a high graduation rate the last two years. In 2021, USD 112 graduated 92.7% of students, and in 2022, the system graduated 91.3 % of students. USD 112 earned Kansans Can Star Recognition for High School Graduation (bronze) with a Five-Year Graduation Average of 81.9%. Although the system's Five-Year Graduation Average is below the state average, the two most recent years are beyond the state average. Students in USD 112 are academically achieving. The system earned Kansans Can Star Recognition for Academically for Postsecondary (copper). In levels 3 and 4, USD 112 is performing 8.62% above the state average in Science, 11.16% above the state average in Math, and 14.02% above the state average in English Language Arts. The trend in state assessment data for students scoring in levels 3 and 4 in ELA, Math, and Science has been steady (no significant increase or decrease); however, there is a positive trend in data for Students with Disabilities in ELA, Math, and Science. The attendance rate is 92.7%, slightly above the state average. This data indicates Central Plains Students are consistently working toward high school graduation. In an effort to positively impact or maintain a high graduation rate, the system uses data in the IPS process to help students track their progress toward high school graduation. Student-led conferences help students to focus on their postsecondary plans. Central Plains requires 24 credits for graduation, which is 3 credits above state requirements. The addition of CTE Pathways has also helped propel students toward graduation.
Postsecondary Success	USD 112 has earned Kansans Can Star Recognition in the area of Academically Prepared for Postsecondary (copper) and Postsecondary Success (silver). Currently students are demonstrating academic preparedness in Science, Math, and English Language Arts, as students are outperforming the state average in all three areas. Their 5 Year Effective Average is 51.6%, which is beyond their Predicted Effective Rate of 47.6%-50.1%. ACT performance data from 2021 reflects USD 112 is performing slightly above the state average (district=20.0, state=19.8), as well. This data indicates the system has structures in place to support postsecondary and career preparation. In addition, all students in grades 7-12 participate in developing an Individual Plan of Study. At early grades, students have the opportunity to participate in career awareness activities such as the Career Fair. The district uses Xello to help students explore interests and consider future careers. Students develop an electronic portfolio to document accomplishments.

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

ARC Comment

The system and OVT have provided evidence (generally) that some stakeholders' feedback is gathered and progress is shared randomly on improvement in some goal areas. The system is not fully transparent. Some stakeholder groups are represented and involved in the KESA process. Some

evidence exists that some stakeholder groups provide input to the system with regard to KESA.

The district maintains a District Leadership Team and a Building Leadership Teams. Certified and classified staff used the 5 R's Rubric to provide input. Information is shared during regular Board of Education meetings. There has been increased communication with stakeholders through the utilization of social media. The system reports there are School Improvement Council Meetings at each attendance center. The system also reports they collected stakeholder feedback prior to making significant district decisions such as the closing of an elementary school and the closing of a high school. There is some evidence stakeholders were engaged in the school improvement process. The OVT does report a feedback loop during this KESA cycle. It is recommended the district document stakeholder participation through a District Action Plan.

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

ARC Comment

USD 112 has provided evidence (generally) that they have followed the KESA process with an expected level of fidelity. This is evidenced by the OVT report, as there are few artifacts to support this claim. There is a DLT and BLT in place, in spite of the small district population. There is a somewhat aligned system of improvement in place. This includes ongoing needs assessments, baseline data, a reference of an action plan for school improvement, data collection, and some communication with stakeholders.

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

ARC Comment

The system and OVT have provided evidence (generally) that some evidence exists that the system is reporting to their local board and communities, reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities in taking form; there is limited evidence that buildings have aligned their action plans to the system goals; improvement priorities and process for evaluation is evident but not consistent; feedback loop is hit and miss. Although artifacts do not include a district action plan, there is evidence some form of an action plan is in place within the district. Goals drive academic improvement priorities within the system. The OVT reports the system has been open to any comments or feedback provided. The district has experienced a number of changes but has been able to remain focused on improving the strategies the district is using to address improvement goals. The system's students are academically prepared for postsecondary success as a result of the system's efforts.

ARC Recommendation

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

Justification

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines regarding compliance.

USD 112 has followed and implemented the KESA process and they are achieving results. The most recent graduation average (91.3%) is above the state average (89.3%). The system's 5-year effective average (51.6%) is beyond the Predicted Effectiveness Rate (47.6%-50.1%). On Kansas State Assessments, in levels 3 and 4, USD 112 is performing as follows: Science—39.77% (8.62% above state average), Math—40.51% (11.16% above the state average), and ELA—46.11% (14.01% above the state average). Subgroup data was also examined. Regarding Free and Reduced Lunch Students, the most recent Accountability Report indicates the following achievement in levels 3 and 4: Science—31.75% (negative trend), Math—23.7% (slight negative trend), and ELA—34.01% (steady trend). Regarding Students with Disabilities in levels 3 and 4, the data is as follows: Science—33.33% (significant positive trend), Math—21.73% (steady trend), and ELA—34.77% (significant positive trend). ACT performance data from 2021 reflects USD 112 is performing slightly above the state average (district=20.0, state=19.8). Central Plains earned Kansans Can Star Recognition in the following areas: Academically Prepared for Postsecondary (copper), High School Graduation (bronze), and Postsecondary Success (copper). The attendance rate is 92.7%, which is slightly above the state average of 92.1%. Chronic Absenteeism is 18.3%, which is below the state average of 25%. The dropout rate is lower than the state average, as well.

All Foundational Structures are somewhat 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. The system has in place a tiered system of support to provide intervention for all students in grades K-12. This includes the addition of staff to support at-risk students, the adoption of FastBridge (including SAEBRS and mySAEBRS) as a screening tool for academics and SEL, and professional learning to support staff. There is also a process for IPS, which ultimately leads to higher graduation rates and postsecondary success.

Evidence is documented that USD 112's KESA Goals were identified based on the needs analysis and produced reasonable results. The Kansas Communities that Care results were also examined to guide decision-making within the district. From there, the system developed two district goals and an action plan that included a plan for data collection. Based on the system's KSDE Accountability Report and some district data, the goals have produced positive results.

The system has addressed sustainability. District Leadership Teams and Building Leadership Teams are in place to support the improvement process. Additional staff has been added to support district needs.

The system has shown noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes in all areas. USD 112 is focused on producing future-ready learners who attain postsecondary success. They are meeting this goal by addressing academic preparations, cognitive skills, technical skills, employability skills, and strong Individual Plans of Study.

Strengths

The system has a clear plan and vision for where it would like to go in the future. They have taken steps to implement strategies to sustain this trajectory, such as the addition of staff, strong screening tools, and a structured tiered system of support for all students and needs. The district has a developing IPS system in place that follows students throughout their Junior/Senior High School experience, which culminates in a digital portfolio. Communication efforts with stakeholders have become more robust within the district. The system has added staff to support tiered systems of support. Improvement is a collective effort within the system. The system is achieving results. On Kansas State Assessments, in levels 3 and 4, USD 112 is performing as follows: Science—39.77% (8.62% above state average), Math—40.51% (11.16% above the state average), and ELA—46.11% (14.01% above the state average). Subgroup data was also examined. Regarding Free and Reduced Lunch Students, the most recent Accountability Report indicates the following achievement in levels 3 and 4: Science—31.75% (negative trend), Math—23.7% (slight negative trend), and ELA—34.01% (steady trend). Regarding Students with Disabilities in levels 3 and 4, the data is as follows: Science—33.33% (significant positive trend), Math—21.73% (steady trend), and ELA—34.77% (significant positive trend). ACT performance data from 2021 reflects USD 112 is performing slightly above the state average (district=20.0, state=19.8).

Challenges

The system has limited evidence of a structured District Improvement/Action Plan. There are references to strategies and activities that have been implemented and have produced reasonable results, but there is no evidence in KESA artifacts to support a cohesive plan. The OVT does reference an action plan periodically in the report. There is no evidence in KESA artifacts there is a structured professional development program in place; however, professional development opportunities are referenced throughout the OVT report, as well. Regarding KESA goals, the system is able to measure the success of implemented strategies and actions, but supporting evidence only references Year 4 to Year 5 of the KESA cycle, with the exception of Graduation Rate, Success Average, and Effectiveness Average. It is strongly recommended in the future the system report on growth toward selected goals throughout the cycle, even if the measurement resource does change. It is also strongly recommended the system document the KESA process through a District Action Plan, which includes action steps, responsibilities, measurement resources, professional learning, and an implementation timeline.

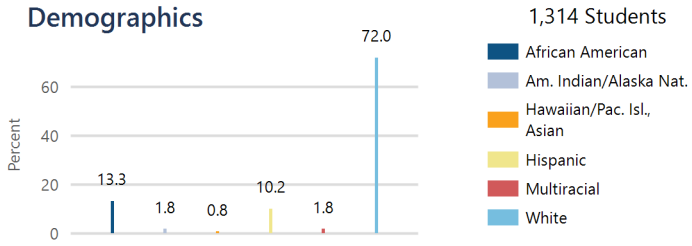
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Central Plains USD 112

406 Main, Claflin, KS 67525
(620) 588-4200
www.usd112.org

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

Demographics

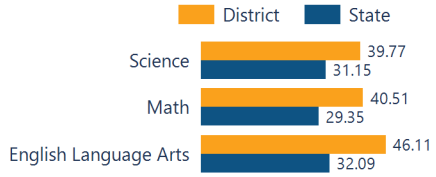


District Kansans Can Star Recognition

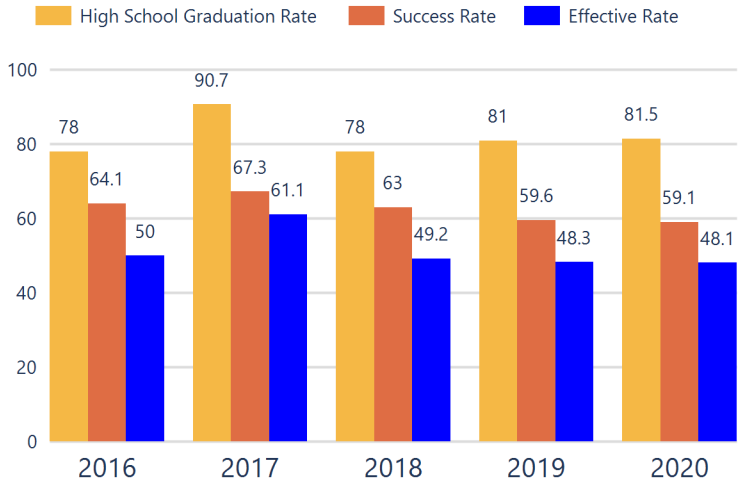
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
81.9%

Five-Year Success Avg
63.1%

Five-Year Effective Avg
51.6%

95% Confidence Interval for the Predicted Effectiveness Rate
47.6 - 50.1%

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

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

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

91.3% State: 89.3

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

92.7% State: 92.1

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

18.3% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$9,166
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Central Plains USD 112

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.68	14.16	20.56	17.24	16.81	25.00
Level 2	N/A	N/A	N/A	40.51	40.77	31.77	42.24	37.06	35.22
Level 3	N/A	N/A	N/A	29.31	35.62	27.10	30.17	34.05	25.00
Level 4	N/A	N/A	N/A	9.48	9.44	20.56	10.34	12.06	14.77

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.47	20.00	24.52	31.95	27.83	39.47
Level 2	N/A	N/A	N/A	41.90	47.61	28.30	44.32	38.14	28.94
Level 3	N/A	N/A	N/A	21.90	23.80	28.30	17.52	29.89	18.42
Level 4	N/A	N/A	N/A	5.71	8.57	18.86	6.18	4.12	13.15

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.86	40.90	58.82	39.13	43.47	46.66
Level 2	N/A	N/A	N/A	39.53	38.63	17.64	39.13	21.73	20.00
Level 3	N/A	N/A	N/A	13.95	11.36	5.88	17.39	30.43	13.33
Level 4	N/A	N/A	N/A	4.65	9.09	17.64	4.34	4.34	20.00

AFRICAN-AMERICAN STUDENTS

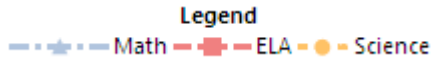
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

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

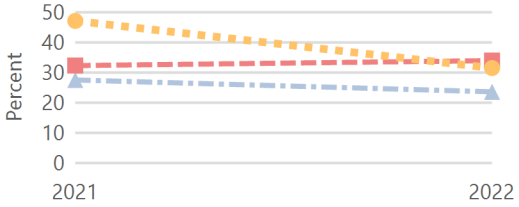
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success

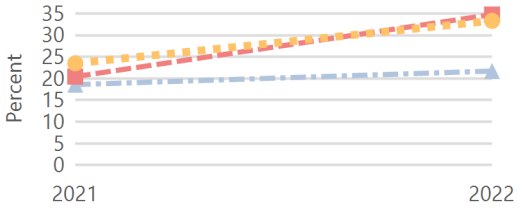


Percent at Levels 3 and 4

Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

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

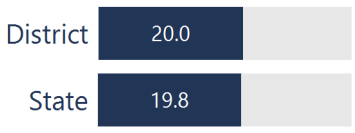
Percent at Levels 3 and 4

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

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/31/2023

System: D0200 Greeley County Schools (0000)

City: Tribune

Superintendent: John Niehues

OVT Chair: Shelly Harris

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. The system provided a supplemental document in the KESA archives titled USD 200 KESA Compliance and Foundational Structures which includes all rubric ratings and documented growth.

Tiered Framework of Support: At the beginning of the cycle, the system did not have a tiered framework of support in place. The system has provided evidence supporting their report that all buildings now have a tiered framework of supports, that data is disaggregated, and what improvements were made during each year of the cycle. The system has implemented screeners and intervention programming for math, reading, and behavior at all levels to help identify student needs and provide targeted interventions. The system implemented a professional development schedule that provides sufficient time for core and supplemental, and intensive instruction has been established and implemented. The staff members have access to analyze data, and teams interpret the results periodically, including collaboration and discussions about how to best help students. Screener data and decisions are routinely shared with students and families. Reviewing the programs, strategic plan, and assessment rubrics completed in year one through the end of the cycle, the system has moved from emerging to transitioning in this area.

Family, Business, and Community Partnerships: At the beginning of the improvement cycle, the system rated as emerging and was able to earn a rating of transitioning on the evaluation rubric at the end of the improvement cycle. Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs now on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process. The system has increased work-study opportunities for students with community partners, increased their collaborations with Health Care, Agriculture Industry, and participate in Youth Entrepreneurship Challenge. They have developed the Greeley County Health Services Career Days which is a joint venture between the hospital and the school.

Diversity, Equity, and Access: Reviewing the programs, strategic plan, and assessment rubrics completed in year one through the end of the cycle, they started at and are still emerging. However, the system made progress in changing levels but needs to continue focusing on this area. Supports

implemented during the cycle include translation for students, parents, and information sent home. The system has implemented Title XI training for all staff. ADA compliance issues have been identified such as: an ADA-compliant bus with wheelchair access, wheelchair swing on playgroup, ramp into the vo-ag building, and the addition of a wheelchair lift to allow access to stages for performing arts and have been addressed.

Communication and Basic Skills: Reviewing the programs, strategic plan, and assessment rubrics completed in year one through the end of the cycle, the system moved from not existing to emerging in this area. The system provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The system focused on aligning core curriculum areas to state standards, including scope, sequence, and pace. Staff now routinely collaborates to ensure necessary skills and knowledge of educational standards are being met. Professional development is provided to ensure staff members are explicitly trained on their curriculum and resources to allow for better implementation and routine data interpretation.

Civic and Social Engagement: Reviewing the programs, strategic plan, and assessment rubrics completed in year one through the end of the cycle, the system started at and still is emerging. The system reports that students at all levels are exposed to the community in various ways. Efforts that have been added include Student-leadership programs, JH STUCO, HS STUCO, SADD, HOPS, NHS, and Jackrabbits Impacting Jackrabbits, community service through volunteering, and student ambassadors serving on community boards.

Physical and Mental Health: Reviewing the programs, strategic plan, and assessment rubrics completed in year one through the end of the cycle, the system moved from emerging to modeling in this area. The system has implemented student programs, student supports, additional staff, and staff training. The system reports that their curriculum supports the structures in physical and mental health. The system uses PK-12 evidence-based social-emotional curriculum weekly. The system offers a physical education requirement that continues to be present for all students in secondary schools. Nutrition education is also integrated with hands-on activities conducted in classrooms. The system has also implemented SEL and mental health training for staff.

Arts and Cultural Appreciation: The system reports that performing arts maintained a modeling rating in this area. The curriculum has adapted to student interests 6-12. The system provides high school band, high school guitar, vocal K-12, K-8 performance arts, 6-8 visual arts, high school web page design, and yearbook.

Postsecondary and Career Preparation: The system's 2021-22 5-year effective average rate is above their predictive range of 44.5-48.0% at 53.8%. In 2020-21 the effective average rate was within their predictive range at 48.8% (42.6-47.0%). In 2019-20 the effective average rate was above their predictive range at 47.0% (43.7-46.7%). In 2018-19 the effective average rate was above their predictive range at 50% (44.2-47.4%). The system has documented their system-wide plan for increased postsecondary experience opportunities and programming for students which has resulted in documented growth.

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

ARC Comment

Goal Area 1: Relevance
Goal 1: USD 200 will improve student learning outcomes in ELA and Math through relevant curriculum alignment, and increasing targeted instructional supports; improving our five-year success and effective average by 5% by May 2023.

Over the course of the improvement cycle beginning in 2018, the system created and implemented an action plan that increased its success rate by 17.1% (2018) from 52.9% in 2016 to 70% (2020) as

documented on the KSDE 2021-22 accountability report. The system increased its effectiveness rate by 20.0% (2018) from 50.0% 2016 to 70% (2020) as documented on the KSDE 2021-22 accountability report

The system's 2021-22 5-year effective average rate was above their predictive range of 44.5-48.0% at 53.8 and earned a Bronze Star recognition. In 2020-21 the system earned an effective rate within their predictive range (42.5-47.0%) of 45.8%. In 2019-20 the system earned an effective rate above their predictive range (43.7-46.7%) of 47.0%. In 2018-19 the system earned an effective rate above their predictive range (44.2-47.4%) of 50.0%. The system contributes this success to their IPS process, career exploration, and counseling support.

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

ARC Comment

Goal Area 2: Responsive Culture
Goal 2: USD 200 will implement standard and evidence-based social-emotional character development programs weekly; improving attendance and decreasing the percent of students on the weekly ineligibility list by 5% by May 2023. 2021-22 90% attendance 94.4% in 2018-19

Over the course of the improvement cycle, the system created and implemented an action plan to improve attendance and decrease the number of students on the ineligibility list. The system has implemented targeted, intentional steps taken to provide weekly lessons led by counselors using the Second Steps curriculum and the Kansas Competency Framework. Surveys have been used to gain feedback, and teachers and staff are increasingly more aware of the student's needs.

The system's attendance rate on the 2018-19 accountability report was 94.4% which was slightly below the state average at 94.5%. The system's attendance rate on the 2021-22 accountability report was 90.0% which was below the state average at 92.1%. The system's chronic absenteeism rate on the 2018 -19 accountability report was 16.3% which was above the state average at 13.9%. The system's chronic absenteeism rate on the 2021-22 accountability report was 39.6% which was above the state average at 25.4%. Reports for 2021-22 show 34.45% of elementary students and 44.27% of 6th - 12th-grade students as chronically absent. The system attributes this increase to COVID-19 and documented mandated quarantines by the local health department. Current year local data indicates that at the end of semester one in 2022-23, the number of students on track to be chronically absent from the elementary school dropped to 11% and the 6th -12th grade dropped to 9.76%. With this trend, the high rate of absenteeism will drop considerably on the next accountability report.

In 2018-19 the system reports to have had 226 ineligibles listed for the year, which included the same student being ineligible for multiple weeks, and that number decreased to 61 in 2022-23. The team attributes this to improved character education and increased communication with students and parents. Not only is communication sent out when a student is ineligible, but additional communication is sent to congratulate students for regaining eligibility.

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

ARC Comment

The system provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long-term sustainability. The system has documented the system's allocation of resources, adjustment policies, and utilizing personnel in a way that fits their school community and educational context. The system has already procured for 6 years a Tiered Support and

Screening program, established common communication and expectations for attendance and eligibility, scheduled future professional development for intervention and the science of reading (LETRS), and has committed to the implementation of ION data warehouse moving forward.

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

ARC Comment

The system and OVT have reported system-wide efforts towards growth in the State Board Outcomes.

Board Outcomes

Social-Emotional Growth	Social-Emotional Growth: Over the course of the improvement cycle, the system created and implemented an action plan to improve attendance and decrease the number of students on the ineligibility list. The system has implemented targeted, intentional steps taken to provide weekly lessons led by counselors using the Second Steps curriculum and the Kansas Competency Framework. Surveys have been used to gain feedback, and teachers and staff are increasingly more aware of the student's needs. The system documented and OVT reported improved access to counseling services, weekly social-emotional and character education delivered to all grades, a decreased number of students on the ineligibility list, implementation of staff PD, and resiliency assemblies for all students and staff in the district. The system has also added a second position to employ two full-time counselors with increased availability to work with students.
Kindergarten Readiness	Kindergarten Readiness: In year 1 of the cycle, they administered ASQ3 and ASQSE screeners but the system did not retain detailed data for later use; this is attributed to high teacher turnover. The system began a partnership through Russell Child Development and the Learn and Play program in year 4, which continues currently. Improvements are characterized by the system as sustained practices, increased instructional efficacy, data utilization, and supportive partnerships with community early childhood care providers. For the current year, 63% of students participated in the ASQ: SE-2 screener, 68% of students participated in the ASQ-3 screener, and 68% of students participated in the Kindergarten Readiness Snapshot.

Individual Plans of Study	Individual Plans of Study: The system began the cycle with little evidence of individual plans of study (IPS) to implementation of IPS for each student 6- 12. Development began through using Career Cruising migrated to Xello and now they utilize Kuder Navigator for full implementation across all grade levels system-wide. 6-12 students explore the options after high school within Navigator, attend On Campus College visit days for juniors and seniors, have access to ASVAB career exploration assessment, and Military personnel/recruiters provide knowledge to high school students on campus. The system also implemented a Google sheet IPS graduation check form to ensure students are reviewing their IPS but are also on track to graduate or understand future needs if not. Partnership with Garden City Community College has increased enrollment in college credit hours to 143 credit hours in year 5. The system has also increased in certification courses offered, CTE participation, CTE concentrators, and CTE completers.
High School Graduation Rate	High School Graduation: According to the 2021-2022 accountability report, the system's graduation average is 93.8% which is above the state's graduation rate of 89.3% even though the system did drop to 86.7% on the 2021-22 report. The system is affected significantly by their small class sizes. The system earned a graduation rate in 2020-2021 above the state average (88.1%) at 90.9%, in 2019-2020 above the state average (88.3%) at 100%, and in 2018-2019 above the state average (87.9%) at 100%. The system attributes its graduation success to increased student involvement and engagement through a continued emphasis on relationships. Individualized student success is attributed to intentionally identifying and addressing individual learning gaps while also implementing programs that provide them with opportunities and diversified environments to obtain the skills and experiences necessary to ensure students are achieving continued success.

Postsecondary Success	Post-secondary Success: The system's 2021-22 5-year effective average rate was above their predictive range of 44.5-48.0% at 53.8 and earned a Bronze Star recognition. In 2020-21 the system earned an effective rate within their predictive range (42.5-47.0%) of 45.8%. In 2019-20 the system earned an effective rate above their predictive range (43.7-46.7%) of 47.0%. In 2018-19 the system earned an effective rate above their predictive range (44.2-47.4%) of 50.0%. The system attributes this success to their IPS process, career exploration, and counseling support. Academically prepared for postsecondary: The 2021-2022 accountability report indicated that the system is achieving below the state average (29.35) in levels 3 and 4 in Math at 12.08, the state average in science (31.15) at 24.99, and the state average (32.09) in levels 3 and 4 in ELA at 22.94. The 2020-2021 accountability report indicated that the system is achieving below the state average (35.16) in levels 3 and 4 in ELA at 25.53% and the State average in math (27.89) at 12.59%. The system achieved above the state average in science (34.54) at 38.08%.

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

ARC Comment

The system reports that stakeholder feedback was shared regarding progress in both goal areas. The Board of Education and all site councils are updated yearly and their feedback is encouraged. The system has also developed district leadership teams and building leadership teams to provide input. Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs now on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process.

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

ARC Comment

The OVT reports that the system was very responsive to the OVT throughout the accreditation cycle and always pursued their suggestions.

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

ARC Comment

The system submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE.

ARC Recommendation

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

Justification

The system conducted a needs assessment in all required areas, provided evidence of thoughtful planning and efforts in all State Board Outcome areas, and provided growth evidence.

Strengths

The system's data indicates strength in the area of postsecondary success and has been very intentional in its efforts to develop collaborations to meet student needs.

Challenges

The system's data indicates a need in the area of academic preparedness for postsecondary. Although system alignment of the curriculum has indicated results in postsecondary rates, it is recommended that the system make intentional efforts to improve state assessment scores. Also, the district will need to plan for the collection and retention of data so that will not be affected by staff turnover.

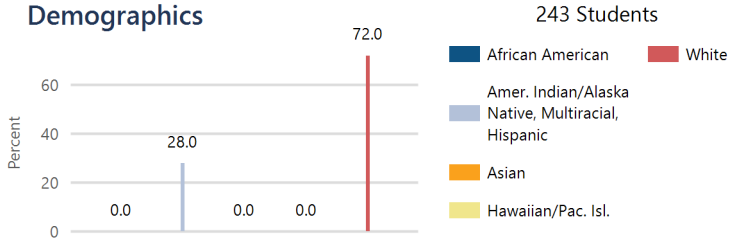
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Greeley County Schools USD 200

400 W Lawrence St, Tribune, KS 67879
(620) 376-4211
www.tribuneschools.org

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

Demographics

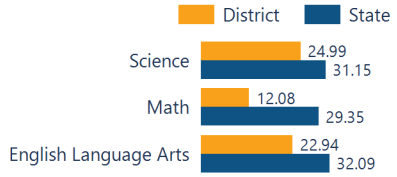


District Kansans Can Star Recognition

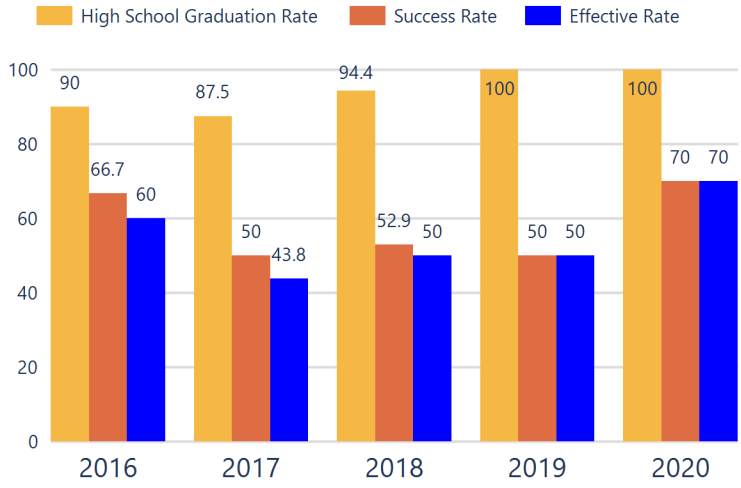
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **93.8%**

Five-Year Success Avg **57.3%**

Five-Year Effective Avg **53.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **44.5 - 48.0%**

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

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

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

86.7% State: 89.3

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

90.0% State: 92.1

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

39.6% State: 25.4

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

2.0% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$14,914
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Greeley County Schools USD 200

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.44	43.06	36.50	40.32	45.08	40.90
Level 2	N/A	N/A	N/A	42.96	31.38	25.39	47.58	31.96	34.09
Level 3	N/A	N/A	N/A	11.11	23.35	25.39	9.67	20.49	15.90
Level 4	N/A	N/A	N/A	1.48	2.18	12.69	2.41	2.45	9.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.38	57.35	50.00	46.03	54.09	54.54
Level 2	N/A	N/A	N/A	33.84	29.41	34.61	49.20	26.22	31.81
Level 3	N/A	N/A	N/A	9.23	13.23	15.38	4.76	19.67	4.54
Level 4	N/A	N/A	N/A	1.53	0.00	0.00	0.00	0.00	9.09

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	90.90	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	9.09	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	0.00	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

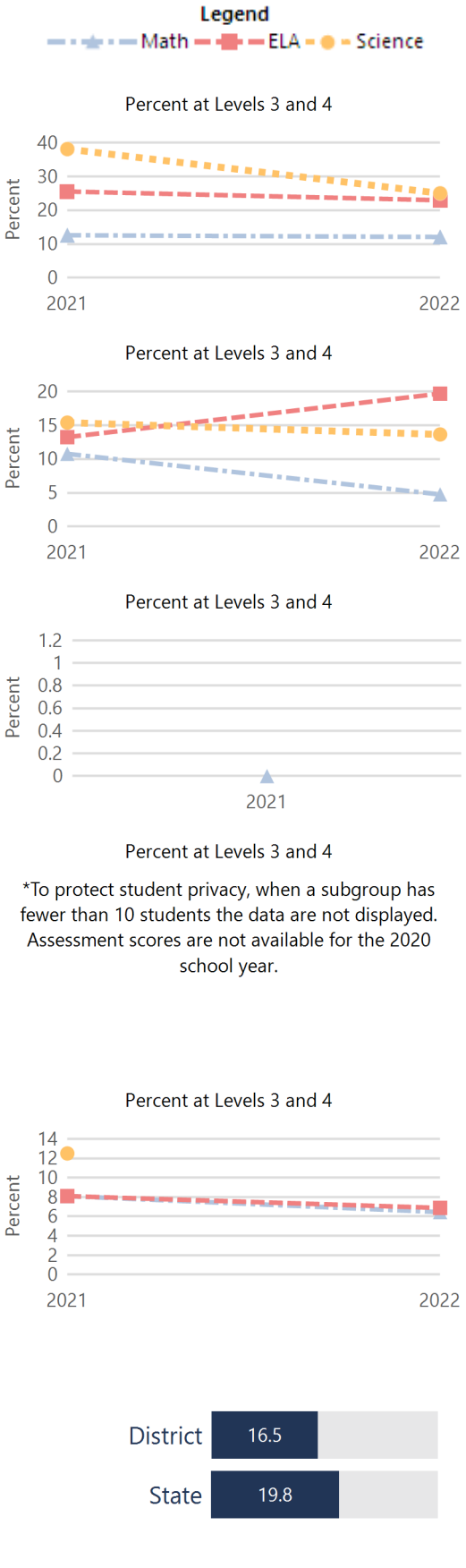
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.86	64.86	56.25	54.83	68.96	N/A
Level 2	N/A	N/A	N/A	27.02	27.02	31.25	38.70	24.13	N/A
Level 3	N/A	N/A	N/A	8.10	8.10	12.50	6.45	3.44	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.44	N/A

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

Academically Prepared for Postsecondary Success



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

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 10/04/2022

System: D0203 Piper-Kansas City (0000)

City: Kansas City

Superintendent: Jessica Dain

OVT Chair: Julie Meditz

Executive Summary/AFI

1. Compliance areas are **generally** addressed.

ARC Comment

No compliance issues noted.

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

ARC Comment

Tiered Framework of Support
Tiered Support is a strength of Piper. They utilize a program called ION to keep track of all the data they collect on individual students and turn it into actionable data. They use Fastbridge, NWEA MAP, and Panorama for screeners. Then they have established time for Tier II and III interventions throughout the school. Piper has clearly defined structure and protocols to their MTSS system that is regularly checked for implementation fidelity through feedback loops, and ongoing assessments and data analysis.

Family, Business, and Community Partnerships
For families, every school has active SITE councils and parent organizations. Many area businesses have partnered with Piper on their academies, serving on advisory boards offering programming advice and feedback. Piper schools are deeply ingrained in the community, particularly through their Coordinator of Community Outreach. They have added community partnerships resulting in intern experiences and client connect projects for the students.

Diversity, Equity, and Access
This is another area of strength for Piper. During this cycle, they partnered with Beloved, a non-profit consulting firm, to conduct an audit within the district. The results of the audit led to a three-year strategic plan to create a more inclusive culture. Building representatives received 32 hours of professional learning in equity practices. This led them to apply for, and receive, a $200,000 grant from the Kauffman Foundation. This grant will allow them to purchase and implement the Youth Equity Stewardship (YES) curriculum which trains over 100 student leaders. The district is also launching a staff leadership group called BLAZE (building latitude, acceptance, and Zeal through Equity) which will lead further staff training and avenues for community engagement around equity.

Communication and Basic Skills
USD 203 has developed Portrait of a Graduate standards that drive district initiatives. Portrait of a Graduate emphasizes six competencies critical to
academic and post-secondary success. Their portrait includes Critical Thinking and Problem-Solving, Creativity and Innovation, Initiative and Self-Direction, Resilience and Social & Emotional Well-Being, Social, Global, and Cross-Cultural Skills, and Communication. In addition, all seniors complete a capstone project which requires a presentation in front of a panel of judges.

Civic and Social Engagement
All students are required to complete a civic engagement project as part of their government class. They offer a public service academy. The middle school invites local government and military servicemen as part of project-based learning. Students are active in site councils and advisory councils and have a partnership with Startland, a non-profit focused on giving students a voice in designing and modifying their academy offerings. Finally, they have multiple school fundraisers at all levels to encourage students to recognize the need to serve other

Physical and Mental Health
Piper uses XSel and Panorama to screen students, although HB 2567 greatly reduced the number of students participating in the survey. At the Tier I level, each building has a behavior matrix aligned to the SECD standards and taught throughout the year. They also utilize Second Step curriculum K-8, and School Connect curriculum in 9-12. They also implemented a positive behavior support program and require all freshmen to take a semester-long SEL course. They use their screeners to identify Tier II and III students who receive small group or individual counseling sessions. Finally, they have a partnership with KU med who provides services for students mental health needs.

Arts and Cultural Appreciation
Arts and cultural appreciation are priorities in USD 203. At the elementary and middle school levels, visual arts and choir classes are available for all students.
Middle school band classes do require some experience with instrumentation. At the secondary level, there are many elective opportunities in choir, band, art, and theater. Cultural appreciation is tied to their extensive work in Equity described above.

Postsecondary and Career Preparation
Through Piper's partnership with the Kauffman Foundation, Piper USD 203 has constructed and implemented a wall-to-wall academy model designed to engage students in high-interest courses and paths of study which lead to Market Value Asset experiences for all Piper High School Graduates. The district goal is to have 100% of PHS graduates attain at least one MVA upon graduation by 2030. Since the district started tracking MVA attainment in 2020, MVA acquisition has increased. The Class of 2020-45.5%, Class of 2021-55%, Class of 2022-78.3%.

Piper School District has earned Gold Level Kansas Star Recognition in the area of Individual Plan of Study. IPSs begin at Grade 7 with career exploration, culminating with a Senior Capstone project prior to graduation. On this journey, students participate in in-depth study and work based learning opportunities to make decisions about future educational and career paths.

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

ARC Comment

Goal 1: Future Ready Success for All, as measured by: An increase in students achieving Level 3 and Level 4 on the KAP assessment at all grade levels and An increase in graduates achieving relevant, work-based or post-secondary experiences during high school

The commitment to improving student learning is held at the district, building, and individual student levels. Ongoing Needs Assessments
(students, staff, families, and community) and analysis through their feedback loops, helps Piper to assess growth toward goal attainment. The district added an interventionist at each elementary building for the 2022-2023 school year, so there are 2 interventionists serving each building. The district continues their focus on achievement by consistently revisiting the guaranteed and viable curriculum, implementing wall-to-wall academies at the high school resulting in MVA attainment, focused professional learning, and through a well-established Multi-tiered System of Support for evolving learning needs.

Academic data from the KSDE Accountability Report shows Piper students are consistently performing beyond the state average in level 3 and 4 in all assessed areas: Science: 40.83%, Math:42.57%, ELA: 39.9%

Historically, 8th grade ELA and Math, along with 10 grade Math scores have been an area of concern for USD 203. The 8th and 10th grade scores showed a significant gain for the 2021-2022 school year. This upward trend is expected to continue for Piper students.

Piper USD 203 is striving to meet a goal of 100% of students graduating with at least one Market Value Asset (defined as industry-valued and recognized skills
acquired in high school that creates a more seamless transition from school to postsecondary education and/or the workplace) by 2030. The current data show a
steady increase for meeting the 2030 goal. Not only is Piper USD 203 increasing the overall attainment of MVAs for students, but subgroup data shows a growth in
the attainment, as well:
Class of 2020:
• Overall MVA attainment: 45.4%
• Students of Color: 36.3%
• Students with Disabilities: 40.0%

Class of 2021:
• Overall MVA attainment: 55.0%
• Students of Color: 51.4%
• Students with Disabilities: 40.0%
• ESOL: 62.5%
• Free or Reduced: 60.8%

Class of 2022:
• Overall MVA attainment: 78.3%
• Students of Color: 76.1%
• Students with Disabilities: 75.0%
• ESOL: 100.0%
• Free or Reduced: 81.0%

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

ARC Comment

Goal 2: Goal 2:
Connected Culture Among All, as measured by: As a result of systematic, tiered SEL instruction and support, culturally responsive instruction, and positive behavior supports, all students will have a supportive relationship with at least one staff member as measured by survey data

Piper USD 203 has had a tremendous amount of growth toward their goal of relationships and creating a "connected culture among all". Piper is making an
effort to ensure Goal 2 empowers all stakeholder groups (staff, students, and community) to create systems and relationships that support social-emotional
intelligence, cultural proficiency, and a unified community. Tier I SEL instruction is implemented at every level. It involves utilizing screeners to identify areas of
strength within district practices, along with areas for improvement.

The following data indicates the percent of students who indicate they have supportive relationships with friends, family, or adults at school:

Grade 3-5 the Fall 2020: 89%, Fall 2021: 88%, and Fall 2022: 89%.

In Grades 6-8 the Fall 2020: 88%, Fall 2021: 86%, and Fall 2022: 88% (reflects approximately 28% participation rate)

In Grades 9-12 the Fall 2020: 84%, Fall 2021: 85%, and Fall 2022: 88% (reflects approximately 26% participation)

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 believes the KESA process has helped to empower leaders at all levels to take ownership of the work they are doing as a system. Piper has developed a 5 Year Professional Development Plan that will go through the 2025-2026 school year. In addition, their newly created Portrait of a Graduate will propel them into the future. FInally, KESA has created a culture where data is consistently analyzed, and amendments are made to practices.

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 they were extremely impressive in all areas.

Board Outcomes

Social-Emotional Growth

Piper USD 203, over the 5-year KESA cycle, has become much more intentional and data-focused in the area of Social Emotional Learning. The district has formed an SEL committee that meets quarterly. The committee consists of school counselors, building administrators, social workers, and district leadership. The committee reviews data, policies, practices, and professional development needs to enhance SEL. Education regarding mental health concerns has helped to normalize the reality that many students struggle with issues such as anxiety, depression and other aspects of school mental health. Mental health staff and administrators feel this helps eliminate barriers to support that may interfere with students receiving needed supports.

Piper measures SEL growth by reviewing data collected through the Panorama SEL Survey: Challenging Feelings, Grit, Positive Feelings, Self-Management, Social Awareness, and Supportive Relationships. Across all buildings utilizing Panorama in grades 3-12, 90% of students feel they have a positive peer, family, or staff relationships. Responses to the area of GRIT and Challenging Feelings fall below the 50th percentile when compared to students across the nation.
There has been a more intentional approach to analyzing discipline and attendance data. 83% of students K-12 have no recorded discipline incidents

District attendance data reflects a slight decrease in attendance rates over the last 4 years and a significant increase in chronic absenteeism. Chronic absenteeism may be a result, in part, to the recovery from the COVID-19 pandemic.

Kindergarten Readiness

During covid only 8% of parents completed the ASQ but in 2022 -23 97% of parents completed the ASQ.
during the 2021-2022 school year to 97% for the 2022-2023 school year

Piper created a Kindergarten Readiness Council that includes the principal of the Early Childhood Center, kindergarten teachers, early childhood
teacher, local pediatrician, parents, high school child development teacher, and Parents as Teachers Educator to discuss child-find efforts and make
recommendations for additional monthly screening appointments.

They also added evidence-based curriculum, assessments, and interventions to provide supports and interventions in alignment with the MTSS framework in the Pre-school.

Individual Plans of Study	Piper School District has earned Gold Level Kansas Star Recognition in the area of Individual Plan of Study. IPSs begin at Grade 7 with career exploration, culminating with a Senior Capstone project prior to graduation. Piper's 5 Year Effectiveness Average=67% which is above their predicted range. This data indicates an effective curricula and effective instruction in the area of postsecondary career preparation. Historically, students utilized Career Cruising/Xello as the platform for career exploration. During the 2022-2023 school year, Piper started using Transeo as a means for students to participate in career exploration activities. The program also allows the system to track Market Value Assess experiences and other important data at the high school level. The district meets twice a school year with their Academy Advisory Board members. These members, along with educators, provide feedback on course offerings and industry experiences embedded in courses. The feedback helps the district to tailor course offers that are meaningful and relevant.
High School Graduation Rate	High school graduation is a focal point in USD 203. During this KESA cycle, the Five-Year Graduation Average dropped slightly: Five-Year Graduation Average in 2018-2019: 94%, 2019-2020: 94%, 2020-2021: 93.4%, and 2021-2022: 92.4% Piper's graduation average is above the state average of 89.1%. Piper recognizes the slight decline and will continue to incorporate strategies to support high school graduation.
Postsecondary Success	Piper's 5 Year Effectiveness Average=67% which is above their predicted range.

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

ARC Comment

Each school in the district has an active site council with a diverse representation of stakeholders. Strategic communication included a weekly email from the superintendent to parents and staff members. Additionally, the district sent out quarterly updates to all residents in the attendance area.

Parents, community members, business leaders, and more were instrumental in helping to create Piper's Portrait of a Graduate, which is reflective of a consensus of values and priorities from the entire community. While Piper has a diverse representation of stakeholders active throughout their site councils and other feedback networks, they shared they do want to have increased participation.

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

ARC Comment

Piper USD 203 has a systematic process for data collection, strategic planning, curriculum reflection and revision, professional learning, etc. The feedback loops established in the process of strategic planning and implementation allow all stakeholders to have a voices in growing USD 203. The current process will help propel the system into the next KESA cycle.

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

ARC Comment

The system is extremely responsive to any feedback and advice provided by the OVT. During the KESA cycle, they have worked to strengthen their process from year to year, based on feedback.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD 203 Piper-Kansas City. Their results are impeccable. Their graduation rate is 89.3% which is above the state average. Their Post Secondary Success rate is 67% which is above their predicted rate and earned them a silver star from KSDE. Their assessment scores are significantly above the state average in all three subjects. In addition they earned a Silver Star in Social-emotional growth and a Gold star in Individual Plan of Study. In the process, Piper is equally impressive. They more than achieved both their goals by formulating great processes filled with data collection, collaboration, corrective feedback, and revision. KESA is fully integrated into their strategic plan which has created great buy-in from teachers and administrators, as well as renewed collaboration between all the buildings and the district leadership. Finally, the board has committed significant resources into achieving their objectives. Despite all this success, they honestly identified their shortcomings and are committed to addressing even the smallest deficiencies moving forward.

Strengths

Piper's focus on equity, including work with consultants at Beloved, equipping teacher leaders through the district's BLAZE program, adoption of Corwin's Youth Equity Stewardship, and allocation of $200,000 DEI grant from the Kauffman Foundation to assist with growing a more inclusive culture.

Their individual plan of study program from their elementary and middle school activities, to their portrait of a graduate, to their multiple academies, to their required senior project presented to a panel of judges is impressive.

Piper's State assessment scores bolstered by their well defined MTSS program and curriculum is an area of strength.

Challenges

The OVT identified that the current phase was early adopters. The next cycle could focus on how to move beyond the early adopters to truly move all staff. If all staff are not on board it will be difficult to get ALL students reached.

Piper USD 203 is growing at an extremely rapid rate. Keeping up with the rapid growth and building expansions, changes in student populations, and implementation of innovative structures such as wall-to-wall academies, may present various challenges within the system.

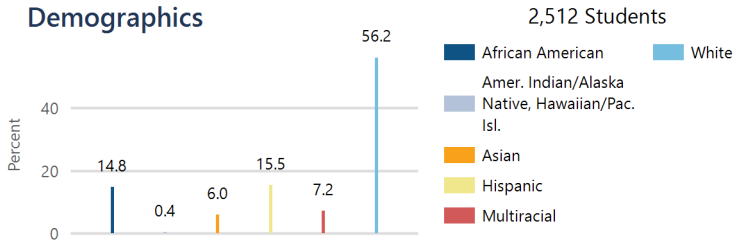
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Piper-Kansas City USD 203

3130 N 122nd St Suite A, Kansas City, KS 66109-9387
(913) 721-2088
http://www.piperschools.com

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

Demographics

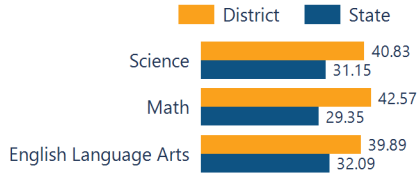


District Kansans Can Star Recognition

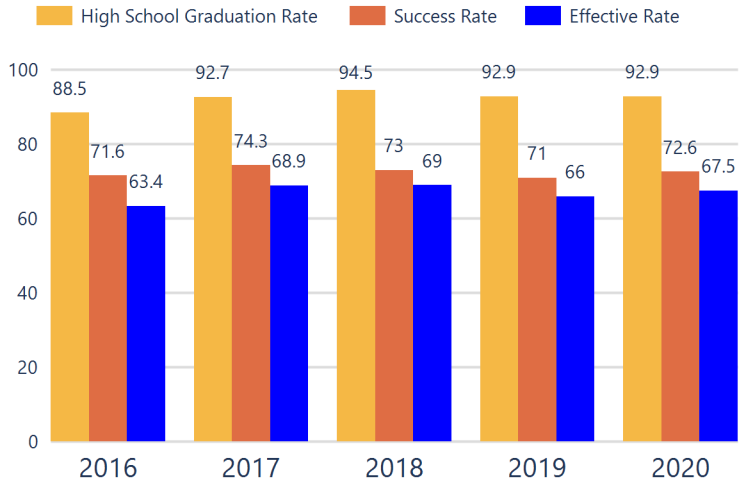
	Gold	Silver	Bronze	Copper
Social-Emotional Growth		✶		
Kindergarten Readiness				
Individual Plan of Study	✶			
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				✶
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **92.4%**

Five-Year Success Avg **72.6%**

Five-Year Effective Avg **67.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 65.3%**

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

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

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

89.8% State: 89.3

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

93.3% State: 92.1

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

18.2% State: 25.4

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

0.5% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$11,319
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Piper-Kansas City USD 203

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	24.75	20.83	27.79	20.97	24.92	29.83
Level 2	N/A	N/A	N/A	38.44	35.27	25.48	36.43	35.16	29.33
Level 3	N/A	N/A	N/A	26.70	33.21	31.27	30.20	30.22	19.83
Level 4	N/A	N/A	N/A	10.09	10.67	15.44	12.37	9.67	21.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.56	34.92	46.80	33.46	39.33	42.55
Level 2	N/A	N/A	N/A	39.91	39.28	29.78	39.51	39.33	29.78
Level 3	N/A	N/A	N/A	14.40	22.61	21.27	21.77	19.24	19.14
Level 4	N/A	N/A	N/A	4.11	3.17	2.12	5.24	2.09	8.51

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	48.14	54.81	60.93
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	34.81	25.92	17.18
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	12.59	17.03	12.50
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	4.44	2.22	9.37

AFRICAN-AMERICAN STUDENTS

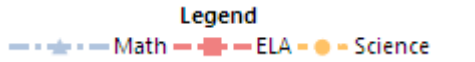
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.00	37.01	45.97	37.61	41.74	58.42
Level 2	N/A	N/A	N/A	37.00	39.42	28.73	41.74	38.07	23.59
Level 3	N/A	N/A	N/A	17.00	19.71	22.98	18.34	17.43	12.35
Level 4	N/A	N/A	N/A	3.00	3.84	2.29	2.29	2.75	5.61

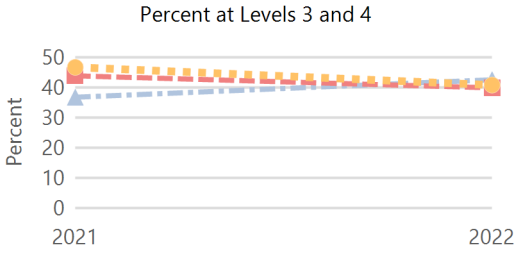
HISPANIC STUDENTS

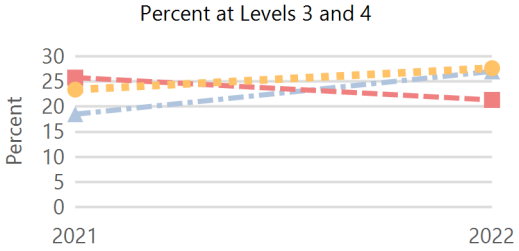
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.46	23.85	39.13	32.46	33.03	32.67
Level 2	N/A	N/A	N/A	43.00	34.01	23.18	32.46	29.01	27.72
Level 3	N/A	N/A	N/A	21.24	33.50	23.18	23.80	30.80	22.77
Level 4	N/A	N/A	N/A	8.29	8.62	14.49	11.25	7.14	16.83

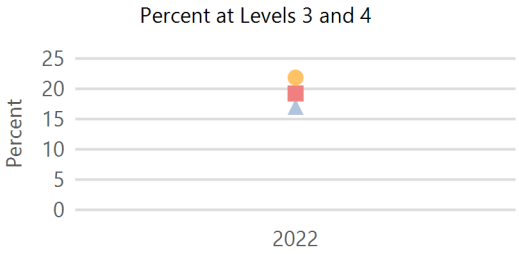
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

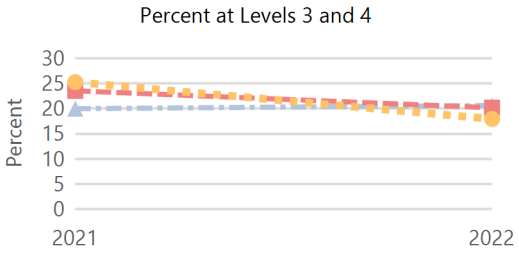
Academically Prepared for Postsecondary Success

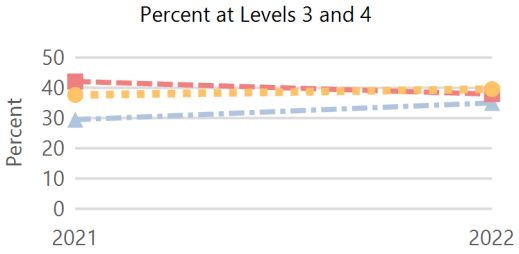








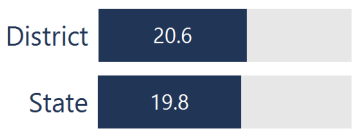




ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/01/2023

System: D0219 Minneola (0000)

City: Minneola

Superintendent: Lance Custer

OVT Chair: Karen Burrows

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: The system and OVT have provided evidence supporting their report that all buildings have a tiered framework of supports and data is disaggregated. The system utilizes data consistently and provides intervention support. They have undertaken the implementation of a district interventionist, a K-12 Tiers of Support Protocol Handbook, defined universal screening measures, diagnostic assessments, progress monitoring protocols, outcome goals, and a comprehensive assessment calendar. District-wide, all grade levels are providing Tier 1, Tier 2, and Tier 3 interventions for both at-risk and enrichment students. The K-12 building schedules have been aligned to implement intentional interventions. The district has established research-based progress monitoring of interventions K-12.

Family, Business, and Community Partnerships: The system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process. The system documented an increase in parent, community, and business participation over the course of the cycle. Parent attendance at high school conferences has increased from the 20% average at the beginning of the 5-yr cycle to 88%- 96%. Parent feedback on conferences and IPS also showed 95% positive feedback. Grade school parent surveys implemented in 2020 -21 on school climate consistently rated school culture and climate as high (4 out of 5) on all markers.

Diversity, Equity, and Access: The system provided evidence supporting their report that all student group needs are represented in the improvement process. The system's data indicates that they are demonstrating evidence of narrowing learning gaps with all sub-groups. During the 2020/2021 school year, 44.24% of students scored at levels 3 and 4 in the state math assessment. The state average that year on levels 3 and 4 was 27.89%. In that same year for ELA, 42.98% of students scored at levels 3 and 4, while the state average was 35.16%. In addition, 60% of Hispanic students scored at levels 3 and 4 in math, while the state average was 47.61% at levels 3 and 4. In ELA, the Hispanic student average was 54.54% at levels 3 and 4, while the state average for Hispanic students at those levels was 19.11%.

Students with disabilities showed significant improvement in ELA results. During the 2018/2019 school year 26.31% of this population scored at levels 3 and 4 on the ELA state assessment; this number grew to 45.45%.

Communication and Basic Skills: The OVT reports that the system provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The system remains well above the state average on State Assessments and maintains a high graduation rate (100% over the last 4 years). In addition, the district has received a Copper Star recognition for Academically Prepared for Postsecondary and a Bronze Star recognition for Postsecondary Success. When the system completed the needs assessments, the results indicated a need to update curriculum guides and alignment. Curriculum guides and resources have been aligned to state standards for ELA and Math system-wide and for Social Studies at the High School. An ongoing professional development plan is also in place to ensure the implementation of new curricula, maintenance of existing curricula, and the onboarding of new staff members.

Civic and Social Engagement: When identifying needs regarding Civic and Social Engagement, the system had no formal plans established at the beginning of the accreditation cycle. Over the course of our improvement cycle, the district implemented a number of formal structures to address this area. The system provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. Students at all levels are exposed to the community in various ways. Each building provided multiple examples of how they engage students civically and socially. The assessments incorporate HGSS-based texts and a writing prompt which allows students to demonstrate ELA reading and writing skills. High school students in ELA and HGSS also gain a deeper understanding through the exploration of HGSS topics and work on building skills such as speaking and listening, time management, extended research, defending a position, and using primary and secondary sources through cross-curricular projects at each grade level.

Physical and Mental Health: The system provided evidence supporting their report that the system's curriculum supports the structures in physical and mental health. The system offers a physical education requirement that continues to be present for all students in secondary schools. Curriculum resources related to mental health are being used proactively in all schools. The system documented several programs that support the physical health of students. Nutrition education has been built into the health curriculum and Agriculture Food Science classes exist. Active brain breaks are encouraged in each classroom, and professional development has been provided to staff.
With regard to mental health, K-12 school counselors serve students and help implement SECD Standards. When determined by the Student Risk Screening Scale, students can access Iroquois Center services. The high school offers a peer mentoring group to provide support. Core Essentials has been adopted as the SECD curriculum and is integrated into content areas. School counselors meet with each class using Core Essentials and supplemental resources to address the Kansas Curricular Standards for School Counselors.

Arts and Cultural Appreciation: The system provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. The system maintains a modeling level on the Foundational Structure Rubric. The comprehensive K-12 fine arts curriculum includes daily music lessons at the elementary level for all students. To ensure that all students have access to standards-based instruction, a new curriculum was implemented during the 2022/23 school year. There are opportunities to participate in band, vocal arts, performance arts, music programs, digital arts, and a musical at the secondary level. In World History, students get to know and understand art from varied historical periods, such as the Renaissance, as well as from other cultures, such as the Japanese and Chinese.

Postsecondary and Career Preparation: High school students throughout the cycle have opportunities for college visits, college rep talks, career presentations in classrooms, and a Senior Seminar course for postsecondary planning. Throughout the cycle, the system has added: employability skills pre/post

evaluation with Xello lessons on finding work experience, attending the Vocational/Technical career expo experiences, students attending the College Planning Conference, a college application workshop, a financial aid/FAFSA completion workshop, and school credit for internship/work study/work experience.

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

ARC Comment

System Goal 1: To foster mentoring relationships among staff to improve teacher longevity and instructional practices by continuing to provide mentors for new teachers while expanding mentoring opportunities for all staff with the goal of having a 10% or less turnover rate by the end of 2022- 2023 school year.
Additional Grade School Goal 1: MGS will plan for a safe learning environment by implementing SECD activities with the goal of decreasing the total score on the Student Risk Screening Scale (SRSS) by 1 or more points.

Goal 1 Results: The system established a mentoring process to improve staff relationships as measured by turnover rate and staff survey results. After receiving Jim Knight training, leadership team members created a handbook outlining the process: teacher teams meet monthly to discuss PEERS goals, student engagement strategies, cooperative learning strategies, and successes, as well as any concerns and provide support. Teacher teams observe each other once a semester and meet to discuss the observations. To ensure the sustainability of the mentoring program, the BLT and administrators have worked together to provide time for teams to meet. Each team is responsible for completing accountability documentation. The system has documented initiatives, changes made at each building, and improvements made annually to demonstrate growth toward their goal. During the 2015-16 school year, the turnover rate was 25% followed by 17% at the end of the 2016-17 school year. The system has met and maintained the goal of 10% or lower turnover during this improvement cycle.

Additional Grade School Goal 1 Results - The system focused on adding improvements to help staff and students feel safe, including locking all doors to the building, purchasing keyless fobs, upgrading a camera system, and adding Safe Defend Locks that can be locked from inside the classroom were installed for every classroom. Teachers first administered SRSS in the 2018-19 school year in the fall and winter. The results helped determine small group and individual counseling needs; therefore, a spring score would be obsolete due to the approaching summer break. Students are rated by the severity of behaviors on a Likert-type scale, with 0 indicating the student never demonstrated the negative behavior and 3 showing that the student demonstrated the behavior frequently.

During 2019–20, they saw a decline in the Internalizing behaviors (SRSS-I) of -8, but the Externalizing behavior score (SRSS-E) increased by 10. During the 2020-21 school year, they saw Internalizing behaviors (SRSS-I) decrease to -40 and Externalizing behaviors (SRSS-E) decrease to -42. The number of office referrals for negative behaviors was also used to measure this goal. Office referrals declined from 50 to 17 over the cycle starting in 2016-2017. In the 2021-22 school year, the number of office referrals increased to 29; however, this number was significantly impacted by one student who was receiving multiple interventions throughout the year. This data correlated with the SRSS scores indicating a decline in adverse behaviors.

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

ARC Comment

Goal 2: To conduct curriculum alignment using State Standards to ensure all standards are being effectively taught in order to improve student outcomes, as shown by Aimsweb Reading and Math data for K-8 (20% improvement in the number of Tier 1 students from Fall to Spring each school year) and

ELA/Social Studies Pre and Post Writing Assessments at the High School level (20% average improvement in rubric scores from Fall to Spring each school year).

Goal 2 (High School) Results: The system focused on curriculum alignment with the creation of an integrated curriculum for HGSS & ELA. Teachers collaborated to identify standards/concepts in both contents that could help students transfer and apply knowledge. After the creation of curriculum documents, instructors created pre/post and on-demand writing assessments to measure student growth. Fastbridge was implemented in the HS in Fall of 2021. Reading data shows 10% gains in Tier 1 from Year 1 to Year 2, with a 16% reduction in Tier 3 over the course of Year 1. To ensure sustainability, the ELA and HGSS teachers meet regularly to review data and reflect and make necessary adjustments to their units of study.

Math curriculum alignment made significant progress. Individual teachers have aligned their curriculums to state standards. At the HS level, approximate pacing, instructional resources, and standards alignment has been completed for Algebra 1, Algebra 1A, Algebra 1B, Geometry, Algebra 2, and High School Trig. The same process has been outlined for Technical Math and Transitions Algebra. The 2021-2022 accountability report indicated that the system is achieving above the state average in math (29.35) in levels 3 and 4 at 40.31, in ELA (32.09) at 43.54, and in science (31.15) at 46.8. The system has also achieved above the state average in all assessments taken since the 2018-19 school year.

Goal 2 (K-8) Goal Results: K-8 staff utilized curriculum alignment documents to guide the isolation of mastery standards embedded within their reading and math curriculums being used for Tier 1 instruction. The curriculum alignment process has made significant progress on student achievement according to the AimsWeb Data in both reading and math. Over the course of this KESA cycle, AimsWeb Data in reading have an average of 21% growth in Tier 1 from Fall to Spring benchmark assessments and math data shows significant Tier 1 growth of 32% average over previous years.

In addition, according to the 2021-2022 Accountability report the system's graduation average is 100.0% which is above the state's graduation rate of 89.3%, and they earned Gold Star recognition. The system's 2021-22 5-year postsecondary effective average rate is also above their predictive range of 54.7-57.9% at 58.2%. In 2020-21 the effective average rate was within their predictive range at 53.8% (50.7-54.6%), and in 2019-20 the effective average rate was within their predictive range at 51.0% (49.5-52.3%).

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long-term sustainability. The system has documented the system's allocation of resources, adjustment policies, a revised system vision statement, and utilizing personnel in a way that fits their school community and educational context.

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

ARC Comment

The system has provided evidence demonstrating their efforts towards growth in the State Board Outcomes. They system was able to document high levels of achievement in all State Board Outcomes areas.

Board Outcomes

Social-Emotional Growth

Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system has been implemented assuredly at every building level. The system utilized the SAEBRS assessment data to make intentional intervention decisions. The system has also implanted SEL curriculum systemwide.

The district documents attendance, behavior referrals, local climate surveys, and SRSS data to monitor social-emotional needs and growth. The SEL measures show an overall increase in climate rating by students of 3.04 (the lowest in 2020) to 3.34 in 2022. The district's attendance rate is steady; the attendance rate of 95.4 is higher than the state average at 93.8%, and in the most recent year, 2021-2022, the district continues to be higher than the state at 94% compared to the state at 92.1%. Chronic absenteeism continues to remain a concern as it has increased slightly over the cycle in the GS (10% to 12%) and a bit more in the HS (17% to 22%). Office referrals for behavior issues have improved from 50 in the 2016-17 school year for the GS and 22 in the 2017-2018 school year for the HS to 29 for the GS and 12 for the HS in 2022. Climate surveys show that students and parents rate both buildings in an overall positive manner.

In 21-22 and 22-23, teachers have focused on creating a safer learning environment through training in cooperative learning strategies. The HS student climate survey in Fall of 2022 showed positive ratings of 3 out of 4 on all measures taken. The Fall 2022 alumni surveys demonstrated improvement in areas of students feeling like they received a high-quality education (8.7/10 in 2018 to 9.5/10 in 2022), teachers had high expectations (8/10 in 2018 to 9.75/10 in 2022), and feeling like their high school courses adequately prepared them for college or a job (6.3/10 in 2018 to 7.75/10 in 2022). The district has provided multiple days of SEL standards training for staff and time to align what is being done in the classroom with the standards. In addition, many professional development sessions have been attended by district staff.

The grade school is also in its 4th year of partnership with the Clark County Sheriff to provide mental health services for students identified from the Iroquois Mental Health Center. In response to HS student behavior and attendance needs, the high school created a DELTA intervention group to address attendance, behavior, and assignment completion. The group also addresses executive functioning and provides peer mentor support, and teaches student advocacy skills. The high school also created a Civic Engagement class in response to student social-emotional skill needs, which incorporates the majority of 9-12 SECD standards in explicit instruction; additional teacher prep time was provided for curriculum building.

Kindergarten Readiness

Evidence reported by the system and OVT indicates that the system has made significant improvements in curriculum, instruction, and assessment of Kansas Early Learning Standards. At the beginning of the cycle, the system didn't have a preschool. Community surveys overwhelmingly indicated a need to incorporate a preschool into the elementary building. The system planned and completed the steps that were necessary to provide a 4-year-old at-risk preschool. Staff received training on the ASQ-3 and the ASQ:SE-2 screeners and have 100% participation from parents during all of the 5 years that the kindergarten screeners have been administered.

Data from the surveys were used to identify and address kindergarten readiness concerns. The number of students identified as having concerns on the ASQ:SE-2 has decreased even though enrollment has increased. Throughout the course of the cycle, the school has been providing increased advertising of early childhood screenings and opportunities for parents of early childhood students to participate in Learn and Play with Russell Child Development Center through social media sharing, flyers being sent home with each student in daily communication folders, and sharing flyers at home events.

Individual Plans of Study

Evidence reported by the system and OVT indicates that all students have an individual plan of study by the end of the 7th grade and every student's plan is reviewed annually. This intentional focus has benefited students as demonstrated by increased postsecondary effectiveness ratings.

The system began the cycle with the IPS overview document completed a few times per year gradewide with the counselor leading instruction for grades 7-12. Data was referred to during pre-enrollment and Career Cruising was utilized. Prior to 2018-19 school year, parent-teacher conference average attendance at HS was 20%. Staff decided to begin utilizing student-led conferences to better present the IPS components and increased conference attendance to 93% with 95% positive feedback from parents on input surveys. Students reported an increase in the impact of the IPS process and product helping them plan for college & career success (47% in 2020 to 80% in 2022), overall student satisfaction (41% in 2020 to 60% 2022), and Feeling like their IPS gives them an opportunity to develop skills related to their career path (78% in 2020 to 80% in 2022).

The system has dedicated time for IPS; HS replaced the 8th hour Study Hall with 9-12 Advisory with each grade having 2 Advisors who work on weekly IPS activities, incorporating Xello career curriculum and assessments, presenting through student-led conferences in Fall and Spring with collaborative family action planning included, courses mapped to HS graduation, post-secondary, and career planning. Students create an electronic IPS summary page, an electronic IPS presentation incorporating all required components, and a physical Advisory folder showing growth in work from year to year. A financial literacy component was also included for 11th and 12th grade including the cost of postsecondary programs, funding options, living wage vs. earned wages, and financial aid for college.

High School Graduation Rate

According to the 2021-2022 Accountability report the system's graduation average is 100.0% which is above the state's graduation rate of 89.3% and earned a Gold Star recognition. The system is also meeting the State Board Outcome goal of 95%. In addition, the system has received a Copper Star recognition for being Academically Prepared for Postsecondary and a Bronze Star recognition for Postsecondary Success.

Postsecondary Success	The system's 2021-22 5-year effective average rate is above their predictive range of 54.7-57.9% at 58.2%. In 2020-21 the effective average rate was within their predictive range at 53.8% (50.7-54.6%), and in 2019-20 the effective average rate was within their predictive range at 51.0% (49.5-52.3%). HS students throughout the cycle have opportunities for college visits, college rep talks, career presentations in classrooms, and a Senior Seminar course for postsecondary planning with the HS Counselor since the beginning of the cycle. High school students throughout the cycle have opportunities for college visits, college rep talks, career presentations in classrooms, and a Senior Seminar course for postsecondary planning. Throughout the cycle, the system has added employability skills pre/post evaluation with Xello lessons on finding work experience, attend the Vocational/Technical career expo experiences, students attending the College Planning Conference, a college application workshop, a financial aid/FAFSA completion workshop, and school credit for internship/work study/work experience. In response to feedback from students and parents via IPS, Xello data, student-led conferences, and pre- enrollment, the system reviews and adjusts elective options offered each year based on postsecondary interests, prerequisites, and technical education or certifications needs. In the Spring of 2023, 48% of students are enrolled in postsecondary credit courses related to their postsecondary plan through the IPS. Academically prepared for postsecondary: The 2021-2022 accountability report indicated that the system is achieving above the state average in math (29.35) in levels 3 and 4 at 40.31, in ELA (32.09) at 43.54, and in science (31.15) at 46.8. The system has also achieved above the state average in all assessments taken since the 2018-19 school year.

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

ARC Comment

The system provided evidence supporting their report that stakeholder feedback was shared regarding progress in both goal areas. The system revised its vision based on the assessment and changes made during this accreditation process. During the improvement cycle, the system developed building and district site councils. The Board of Education and all site-councils are updated yearly and their feedback is encouraged. The system has also developed district leadership teams, building leadership teams, and building-level committees to work through the improvement process and provide input.

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

ARC Comment

The OVT reports that the system was very responsive to the OVT throughout the accreditation cycle and always pursued their suggestions. The OVT team reports that the system has always been responsive to any feedback from the committee during the cycle.

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system followed all KESA process with fidelity. The system submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE.

ARC Recommendation

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

Justification

They system conducted a needs assessment in all required areas, provided evidence of thoughtful planning, and provided growth evidence.

Strengths

The system’s data indicates strength in the area of collecting and analyzing data, making needed adjustments to action plans when necessary, and community engagement. The data supporting the system's strengths include graduation data, postsecondary success data, state assessment data, kindergarten ASQ participation data, and stakeholder survey data.

Challenges

The system is seeing an increase in its ESOL population that will need to be addressed in the next improvement cycle. The system will need to assess student and staffing needs.

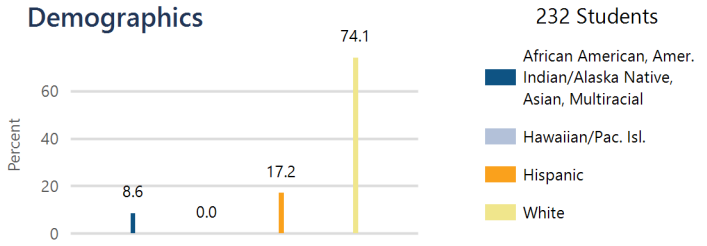
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Minneola USD 219

111 E. Locust, Minneola, KS 67865-0157
(620) 885-4372
usd219.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12**
Superintendent: **Lance Custer**

Demographics

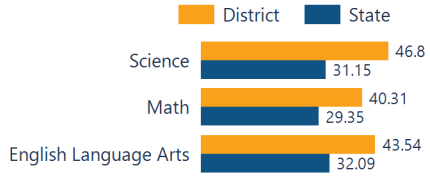


District Kansans Can Star Recognition

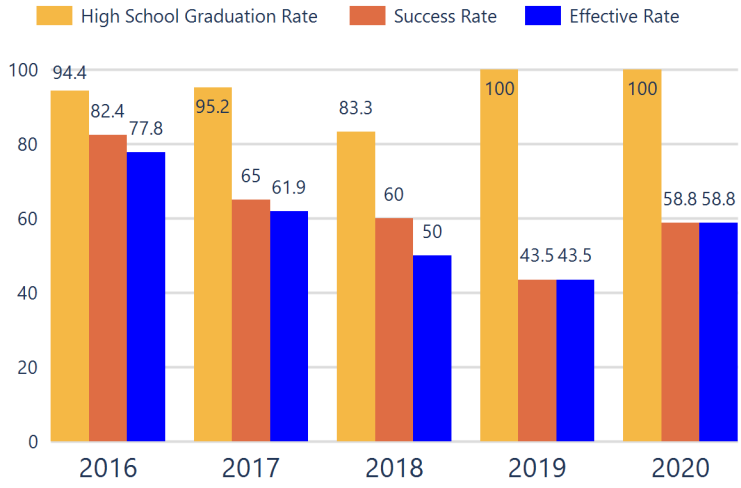
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **95.6%**

Five-Year Success Avg **60.9%**

Five-Year Effective Avg **58.2%**

95% Confidence Interval for the Predicted Effectiveness Rate **54.7 - 57.9%**

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

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

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

100.0% State: 89.3

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

94.3% State: 92.1

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

15.7% State: 25.4

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

0.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,054
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Minneola USD 219

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	17.21	13.08	16.36	14.51	19.35	29.78
Level 2	N/A	N/A	N/A	38.52	43.92	38.18	45.16	37.09	23.40
Level 3	N/A	N/A	N/A	40.16	28.03	32.72	30.64	33.87	23.40
Level 4	N/A	N/A	N/A	4.09	14.95	12.72	9.67	9.67	23.40

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.38	18.03	13.79	15.78	19.73	37.03
Level 2	N/A	N/A	N/A	38.88	42.62	44.82	51.31	39.47	25.92
Level 3	N/A	N/A	N/A	31.94	22.95	31.03	23.68	34.21	22.22
Level 4	N/A	N/A	N/A	2.77	16.39	10.34	9.21	6.57	14.81

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.55	45.45	N/A	23.52	47.05	N/A
Level 2	N/A	N/A	N/A	27.77	9.09	N/A	41.17	17.64	N/A
Level 3	N/A	N/A	N/A	16.66	45.45	N/A	35.29	29.41	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	5.88	N/A

AFRICAN-AMERICAN STUDENTS

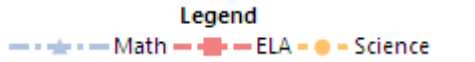
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

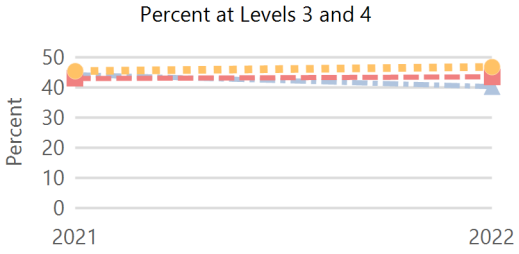
HISPANIC STUDENTS

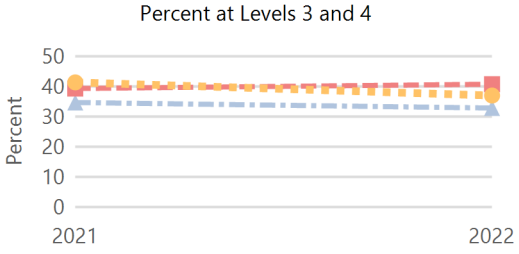
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	13.33	9.09	N/A	5.88	23.52	N/A
Level 2	N/A	N/A	N/A	26.66	36.36	N/A	35.29	23.52	N/A
Level 3	N/A	N/A	N/A	60.00	18.18	N/A	52.94	41.17	N/A
Level 4	N/A	N/A	N/A	0.00	36.36	N/A	5.88	11.76	N/A

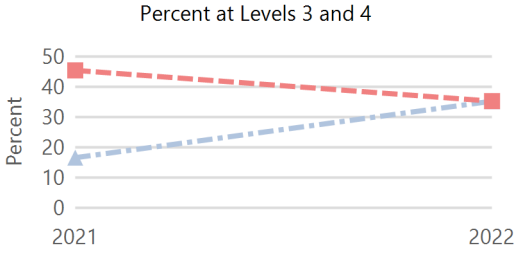
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



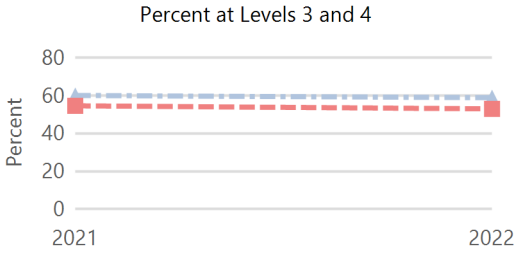






Percent at Levels 3 and 4

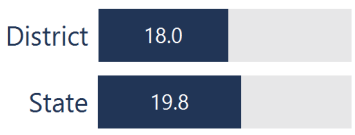
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/13/2023

System: D0220 Ashland (0000)

City: Ashland

Superintendent: Paula Rice

OVT Chair: Tami Knedler

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

-Tiered Framework of Supports-The system has implemented tiered interventions through the KESA cycle for secondary and they formalized their interventions at the elementary school. They also provided a PD on interventions and data analysis and developed a protocol for intervention and moved from 'developing' to 'transitioning' and 'modeling' on the rubric.

- Stakeholder Engagement- This system has a deep history of engrained partnership between school and community, including Ashland Works a career exploration opportunity that allows 3rd-5th grade students to visit community businesses. They have a district day of community service which allows the school to serve the community in whatever manner they need. They have focused on developing unity between the district and community and moved to 'transitioning' on the rubric.

-Diversity, Equity, Access- This system made SEL a priority over the course of the KESA cycle moving from 'developing' to 'transitioning' on the rubric. They have various integrated community engagement activities including Meet and Greets, PTO, and a Booster Club. The system has revamped their mission statement after a series of round-table discussions, has revamped its SIT process, and has a PD plan in place to see this to fruition.

Communication and Basic Skills- The system has a consistent curriculum district-wide and had begun curriculum mapping in 2019. They have a curriculum adopted that supports basic skills and communication and have narrowed their CTE pathways to the ones that are most relevant to the students and community. The system has moved from 'developing' to 'transitioning' over the course of the cycle.

Civic and Social Engagement- Throughout the KESA cycle, this system has implemented Green Jay Day- a district-wide community service day in addition to Model UN for grades 10-12 as well as a mock trial for government students. They have implemented Second Step as an SEL curriculum. The system has moved from 'developing' to 'transitioning' over the course of the cycle.

Physical and Mental Health- During the KESA cycle, they have moved from 'developing' to 'transitioning'. They evidenced that data collection through MySAEBRS has grown and they have also implemented morning meetings at the grade school in addition to the Do the Right Thing and Pride Point Initiatives.

Arts and Cultural Appreciation-The system has moved from 'implementing' to 'transitioning' throughout the KESA cycle. Students have the opportunity for a variety of arts and cultural experiences through forensics, band, vocal, foreign language, and various STEAM-related class trips.

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

ARC Comment

The system's first goal dealt with improving the social and emotional health of its students. Though they didn't hit their benchmark of 85% of the students in low-risk they did grow several percentage points. They have attributed their successes to PBIS and heterogeneous connection opportunities and family and community engagement. The system has some grades that are meeting their proposed goal and yet they need to sure up the system-wide approach.

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

ARC Comment

With respect to the system's second goal, they wanted to promote rigorous instruction by having CTE pathway completion of 75% or better, which they reached 80% by 2022. The system also narrowed its pathways to those that were essential to their students' success and focused on the identified pathway. They revisited the rigor rubric to track the progress throughout the KESA cycle and they additionally made gains in a majority of the CTE section and the data sections.

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

ARC Comment

The system has made changes to their master schedule to accommodate the changes in the academic and SEL curriculum. They have also hired K-12 staff that will assist with continuity in the district. They have been intentional about including staff members in the improvement process and they've evidenced that throughout the reports. The system is not dependent upon a person and they have systems and structures in place for continued growth.

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 data that supports growth in the state board outcomes and is able to explain and own their results. They have a viable plan with respect to the outcomes moving forward.

Board Outcomes

Social-Emotional Growth	The system uses the MySAEBRS screener and has increased the low-risk category over the course of the cycle. This is evidenced by their Do The Right Thing program at the elementary and their Pride Points at the JH/HS level.

Kindergarten Readiness	The system has partnered with private pre-school systems and their in-house pre-school to help 70% of their enrolled Kindergarteners to be socially ready for school based upon the ASQ-SE. In addition, they provide evidence that 92% of their kindergarteners are academically prepared for school.
Individual Plans of Study	The system has fully implemented its IPS for students 6-12. They continue to use the Kansans Can IPS Rubric to ensure the IPS lesson scope and sequence helping them move toward the modeling level. They recognize the need to take a deeper dive into utilizing the IPS rubric to ensure all stakeholders understand the process.
High School Graduation Rate	The system has consistently had a high graduation rate at 100% on the four-year adjusted cohort group and a 97.4% on the five-year average. They are intentional about maintaining high standards for their students and attribute that to this successful data point.
Postsecondary Success	The system is outperforming their confidence interval for the five-year effective average at 60.5% and attributes some of that to having systems in place to help their small community maintain relationships and help their students be successful beyond the walls of the school.

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

ARC Comment

This system, being so small, was able to hold round table conversations with the community stakeholders to assist with information gathering and their needs assessment. They also received feedback at conferences that were student-led. They have SITE councils and flipped classroom feedback and have developed strong relationships with their parents and community.

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

ARC Comment

The system had an OVT chair and team that conducted all the appropriate KESA reports and they have evidenced data that all buildings have improvement plans in addition to goal statements. I encourage them to write their goal statements in a SMART goal format in the future so they are more easily tracked.

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

ARC Comment

Thy system has ensured that all school buildings conducted a needs assessment. They goals were the result of system-levels thinking on how they could continue to work together to get better. The goals were complex and measurable to help provide a continuous improvement model throughout the course of the cycle.

ARC Recommendation

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

Justification

The system has been diligent to the KESA process over the cycle. They have engaged stakeholders, aligned curriculum, tiered interventions across the district, and brought SEL learning to the forefront. They have been receptive to feedback and willing to change when needed to further student progress.

Strengths

The system is building a strong system and engaging all stakeholders in the process. They have aligned their curriculum and addressed standards alignment. They have also added staff members for additional student support.

Challenges

I would encourage the system to write SMART goals for their next KESA cycle time-bound and evidenced with support from both qualitative and quantitative data. The system recognizes the need for a consistent systems approach to ensure progress regardless of changing leadership. They understand the importance of explicitly and intentionally attending to the foundational structures and state board outcomes as many times in a small district one person wears many hats.

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

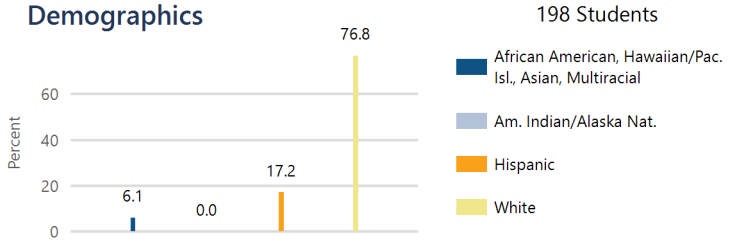
Ashland USD 220

311 J.E. Humphreys St., Ashland, KS 67831-0187
(620) 635-2814
usd220.net

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

Demographics

198 Students

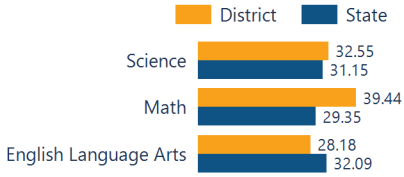


District Kansans Can Star Recognition

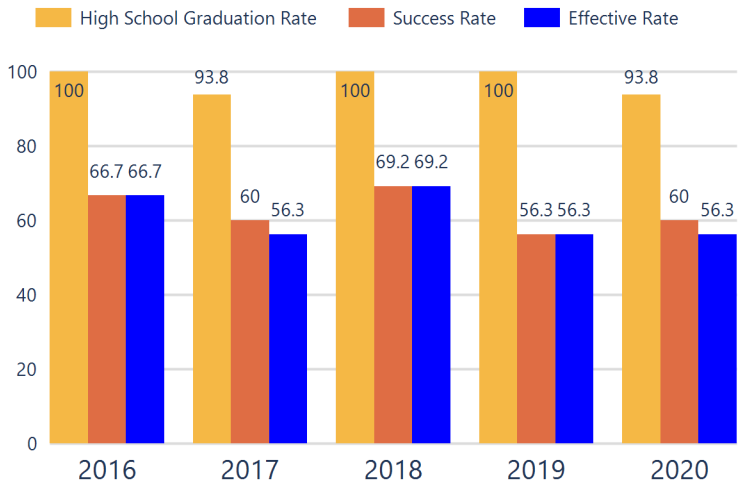
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation			✶	
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
97.4%

Five-Year Success Avg
62.2%

Five-Year Effective Avg
60.5%

95% Confidence Interval for the Predicted Effectiveness Rate
55.7 - 58.0%

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

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

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

100.0% State: 89.3

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

95.1% State: 92.1

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

11.5% State: 25.4

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

1.0% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$11,240
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Ashland USD 220

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.56	29.12	50.00	21.10	40.00	27.90
Level 2	N/A	N/A	N/A	42.05	30.09	21.73	39.44	31.81	39.53
Level 3	N/A	N/A	N/A	28.97	35.92	15.21	29.35	19.09	18.60
Level 4	N/A	N/A	N/A	8.41	4.85	13.04	10.09	9.09	13.95

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.27	38.46	68.42	17.85	45.61	45.83
Level 2	N/A	N/A	N/A	47.27	34.61	10.52	50.00	35.08	25.00
Level 3	N/A	N/A	N/A	20.00	21.15	15.78	21.42	14.03	20.83
Level 4	N/A	N/A	N/A	5.45	5.76	5.26	10.71	5.26	8.33

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	50.00	N/A	41.66	46.15	N/A
Level 2	N/A	N/A	N/A	31.25	33.33	N/A	25.00	30.76	N/A
Level 3	N/A	N/A	N/A	6.25	16.66	N/A	16.66	7.69	N/A
Level 4	N/A	N/A	N/A	12.50	0.00	N/A	16.66	15.38	N/A

AFRICAN-AMERICAN STUDENTS

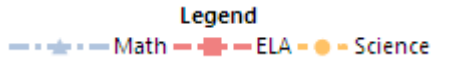
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

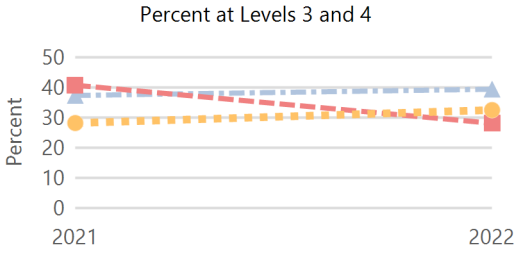
HISPANIC STUDENTS

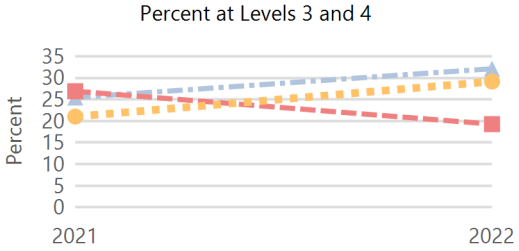
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	13.33	26.66	N/A	25.00	56.25	N/A
Level 2	N/A	N/A	N/A	53.33	53.33	N/A	37.50	37.50	N/A
Level 3	N/A	N/A	N/A	20.00	20.00	N/A	25.00	6.25	N/A
Level 4	N/A	N/A	N/A	13.33	0.00	N/A	12.50	0.00	N/A

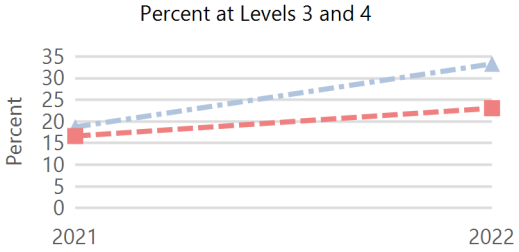
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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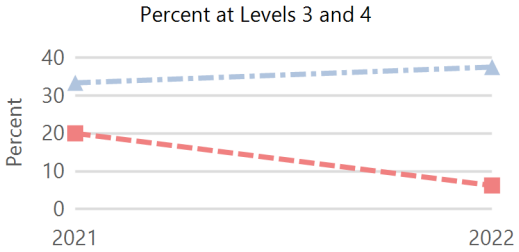
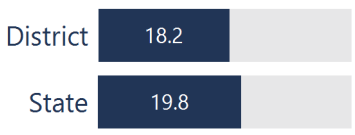


ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/12/2023

System: D0226 Meade (0000)

City: Meade

Superintendent: Brandon Haynes

OVT Chair: Tami Knedler

Executive Summary/AFI

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

ARC Comment

The system has fulfilled all official applicable requirements and/or deadlines and timelines to achieve compliance with the state BOE.

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

ARC Comment

This system has made grown in all foundational areas as noted below
-Tiered Framework of Supports- The system has an integrated MTSS system fully implemented at the elementary and middle schools. Over the course of their cycle, the high school also added interventions for Tier 2 and 3 students meeting 3x/week. They also have changed their screening and progress monitoring tools over the course of the cycle from AIMSweb Plus and MAP to Fastbridge. In addition to the tiered academic interventions, they have also incorporated SEL screening and intervention utilizing the SAEBRS portion of Fastbridge. They have also added positions in order to accommodate this.

Stakeholder Engagement-The system has many opportunities for their students with respect to family, business, and community partnerships. In addition to a Phlebotomy certification that they have with the local hospital, they offer 7 other pathways for students to complete. They have a system-wide practice of engaging stakeholders on a regular basis.

Diversity, Equity, and Access- It is apparent that all student groups are represented in this system. They have specifically focused on the SEL needs of their students, maintaining existing partnerships and creating new partnerships with area agencies in order to better provide needed services for their students.

Communication and Basic Skills- The OVT reports that the district curriculum supports basic skills are evident. Additionally, the district reports implementing many opportunities for students including a recently added summer skills class to improve basic skills and to provide direct instruction for students on needed soft skills and academic areas. Additionally, they have implemented the CHAMPS curriculum to systematically teach soft skills through SEL lessons.

Civic and Social Engagement-The system has several programs in place at the secondary level in order to engage students civically. They have critical structures in place that require students to attain community service hours as well. Additionally, at the elementary, they have programs that engage the local senior center and rest homes. They also host a Mock trial for their seniors each year.

Physical and Mental Health- The system has adopted Second Steps at the elementary/middle level in order to meet the needs of their SEL. They have adopted Core Essentials at the high school level.

Additionally, they have a tiered system of support in place to help meet students' SEL needs.

Art and Cultural Appreciation- The system has strong vocal and band programs with two-thirds of the student body participating in one or both of the programs. Additionally, they have an active Forensics club that provides a Dinner Theater as well as providing art appreciation.

Post-Secondary and Career Preparation- The system utilizes XELLO and has implemented Reality U for 8th and 10th grade to address financial literacy for their students. In addition, they have started a FAFSA night to engage the community in that aspect as well.

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

ARC Comment

The system has a fully developed goal statement centered around "enhancing the learning environment by strengthening relationships within the school and community." They have shown evidence, supported by data from conference attendance, PBL activities, and SAEBRS that supports the completion of the goal.

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

ARC Comment

The system's second goal is centered around providing meaningful instructional opportunities that engage students through individualized educational experiences as evidenced by PBL, pathways, and alternative course offerings. They have a professional development plan aligned with the goal and data that support the results.

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 goals are directly connected with the SBO's Social-Emotional Growth and the IPS. The board has fully engaged in the KESA process in addition to SITE councils for each building level. The system has embedded work with stakeholders to create sustainable futures for their students.

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 the state board outcomes meets or exceeds the comparative state averages. The system has done an excellent job of explaining the data of the results and they have demonstrated adequate evidence to suggest their plan/goals are positively impacting the system.

Board Outcomes

Social-Emotional Growth	The system has moved from emerging to transitioning during the duration of the cycle with a fully implemented SEL curriculum in addition to additional staffing in a full-time high school counselor and a social-emotional coordinator at the elementary/middle levels. With the addition of CHAMPS and trauma-informed practices, the SAEBRS data proves they are moving in the right direction.
Kindergarten Readiness	The system has made great progress moving from a 4-year-old at-risk program to adjusting the preschool to where no tuition is charged and it's offered to 3 and 4-year-olds.
Individual Plans of Study	The system has moved from emerging to transitioning during the cycle. They now have a digital portfolio that houses student artifacts associated with the IPS. A consistent scope and sequence with the IPS has been implemented and they utilize XELLO to gain career interest data. They have increased participation in CTE and offer seven pathways.
High School Graduation Rate	The four-year adjusted cohort is above the state average at 90.7% while their 5-year graduation rate is at 88.6%. In addition, they host a community learning center available to learners needing an alternative setting.
Postsecondary Success	The five-year effective average is 52% for this system and they recognize this as they had a dramatic drop in the effective rate in 2020. They have moved to transitioning during the KESA cycle. They are aware that their rural area and clientele have changed and recognize moving forward this to be an area of improvement.

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

ARC Comment

This system engages stakeholders with site councils at each level in addition to board updates on a regular basis. They empower students to engage in the process and utilize a stakeholder feedback survey in order to help gain insight and direction from the community with respect to KESA. They have a close relationship with the county newspaper which also assists with communication.

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

ARC Comment

The system has communicated and was very receptive to feedback from the OVT. They were very willing to celebrate and show their story over the course of the KESA cycle. The OVT encouraged them to submit quantitative as well as qualitative data to the ARC in order to solidify their growth in the future.

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

ARC Comment

The system has adequately followed the KESA process engaging all stakeholders with a KESA survey to help guide the decision-making process. Additionally, they had two goal area statements that were system-wide and complex enough to challenge everyone throughout the system. The system conducted appropriate visits with the OVT and garnered their feedback throughout the process. They

evidenced the progress made toward a system-wide implementation with fidelity with respect to KESA.

ARC Recommendation

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

Justification

The system has abided by the KESA process in order to continually identify shortcomings throughout the system and address barriers. Their goals and goal statements were system-wide and adequate quantitative and qualitative data was produced in order to define what their growth was. They have identified next steps and how they are going to try to improve in the future.

Strengths

A huge strength is their community connection; one can tell there is a lot of pride in the school and community. They outscore the state in the percentage of students scoring in levels 3 and 4 in every category. I encourage them to continue to provide and substantiate their quantitative data in the future KESA cycles.

Challenges

A major challenge is doing what they can with limited resources. They have shared how they reached out to other entities in order to find and provide mental health support. In addition, they struggle to find qualified teachers for positions.

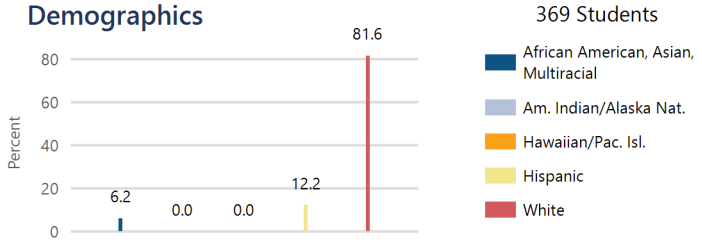
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Meade USD 226

409 School Addition, Meade, KS 67864-0400
(620) 873-2081
www.usd226.org

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

Demographics

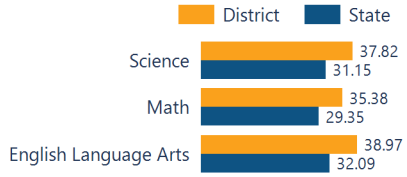


District Kansans Can Star Recognition

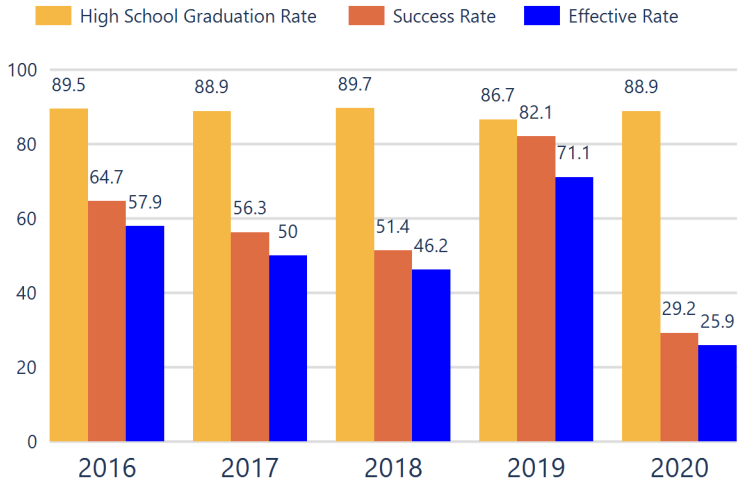
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **88.6%**

Five-Year Success Avg **59.1%**

Five-Year Effective Avg **52.4%**

95% Confidence Interval for the Predicted Effectiveness Rate **43.3 - 52.3%**

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

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
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  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

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

90.7% State: 89.3

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

94.1% State: 92.1

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

16.4% State: 25.4

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

2.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$18,684
State: $13,830

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KANSAS STATE DEPARTMENT OF EDUCATION

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Meade USD 226

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District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	19.87	19.76	15.58	25.28	22.03	32.43
Level 2	N/A	N/A	N/A	48.19	38.32	32.46	39.32	38.98	29.72
Level 3	N/A	N/A	N/A	27.10	28.14	32.46	30.33	31.63	29.72
Level 4	N/A	N/A	N/A	4.81	13.77	19.48	5.05	7.34	8.10

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.53	17.39	40.00	33.73	30.48	31.42
Level 2	N/A	N/A	N/A	55.31	45.65	26.66	38.55	36.58	31.42
Level 3	N/A	N/A	N/A	19.14	30.43	26.66	22.89	28.04	31.42
Level 4	N/A	N/A	N/A	0.00	6.52	6.66	4.81	4.87	5.71

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.00	52.00	N/A	65.00	50.00	50.00
Level 2	N/A	N/A	N/A	36.00	20.00	N/A	25.00	35.00	25.00
Level 3	N/A	N/A	N/A	12.00	24.00	N/A	10.00	15.00	16.66
Level 4	N/A	N/A	N/A	4.00	4.00	N/A	0.00	0.00	8.33

AFRICAN-AMERICAN STUDENTS

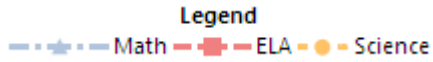
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

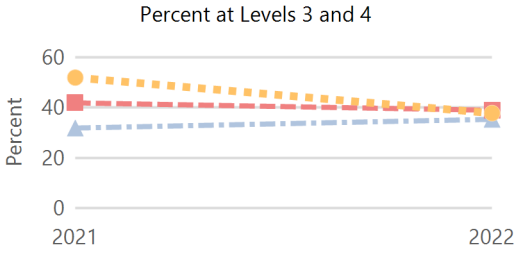
HISPANIC STUDENTS

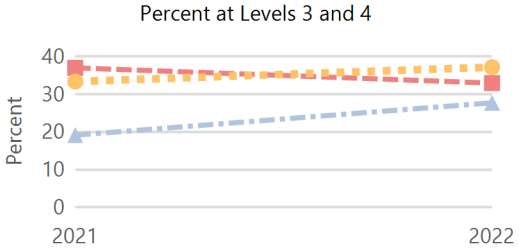
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.33	33.33	N/A	37.93	34.48	46.66
Level 2	N/A	N/A	N/A	52.38	42.85	N/A	41.37	41.37	26.66
Level 3	N/A	N/A	N/A	9.52	23.80	N/A	20.68	20.68	20.00
Level 4	N/A	N/A	N/A	4.76	0.00	N/A	0.00	3.44	6.66

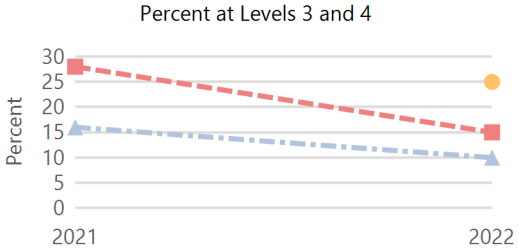
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



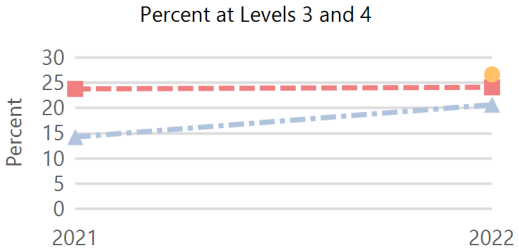






Percent at Levels 3 and 4

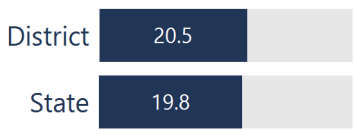
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/13/2023

System: D0237 Smith Center (0000)

City: Smith Center

Superintendent: Dustin McEwen

OVT Chair: Darla Smith

Executive Summary/AFI

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

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines regarding compliance.

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

ARC Comment

Overall: The system and OVT have provided evidence (assuredly) all Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support: The system and OVT have provided evidence (assuredly) that all buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. USD 237 has in place tiered systems of support to provide intervention for students. All students K-12 are screened 3 times per year using Fastbridge assessment in reading, math, and SEL (SAEBRS and mySAEBRS). In grades K-6, students receive 90 minutes of core instruction and then additional time working in areas of need based on the screening assessment. Fastbridge is also used to progress monitor tiered interventions. IXL's online platform is also used to support personalized learning for students as a part of the tiered system of support. In grades 7-12, reading intervention is provided to students in need. For grades 3-12, access to an afterschool intervention program is available and additional at-risk staff have been hired to support students' needs in reading, math, and SEL.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (assuredly) there is a system-wide practice of engaging all stakeholders, the engagement occurs on a regular basis, and is embedded in the overall culture of the school system. USD 237 indicates they have focused on the engagement of families, local businesses, and the community to support the district's vision. During this KESA cycle, the district website was updated, Facebook pages have been created, and text alerts are sent to keep stakeholders informed about school activities. Site Councils, which include community members, meet regularly to provide updates and elicit community input regarding system practices, data, and vision. Strengthening of community partnerships has also been a focus for the system. This has led to student work-study and job shadowing as a part of the IPS process and the CTE pathways.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) some student groups' needs are represented in the improvement process. The System's and schools' cultures are reflected in the vision and improvement process. When considering diversity, equity, and access, the system has established an afterschool program available to all USD 237 students and provides "just-in-time" support in academics. District counselors, elementary through secondary, have focused their

efforts on preventive approaches to responding to student needs. Students have open access to the counselors, as needed. Counselors provide individual or small group support as a part of SEL intervention where they focus on essential life skills and character education.

Communication and Basic Skills: The system and OVT have provided evidence (assuredly) that curricula that support the structures in communication and basic skills in place. USD 237 has aligned its curriculum to the state English Language Arts standards and students complete the required credits for ELA as a part of graduation requirements. High school students have the opportunity to participate in Yearbook, Forensics, theater, class presentations, and community events and activities. As part of the IPS process, they are able to practice their interviewing skills and have some work-study opportunities. Throughout this KESA cycle, the system has moved to student-led conferences so students can share individual progress with parents. Development of communication and basic skills culminates in a Senior Project which is required for all graduating seniors. The project includes reading, research, writing, and speaking.

Civic and Social Engagement: The system and OVT have provided evidence (assuredly) that curricula that support the structures in civic and social engagement are evident. USD 237 has aligned its curriculum to KS History, Government, and Social Studies standards and all students must complete required HGSS courses to graduate. Elementary students participate in community field trips such as 7 Wonders of Smith County, Home on the Range Cabin, and the geographic center of the United States. Kansas Day is widely celebrated as a learning opportunity giving students an additional opportunity to learn about KS history. Students take part in mock elections and have opportunities at the Junior/Senior High levels to take part in civic-orientated organizations such as STUCO, FCCLA, FFA, and FCA.

Physical and Mental Health: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Physical and Mental Health are evident. USD 237 has developed physical education and health curriculum that aligns with state standards. The system has emphasized the importance of physical activity by implementing mandatory recess at the elementary level—this determination has protected recess for all students in an effort to support physical and mental health, resulting in a decrease in student behaviors. USD 237 uses SAEBRS and mySAEBRS to screen for SEL needs. Wayfinder SEL curriculum supports social-emotional learning. The elementary level added a counselor to support SEL needs and implement the STARS at the end of the school day. The STARS program allows students to participate in STEM and team-building activities. The system has also partnered with High Plains Mental Health to provide students with needed supports.

Arts and Cultural Appreciation: The system and OVT have provided evidence (generally) that curricula that support the structures in Arts and Cultural Appreciation are somewhat evident. USD 237's Fine Arts curriculum is aligned with KS standards and students are able to participate in a number of arts programs. Students in grades K-8 have music class daily. This was a change made during the KESA cycle, as previously music was offered every other day. Credit courses are available for students in grades 7-12. Art activities are incorporated into core classroom instruction and assignments.

Postsecondary and Career Preparation:
The system and OVT have provided evidence (assuredly) that curricula that support the structures in Postsecondary and Career Preparation are evident. USD 237 has earned Kansans Can Star Recognition in the area of Academically Prepared for Postsecondary (copper) and Postsecondary Success (silver). Currently, students are demonstrating academic preparedness in Science and English Language Arts, as students are outperforming the state average by 6.1% in science and 13.15% in ELA. Their 5 Year Effective Average is 69.0%, which is significantly beyond their Predicted Effective Rate of 50.1%-53.6%. This data indicates the system has structures in place to support postsecondary and career preparation. In addition, all students in grades 7-12 participate in developing an Individual Plan of Study. At early grades, students have the opportunity to participate in career awareness activities such as the Career Fair. The district uses Xello to help students explore interests and consider future careers. Students

develop an electronic portfolio to document accomplishments and develop resumes. Students also have the opportunity to participate in college visits, career fairs, and field trips throughout the community to experience local career opportunities. The system is utilizing the Kansans Can Star Rubrics to guide next steps in this area.

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

ARC Comment

Evidence is assuredly documented that USD 237's KESA Goals were identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results. At the beginning of this KESA cycle, the system conducted needs assessment surveys with the Board of Education and district staff. The Kansas Communities that Care results were also closely examined. From there, the system developed two district goals, an action plan, which included professional learning, a plan for strategic data collection, and plans for analyzing growth toward selected goals. Based on the system's KSDE Accountability Report, the goals have produced positive results.

• Goal 1 –
Responsive Culture: USD 237 will create systems where students' individual needs are met through a responsive culture, this will be measured by post-secondary effectiveness through employability skills as measured by the KSDE Postsecondary Measures from 64%-70%.

The system and OVT have provided evidence (assuredly) that Goal #1 is a fully developed goal statement that is measurable and complex enough to challenge the system throughout their continuous improvement cycle. The goal developed has resulted in an impact on student learning. There is evidence, supported by data, of results related to this goal statement. The system did not include an action plan within KESA artifacts; however, the system does include artifacts that reference a systematic plan for addressing Foundational Structures, System Goals, and State Board Outcomes, as well as professional learning efforts, which has ultimately resulted in growth toward Goal # 1 in an effort to grow successful high school graduates

At the elementary level, the data used to support this goal was office referrals. In 2017-2018, 85 office referrals were reported. In 2021-2022, 55 office referrals were reported. The system has put into place several strategies to support this goal area: mandatory recess, the addition of an elementary counselor to support SEL, and the implementation of a preschool program to support Kindergarten Readiness. At the Junior/Senior High levels, the system utilizes the IPS rubric to support students in developing employability skills. Each year they have evaluated themselves on all of the components of the IPS rubric and they have increased from 26% of components in place to 50% of components in place. In addition, during this KESA cycle, a framework for the implementation of IPS was developed and continues to be revised. The system has also increased the number of CTE Pathways and opportunities for work-based learning. System artifacts include updated data and evidence of progress in this goal area.

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

ARC Comment

Evidence is assuredly documented that USD 237's KESA Goals were identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results. At the beginning of this KESA cycle, the system conducted needs assessment surveys with the Board of Education and district staff. The Kansas Communities that Care results were also closely examined. From there, the system developed two district goals, an action plan, which included professional learning, a plan for strategic data collection, and plans for analyzing growth toward selected goals. Based on the system's KSDE Accountability Report, the goals have produced positive results.

• Goal 2 –
Relationships: USD 237 will develop positive relationships between the school and the community to improve the learning environment. This will be evident by increasing the percentages of parents participating in parent-teacher conferences from 79.5%-95%.

The system and OVT have provided evidence (assuredly) that Goal #2 is a fully developed goal statement that is measurable and complex enough to challenge the system throughout their continuous improvement cycle. The goal developed has resulted in an impact on student learning. There is evidence, supported by data, of results related to this goal statement. The system did not include an action plan within KESA artifacts; however, the system does include artifacts that reference a systematic plan for addressing Foundational Structures, System Goals, and State Board Outcomes, as well as professional learning efforts, which has ultimately resulted in growth toward Goal # 2 in an effort to grow successful high school graduates.

Strategies implemented during this KESA cycle include but are not limited to, the following: implement the IPS process, students participate in Career Cruising/Xello during their IPS time, implement student-led conferences to provide time for students' communication with parents regarding school and career goals, and develop online portfolios starting in 9th grade. The system provided artifacts that document a systematic approach to meeting this district goal, including necessary professional learning.

At the elementary level, the system worked to maintain strong involvement in parent-teacher conferences through their implementation of student-led conferences. Fall data shows the system has maintained participation throughout the KESA cycle an average of 95%-97% participation. Spring conferences at the elementary indicate an average involvement of 95%-98%. At the secondary level, parental participation in student-led parent-teacher conferences has increased from 61% to 82% in the Fall, and 97% in the Spring. Student-led conferences are heavily integrated with Individual Plans of Study.

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

ARC Comment

The system has addressed the sustainability of their improvement process (assuredly). The system and OVT have provided evidence that USD 237 effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

The system has a District Leadership Team and Building Leadership Teams in place to support the improvement process. The system has added a school specialist position to help with data collection and analysis, as well as the KESA process. The district has worked to revise the SITE Council process in each building, which includes efforts directed toward parent engagement strategies. The system is continuing to evolve their building SITE Councils. USD 237 has realigned resources to provide preschool opportunities, an additional school counselor at the elementary level, and a school specialist position. They have implemented preventative programs, as well. This includes the afterschool program in grades 3-12, a tiered interventions system, SEL curriculum, and a screener for literacy, mathematics, and SEL. The system has also implemented a key communication system that helps keep all stakeholders informed. The system reports they will continue to evolve and refine these strategies for sustainability.

6. The evidence submitted to the Accreditation Review Council indicates the system does

assuredly demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

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

Board Outcomes

Social-Emotional Growth	Initial data related to social-emotional growth centered around attendance and behavior and the system acknowledges the importance of analyzing both data points. With the acquisition of FastBridge, the district now has additional data to support SEL growth. The district utilizes both Second Step (elementary) and Wayfinder SEL (K-12) as curriculum resources. The district added a full-time elementary counselor to provide tiered interventions based on SAEBRS and mySAEBERS screening results. USD 237 has partnered with High Plains Mental Health to provide students support at school (this is a technology-based initiative). In addition, the district has worked to develop a robust professional learning plan focused on supporting SEL needs. The plan includes trauma-informed training, a book study focused on student mental health, suicide prevention education, DCF training, FastBridge education, and professional development for Wayfinder SEL and Second Step. Data from Fall 2022, showed 77% of student were in the low-risk category, 21% in the some-risk category, and 2% in the high-risk category. Office referral data reflects the following: 2017-2018: 85 referrals; 2018-2019: 75 referrals; 2019-2020: N/A (Covid); 2020-2021: 47 **Students maintained cohorts and there was limited exposure to students outside cohort peers; 2021-2022: 55 referrals 2022-2023: 29 referrals (as of 2-7-23). This data indicates growth in student social-emotional learning.

Kindergarten Readiness

The system utilizes three measures to help determine Kindergarten Readiness: Ages and Stages Questionnaire (ASQ), FastBridge, and myIGDi. The system reports the greatest achievement related to Kindergarten Readiness during this KESA cycle is the implementation of a PreK program. Early in the KESA cycle, the community based PreK program ceased operation. In response, the district adopted the PreK program in an effort to provide preschool to as many students as they can within the district. The district recognized the importance of early childhood education. The PreK program follows a state-approved curriculum and the district put a Board in place that meets several times throughout the year to address concerns and communicate with stakeholders.

Based on the ASQ data from parents, kindergarten readiness appears to have increased. In 2018, 78% of students met readiness benchmarks, and in 2022, 96% of students were meeting those benchmarks. In the Fall, the system utilized FastBridge to screen and collect data on incoming kindergartners. Baseline data indicated 88% of students were at low-risk in reading, and 81% were at low-risk in math. This data is used by teachers when planning instruction and building tiered systems of intervention. In PreK, the district uses the myIGDi assessment tool and it measures early literacy, early numeracy, and behavior. This is a new resource, however, USD 237 intends to continue to use the assessment tool to help preschool teachers plan instruction and intervention to aide in kindergarten preparedness.

Individual Plans of Study

USD 237 has implemented a cohesive and coherent IPS process, as documented in the system's artifacts. There is a framework in place to show the progression of activities. The system is utilizing Xello for career exploration and students develop electronic portfolios beginning in 9th grade and culminating their senior year. The elementary school has implemented career awareness activities to support the IPS process. In 7th-8th grades, students participate in a variety of surveys to help them identify career interests. This is something that is highlighted during student-led parent-teacher conferences. Secondary students engage in activities centered around career exploration, identification of potential careers based on interest surveys, and a variety of other supporting activities like career fairs, job shadowing, work-study, college visits, and volunteer opportunities. They also prepare for future work through resume development, interview practice, goal setting, financial planning, etc. The district utilizes the IPS Kansans Can Star Recognition rubric as a guiding light for determining the refinement of their processes.

High School Graduation Rate	Throughout the KESA cycle, USD 237 has maintained a high graduation rate, most recently graduating 91.9% of their four-year seniors, surpassing the state average of 89.3%. USD 237 earned Kansans Can Star Recognition for High School Graduation (Bronze) with a Five-Year Graduation Average of 94.8%. It should be noted the district graduated 100% of high school seniors from 2018-2020. Due to small graduating classes of 19 students to 30 students, few students can significantly impact the graduation percent in any given year. In an effort to positively impact or maintain a high graduation rate, the system uses data in the IPS process to help students track their progress toward high school graduation. Student-led conferences help students to focus on their postsecondary plans. The Senior Project is an important culminating event that includes work completed for the electronic portfolios throughout an individual student's high school career. USD 237 reports graduating all high school seniors is an important pursuit. They have identified two issues related to students who do not meet graduation requirements: absenteeism and SEL needs. To address these, SEL screeners have been put in place, along with SEL curriculums. An additional counselor position has been added to the USD 237 staff specifically to support SEL needs at young ages. The district continues to refine policies and procedures related to chronic absenteeism/truancy.
Postsecondary Success	USD 237 has earned Kansans Can Star Recognition in the area of Academically Prepared for Postsecondary (copper) and Postsecondary Success (silver). Currently, students are demonstrating academic preparedness in Science and English Language Arts, as students are outperforming the state average by 6.1% in science and 13.15% in ELA. Their 5 Year Effective Average is 69.0%, which is significantly beyond their Predicted Effective Rate of 50.1%-53.6%. This data indicates the system has structures in place to support postsecondary and career preparation. In addition, all students in grades 7-12 participate in developing an Individual Plan of Study. At early grades, students have the opportunity to participate in career awareness activities such as the Career Fair. The district uses Xello to help students explore interests and consider future careers. Students develop an electronic portfolio to document accomplishments and develop resumes. Students also have the opportunity to participate in college visits, career fairs, and field trips throughout the community to experience local career opportunities. The system is utilizing the Kansans Can Star Rubrics to guide next steps in this area.

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

ARC Comment

The system and OVT have assuredly provided evidence the system stakeholders were involved and engaged in the system's improvement process during this accreditation cycle. Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process.

The district maintains a strong DLT/BLT and has engaged all staff in subcommittees at the building levels to address strategies determined by the district's action plan. A review of KESA artifacts supports this statement. At the beginning of this KESA cycle, the system conducted needs assessment surveys with the Board of Education and district staff. Families have provided input through district surveys and student-led parent-teacher conferences. SITE Councils have been refined to better include family and community members in the school improvement process. The Kansas Communities that Care survey results were also closely examined, along with various climate surveys. The district strengthened their avenues for communication with all stakeholders by updating their district website and implementing a more robust social media effort. As the IPS process has developed, the district has used CTE Advisory Committees to provide input into the system. This has also evolved into partnerships with local businesses to create work-study and job-shadowing opportunities for students. The Board of Education is updated regularly by the superintendent and staff on all district processes and growth, including strategies and programs related to KESA goals. Staff has been involved in the KESA process through district and building professional learning activities and updates, as well.

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

ARC Comment

USD 237 has provided evidence (assuredly) that they have followed the KESA process with an expected level of fidelity. This is evidenced by a review of KESA artifacts and input from the OVT. There is a strong DLT and BLT in place, in spite of the small district population. There is an aligned system of improvement in place. This includes ongoing needs assessments, baseline data, a cohesive action plan for school improvement, ongoing data collection, communication with stakeholders, revisions to the action plan based on an analysis of progress monitoring of data, and stakeholder feedback.

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

ARC Comment

USD 237 have provided evidence (assuredly) that they have implemented the KESA process with an expected level of fidelity. There is evidence the system reports to their local board and KESA reports have been completed in a timely manner. Although artifacts do not include a district action plan, there is evidence a structured action plan is in place within the district. Goals drive academic improvement priorities within the system. The OVT reports the system has been open to any comments or feedback provided. The district has asked questions of the OVT regarding the improvement process, and a feedback loop exists. USD 237 has had several superintendent changes but has been able to remain focused on improving the strategies the district is using to address improvement goals.

ARC Recommendation

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

Justification

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines regarding compliance.

USD 237 has followed and implemented the KESA process with fidelity and they are achieving results. The 5-year graduation average (94.8%) is above the state average (89.3%). The system's 5-year effective average (69.0%) is beyond the Predicted Effectiveness Rate (50.1%-53.6%). In levels 3 and 4, USD 237 is performing 6.1% above the state average in science, 9.36% below the state average in math, and 13.15% above the state average in English Language Arts. ACT performance data from 2021 reflects USD 237 is performing slightly below the state average (district=18.8, state=19.8). Smith Center earned Kansans Can Star Recognition in the following areas: Academically Prepared for Postsecondary (copper), High School Graduation (bronze), and Postsecondary Success (silver). The attendance rate is 92.8%, which is slightly above the state average of 92.1%. Chronic Absenteeism is 20%, which is below the state average of 25%. The dropout rate is lower than the state average, as well.

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. The system has in place a structured tiered system of support to provide intervention for all students in grades PreK-12. This includes the addition of staff to support at-risk students, the adoption of FastBridge (including SAEBRS and mySAEBRS) as a screening tool for academics and SEL, and professional learning to support staff. There is also a strong process for IPS, which ultimately leads to higher graduation rates and postsecondary success.

Evidence is documented that USD 237's KESA Goals were identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results. At the beginning of this KESA cycle, the system conducted needs assessment surveys with the Board of Education and district staff. The Kansas Communities that Care results were also closely examined. From there, the system developed two district goals, an action plan, which included professional learning, a plan for strategic data collection, and plans for analyzing growth toward selected goals. Based on the system's KSDE Accountability Report, the goals have produced positive results.

The system has addressed sustainability. District Leadership Team and Building Leadership Teams are in place to support the improvement process. The system has added a school specialist position to help with data collection and analysis, as well as the KESA process.

The system has shown noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes in all areas. USD 237 is focused on producing future-ready learners who attain postsecondary success. They are meeting this goal by addressing academic preparations, cognitive skills, technical skills, employability skills, and strong Individual Plans of Study.

Strengths

The system has a clear plan and vision for where it would like to go over the next several years. They have taken steps to implement strategies to sustain this trajectory, such as the addition of staff, strong screening tools, and a structured tiered system of supports for all students and needs. The district has a strong IPS system in place that follows students throughout their Junior/Senior High School experience, which culminates in a digital portfolio and Senior Project. The system has established a strong feedback loop with all stakeholders in order to be transparent in their efforts, and communication efforts have become more robust within the district. The system has added a district specialist who helps with the KESA process, data collection, and data analysis. Improvement is a collective effort within the system. The system is achieving results. The 5-year graduation average (94.8%) is above the state average (89.3%). The system's 5-year effective average (69.0%) is beyond the Predicted Effectiveness Rate (50.1%-53.6%). In levels 3 and 4, USD 237 is performing 6.1% above the state average in science, 9.36% below the state average in math, and 13.15% above the state average in English Language Arts. ACT performance data from 2021 reflects USD 237 is performing slightly below the state average (district=18.8, state=19.8). Smith Center earned Kansans Can Star Recognition in the following areas: Academically Prepared for Postsecondary (copper), High School Graduation (bronze), and Postsecondary Success (silver). Attendance Rate is 92.%, which is slightly above the state average of 92.1%. Chronic Absenteeism is 20%, which is below the state average of 25%. Dropout Rate is lower than the state average, as well.

Challenges

The system's subgroup data does indicate a concern for student achievement. It is recommended the system continue to reflect on this data as a way to address diversity, equity, and access. Regarding Free and Reduced Lunch Students, the most recent Accountability Report indicates the following achievement in levels 3 and 4: Science—31.1% (slight negative trend), Math—11.11% (slight negative trend), and ELA—32.67% (slight negative trend). Regarding Students with Disabilities, the most recent Accountability Report indicates the following achievement in levels 3 and 4: Science—6.25% (significant negative trend), Math—3.92% (slight negative trend), and ELA—17.3% (significant positive trend). ACT performance data from 2021 reflects USD 237 is performing slightly below the state average (district=18.8, state=19.8).

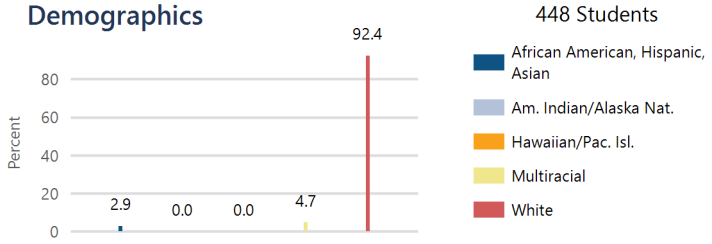
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Smith Center USD 237

216 S. Jefferson, Smith Center, KS 66967
(785) 282-6665
www.usd237.org

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

Demographics

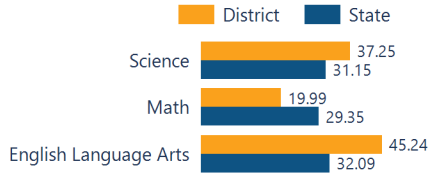


District Kansans Can Star Recognition

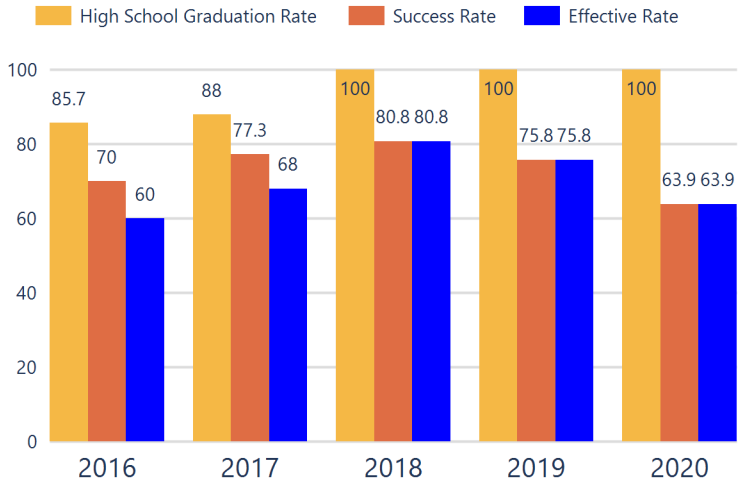
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation			✶	
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
94.8%

Five-Year Success Avg
72.8%

Five-Year Effective Avg
69.0%

95% Confidence Interval for the Predicted Effectiveness Rate
50.1 - 53.6%

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

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

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

91.9% State: 89.3

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

92.8% State: 92.1

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

20.0% State: 25.4

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

0.5% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$12,221
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Smith Center USD 237

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.80	13.27	21.50	27.82	17.67	24.50
Level 2	N/A	N/A	N/A	54.28	38.38	43.01	52.17	37.06	38.23
Level 3	N/A	N/A	N/A	18.57	36.96	23.65	17.39	37.06	29.41
Level 4	N/A	N/A	N/A	3.33	11.37	11.82	2.60	8.18	7.84

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.33	17.20	23.07	40.40	28.71	35.55
Level 2	N/A	N/A	N/A	51.61	43.01	41.02	48.48	38.61	33.33
Level 3	N/A	N/A	N/A	13.97	32.25	25.64	10.10	27.72	24.44
Level 4	N/A	N/A	N/A	1.07	7.52	10.25	1.01	4.95	6.66

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	59.52	40.47	22.22	54.90	42.30	43.75
Level 2	N/A	N/A	N/A	35.71	47.61	55.55	41.17	40.38	50.00
Level 3	N/A	N/A	N/A	4.76	11.90	22.22	3.92	13.46	6.25
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.84	0.00

AFRICAN-AMERICAN STUDENTS

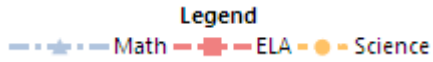
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

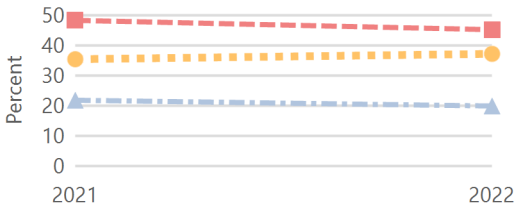
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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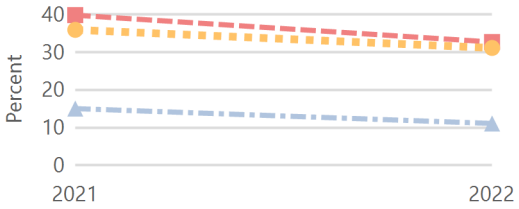

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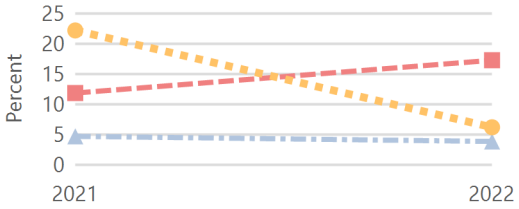

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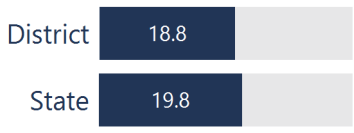
ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/13/2023

System: D0241 Wallace County Schools (0000)

City: Sharon Springs

Superintendent: Christy Hammer

OVT Chair: Ken Bockwinkel

Executive Summary/AFI

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

ARC Comment

No compliance issues noted.

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

ARC Comment

Tiered Framework of Support
Throughout the cycle, the district acknowledged they did not have a comprehensive tiered system. They added Fastbridge, literacy groups, and curriculum alignment during the first several years of the cycle. In 2022, the district signed a contract with TASN for a systemwide, comprehensive MTSS implementation. It took them almost the full cycle to get there but now they have a good system in place. This will most likely be a continued goal in the next cycle.

Family, Business, and Community Partnerships
For family engagement, they moved to student led conferences, which improved attendance to nearly 100% and they developed an active SITE council. Their greatest accomplishment in community partnerships was a joint venture with the public library to improve overall literacy. They are using their CTE Pathways for forge relationships with certified business professionals to improve opportunities for their students.

Diversity, Equity, and Access
Their focus on equity and access centered around building collective efficacy of their staff so that all teachers see all students as their responsibility. This was facilitated through Jana's Campaign, a program to facilitate healthy relationships with students and staff. In addition, they added a backpack program to feed children on the weekend and created a Kids First Fund which supplies students with school supplies and other basic necessities. Finally, their new adopted SEL curriculum has a diversity/equity component which they feel is vital in a small district, with little diversity.

Communication and Basic Skills
Communication and basic skills are ingrained in their curriculum, especially in high school. For example, students debate and defend their views in government class, they are guided through scholarship essays in English class, and extracurricular activities like scholar's bowl and forensics provide further opportunities. During this cycle, Wallace County added Personal finance as an elective and moved to student-led conferences.

Civic and Social Engagement
Wallace county students have many opportunities for civic and social engagement, including: all seniors tour the county government offices and register to vote, students visit local businesses for CTE classes, and all students participate in quarterly service projects around the community. Being such a

small community, the school and its students are deeply tied to the community and civic engagement is robust. For the next cycle, they will be including the student's community service as a component of the IPS resume.

Physical and Mental Health
All students have the required amount of PE, health and recess. For mental health, they have adopted a new SEL curriculum, Mosaic, and have begun to track the data with Fastbridge SAEBRS.. They have added monthly wellness challenges for their staff and a full-time student support services coordinator. They partner with High Plains Mental Health for students who need additional support.

Arts and Cultural Appreciation
Wallace county has many opportunities for students to share their artistic endeavors. They have an annual industrial arts fair to showcase woodworking, welding, and drafting projects. Students display work at the annual local art fair, including 3D printer creations. Students also showcase their work in the League Art Show. There are two music programs per year which most students take part in. Community members and past parents are active participants in these art shows. They have similar turnout to athletic events.

Postsecondary and Career Preparation
Wallace county uses Xello in grades 6-12 and their post secondary effectiveness rate is above the predicted range. They have added Worked based learning experiences in the community and expanded their CTE options. The IPS is integrated into their 6-12 curriculum and they have career exploration in K-5.

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

ARC Comment

Goal 1: RELEVANCE
During the accreditation cycle, Wallace County Schools will improve reading proficiency systemwide with specific targets to support achievement:
*Partner with TASN/MTSS to implement tiered support (initiated Spring 2022)
*State Assessments - improve scores
*FastBridge - move students out of high-risk,
*STAR - move 75% of readers to grade level or above in elementary and increase grade equivalent in high school

Wallace County met their goal of significantly improving reading proficiency. Evidence includes FastBridge, Star and the state assessment. In Fastbridge, their goal was to reduce the number of students listed as high risk. In 2020 14% of students were "high-risk" by Fall 2022 only 8% were categorized as "high risk" so this goal was accomplished.
In STAR, their goal was to move 75% of readers to grade level or above in elementary and increase grade equivalent in high school. Their K-8 students moved from 62% in 2017 to 85% in 2022 and in high school their grade equivalent growth went from 0.4 in 2020-2021 to 0.77 in 2021-2022.
In the State assessment, their scores continue to be significantly above the state average

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

ARC Comment

Goal 2: RELATIONSHIPS
During the accreditation cycle, Wallace County Schools will improve relationships systemwide, with specific targets to support student growth. They Implemented Mosaic 3-12 and Zones of Regulation K-5. They increased attendance at Parent Teacher Conferences (from 55% in 2017 to 100% in Fall 2022).

They improved relationship building skills data for 2021-2022 school year only. The survey was suspended Fall 2022 due to opt-in legislation.
They also showed improvement in SAEBRS scores(baseline Fall 2022 and Spring 2023)

Wallace county implemented a new SEL Curriculum, Mosaic, and intervention program in Zones of Regulation. They also began to use Fastbridge SAEBRS to track data. They also added student-led conferences to increase parent communication and attendance at conferences.

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

ARC Comment

The district is assuredly working to sustain the improvements already gained. They have well established committees that meet to ensure that the tasks are
completed. Those committees pass on information to the new staff members as required. Although their budget has dropped due to lowering enrollment, they
Were committed to KESA and provided sufficient financial resources to continue 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

Overall very good.

Board Outcomes

Social-Emotional Growth	This was one of their goal areas. Wallace county implemented a new SEL Curriculum, Mosaic, and intervention program in Zones of Regulation. They also began to use Fastbridge SAEBRS to track data. They have a full time counselor and have an agreement with High Plains Mental health to provide additional services.
Kindergarten Readiness	ASQ completion rate 2018 - 85% 2019 - 90% 2020 - 44% (COVID) 2021 - 83% 2022 - 92% The data from ASQ is utilized by the Kindergarten teacher to drive instruction
Individual Plans of Study	They utilize Xello in grades 6-12. They have added career exploration in grades K-5. They have integrated the IPS in grades 6-12. They have added guest speakers, dual credit, CTE pathways, student-led conferences, FAFSA family night, scholarship workshops, work-based learning, and the creation of an electronic student portfolio. Their success is indicated by a 69% post secondary success rate, which is above their predicted range.

High School Graduation Rate	Wallace County's current graduation rate is 100%, with a five year average of 95.8 which is above the state average.
Postsecondary Success	Post Secondary Success rate: 69% (above their predicted range) - silver star

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

ARC Comment

Wallace County expressed that they learned through KESA that stakeholders truly want to be involved in making a difference in the lives of students. They have had great engagement from parents, community members, the board and local businesses. The small town of Sharon Springs has rallied around the school and its KESA initiatives. They gathered data surveys, board meetings, individual meetings with businesses, and community meetings.

They shared their data through parent-led conferences, site council meetings, a new communication app for parents, and board meetings.

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

ARC Comment

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

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

ARC Comment

The system has taken advantage of the advice given to them throughout the KESA cycle. They have incorporated many of the suggestions and ideas into their
everyday work.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD 241 Wallace County Schools. Their State Assessment scores are well above the state average, their five year average graduation rate is 95.8%. Their post secondary success rate is 69%, which is well above their predicted range. And they met both of their KESA goals. They were able to substantially raise ELA assessment scores through the implementation of a formalized MTSS system and they were able to improve relationships with the implementation of a new SEL curriculum, data collection, and a shift to student-led conferences. Just as important, they were committed to the KESA process. The board demonstrated a financial commitment to the KESA initiatives, the district team, building principals, and staff embraced the process and allowed the data to drive their improvements.

Strengths

For a rural district, they offer many college and career readiness opportunities. The low student-to-teacher ratio allows for individualized instruction and strong person relationships. The community and business of Sharon Springs are deeply connected to the school. Teacher retention has been outstanding

Challenges

Shrinking enrollment is causing a shrinking budget, which threatens many of their successful initiatives. They need a new curriculum and alignment of that curriculum which is always difficult.

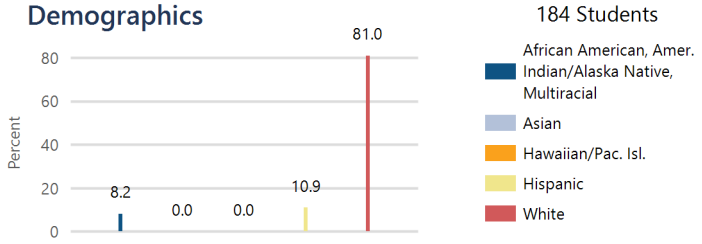
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Wallace County Schools USD 241

521 N. Main, Sharon Springs, KS 67758
(785) 852-4252
usd241.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12**
Superintendent: **Christy Hammer**

Demographics

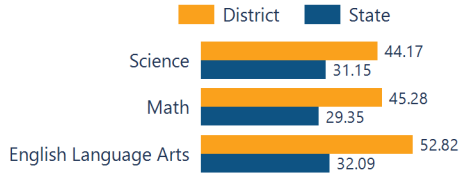


District Kansans Can Star Recognition

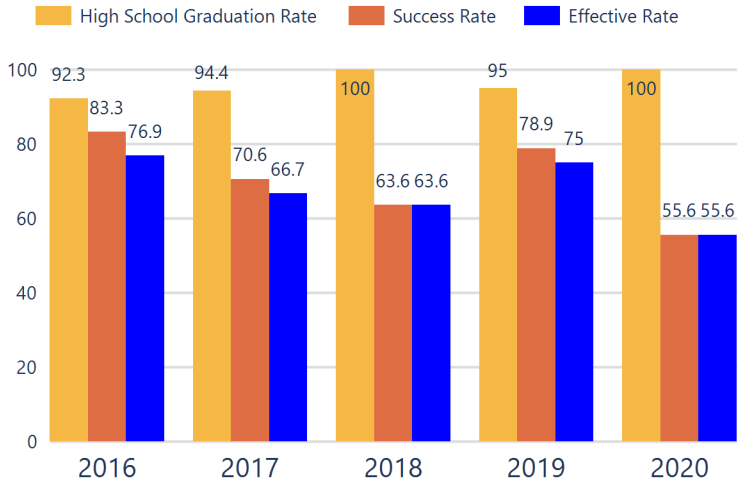
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**95.8%**
Five-Year Success Avg	**72.1%**
Five-Year Effective Avg	**69.0%**
95% Confidence Interval for the Predicted Effectiveness Rate	**60.4 - 64.0%**

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

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

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

100.0% State: 89.3

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

94.5% State: 92.1

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

9.8% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$20,683
State: $13,830

Click here for State Financial Accountability.

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Wallace County Schools USD 241

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District Academic Success

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ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.00	21.00	21.95	14.15	11.32	23.25
Level 2	N/A	N/A	N/A	45.00	44.00	29.26	40.56	35.84	32.55
Level 3	N/A	N/A	N/A	29.00	29.00	34.14	33.96	38.67	32.55
Level 4	N/A	N/A	N/A	6.00	6.00	14.63	11.32	14.15	11.62

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.00	25.00	18.75	19.35	9.67	36.36
Level 2	N/A	N/A	N/A	52.77	47.22	37.50	45.16	48.38	36.36
Level 3	N/A	N/A	N/A	16.66	22.22	37.50	25.80	29.03	27.27
Level 4	N/A	N/A	N/A	5.55	5.55	6.25	9.67	12.90	0.00

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	9.09	18.18	N/A	14.28	7.14	N/A
Level 2	N/A	N/A	N/A	63.63	63.63	N/A	64.28	28.57	N/A
Level 3	N/A	N/A	N/A	27.27	18.18	N/A	21.42	64.28	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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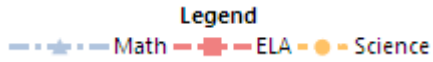

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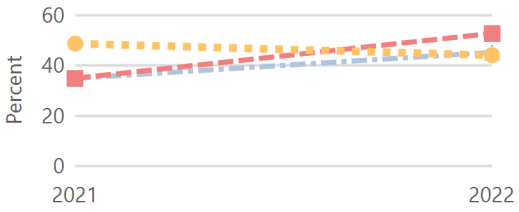

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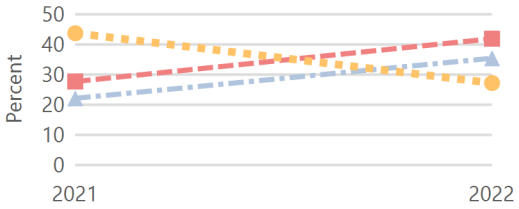

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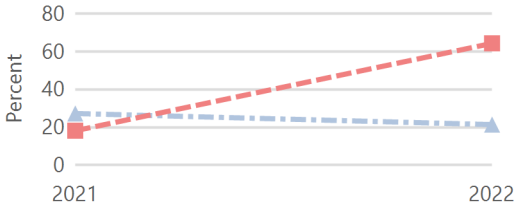

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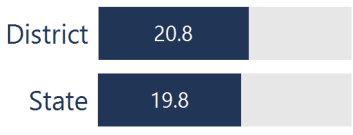


Accreditation Summary

Date: 04/19/2023

System: D0269 Palco (0000)

City: Damar

Superintendent: Casey Robinson

OVT Chair: Mike Gower

Executive Summary/AFI

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

ARC Comment

Compliance areas are met.

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

ARC Comment

Overall, the system assuredly has foundational structures that are working and that are moving the system in a positive direction.

Tiered Framework of Support
There is substantial progress in Tiered Frameworks of Support since the start of the KESA process. During the start of this cycle of the KESA process in 2016, the district did not have a formal tiered system of support. In 2018-2019, a piloted tiered system of support for reading in grades K-2 was started. Students were identified based on AIMSweb and STAR testing data. Students were grouped based on their areas of need.
During the 2019-2020 school year, the junior high and high school staff began collecting data using FastBridge. This data was used to create the tiered system.
There is a system of support for Reading and students are separated into groups based on reading levels and intervention needs. Each junior high and high school teacher oversees a group and leads them through reading comprehension exercises, vocabulary lessons, and grammar practice twice a week for a total of 50 minutes weekly.

Family, Business, and Community Partnerships
District Leadership Team met with the Site Council twice a year to update them about the KESA process and receive feedback from community members, parents, and students.

Diversity, Equity, and Access
Currently, the district's population remains over 97% white/Caucasian. Though there isn't a very diverse student population, the expectation is that students treat everyone with respect and kindness. These traits are taught at every level during mandated SEL lessons. When using Lions Quest, this was covered in the social awareness section. Since transitioning to Cloud9World, the lessons include empathy, resilience, initiative, and other important character traits. USD 269 provides all students with equal opportunities, especially in regard to access to technology.
In addition, all students are provided the opportunity to participate in a variety of school activities including sports, scholars bowl, Science Olympiad, Eco-Meet, school play, and forensics.
57.9% of students are considered economically disadvantaged. The district strives to meet the needs of all students. It is teamed with Backpacks for Kids to provide food for families in need. There is work with families to connect them to community resources to help meet their needs.
The Title I program at the elementary level helps provide academic, social, and behavioral support for

students.

Communication and Basic Skills
The school utilizes a variety of communication activities. Students can create and share with the community. The system has strategies set with embedded communication skills such as their writing portfolios, "school families" projects, and a drama club.

Civic and Social Engagement
Students in K-12 are exposed to a rich curriculum aligned with the state standards. High school students are also given the opportunity to enroll in dual credit courses and CTE courses that enrich their communication and basic skills.
All students in kindergarten through 5th grade have 1:1 iPads. Students in grades 6-12 have 1:1 Chromebooks. All students have an email account where they can send and receive communications, though these aren't used with frequency until 3rd grade.
A monthly publication, Rooster Tales, is mailed out to all households in the district. The information provided in this newsletter is written by the staff of USD 269 and includes a calendar for that month's school events, descriptions of what students are working on in various classes, lunch menus, reminders of upcoming events, and reflections on past events. Students demonstrate communication skills through Science Olympiad, forensics, school play, and Eco-Meet.
In the 2021-2022 school year, the junior high reading class began to publish a monthly newspaper, The Rooster Call. They have continued this into the current school year. All students in the class are required to write at least one article per month. They write about a variety of topics, including but not limited to current events, interviews with students and staff, sports reports, jokes, and word games. The students also peer edit each other's work, provide feedback on their classmates' articles and include relevant pictures with their articles. This publication is handed out to all junior high students, staff members, and the families of the junior high students.

Physical and Mental Health
The elementary school held a Trunk or Treat event. The purpose of this event was to allow students to trick or treat but receive a healthy treat instead of candy. The district held a "parents' university" that offered opportunities for parents to learn about ways to help students' mental and physical health. Some of the topics presented were growth mindset, screen time, and vaping. Another event was a wellness night to educate parents and students on good health practices. Staff created booths that educated parents and students on healthy habits like choosing drinks with less sugar, how to de-stress, and a police officer presented on safe driving.

Arts and Cultural Appreciation
The curriculum offers music K-12, band 4-12, Art 9-12, and Spanish I and II. K-5 teachers incorporate art projects into their classrooms. There was a performance by the Creede Repertory Theater group delivered to elementary students. K-5 did a reader's theatre performance for parent engagement and held a STEAM night that included art projects. A high school teacher takes students every month to the "Encore Series" at FHSU.

Postsecondary Preparation
All curriculum areas are addressed such as graduation requirements. IPS is being implemented to help students have a plan for when they graduate that helps put them on the path to success. College visits and job shadowing are scheduled by the school to assist students in planning for their postsecondary and career preparations.
Students in grades 6-12 are required to take a career aptitude test, fill out an interest inventory, and complete lessons using Xello to help guide their career pathway. Junior high and high school students are given the opportunity to participate in the Youth Entrepreneurship Challenge, where students create a business plan and model, which they then present to the community and a panel of judges. The district offers two approved career and technical education pathways at the high school level.

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

ARC Comment

By implementing a social/emotional curriculum district-wide, the percentage of students testing in the "high risk" area of the MySAEBRS and SAEBRS tests will be below 25%. Data analysis was used throughout the cycle to measure goals.

The first goal is to implement a social/emotional curriculum district-wide, with the percentage of students testing in the "high risk" area of the MySAEBRS and SAEBRS tests being below 25%. Progress towards this goal using MySAEBRS and SAEBRS data will be monitored. Each year, teachers in grades K-12 administer the SAEBRS social/emotional screener three times a year. This benchmarking assessment began in the Fall of 2019. The spring-to spring data shows that the social/emotional goal is being met.

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

ARC Comment

Strengthen community engagement and parent support to enhance relationships between parents, families, school, and community by increasing attendance at district events by an average of 1% yearly over all events. Surveys were sent to parents and events were monitored.

This goal is being monitored by using attendance and event surveys. Attendance tracking for family engagement events started in 2019. There was a 9% decrease from Year 3 (fall 2019-2020) to Year 4 (2020-2021). However, a 22% increase from Year 3 (2019-2020) to Year 5 (2022-2023). This 22% increase greatly surpasses the goal.

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

ARC Comment

During this cycle, the district was faithful to the KESA process and involved input from various stakeholder groups. Central office provided the necessary resources to obtain and implement district goals.

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

Overall, the institution strategized implementing programs and staffing to address most of the State Board Outcomes.

Board Outcomes

Social-Emotional Growth	The goals they addressed this cycle have wrapped around social-emotional growth. They have started using surveys to gather data and are using them to meet their students' needs in social skills. They have added an SEL curriculum at all levels to address teaching students social awareness as well as teaching soft skills.
Kindergarten Readiness	The initial Kindergarten readiness data was mixed; the concern was the survey returns were low due perhaps to the pandemic. The district will continue to make progress in kindergarten readiness. The plans are to offer a time in the spring of 2023 for parents of incoming kindergarten students to meet with the kindergarten teacher. This will be a kindergarten open house that will allow parents to come and talk with the kindergarten teacher. The teacher will provide parents with information about kindergarten and will give them ideas on how to prepare their child for kindergarten.
Individual Plans of Study	IPS focused on Career Exploration. Students completed the grade-level lessons as well as the 3 assessments: Matchmaker, Learning Style, and Personality Style. This year, all the junior high students took a 9-week course on Civic Engagement and Career Exploration. Students were given opportunities to participate in several civic engagement opportunities, explored leadership styles, were introduced to a variety of careers, and completed mock job applications.
High School Graduation Rate	The district is maintaining a near 100% graduation rate. Acellus is used for credit recovery. The one year they had 60% graduation rate was due to 2 foreign exchange students that should not have counted against them.

Postsecondary Success	All graduates were monitored for two years since there is low enrollment. The low rate for one year was due to students joining the workforce and the presence of foreign exchange students. Since the beginning of this KESA cycle, the postsecondary success rate has remained consistently at or close to 100%. All members of the class of 2019 were steadily employed in a full-time job two years after graduation. In recent years, the postsecondary success rate can be partially attributed to a dual-credit scholarship available to students. Beginning in the fall of 2020, a member of the community anonymously donated money for this scholarship, which students can apply for every semester if they maintain a 3.0 GPA and pass each dual-credit course with a C or better. Any student with this scholarship who doesn't earn a C or higher is required to pay back their scholarship through community service hours and is no longer eligible to reapply in the future. Many of the students would not be able to afford dual-credit classes without this scholarship, and taking dual-credit classes throughout their junior and senior years allows them to already have a strong foundation of general education classes completed before starting college. Throughout the last five years, juniors have had the opportunity to participate in an ACT prep course before taking the test each spring. This course prepares students for the types of questions to expect on the test, how much time is allotted for each section, and how best to study for the test. Juniors who attend the ACT prep course can go into the test with more confidence in what to expect, which contributes to scores that lend to their success at securing college admissions.

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

ARC Comment

The system has gathered stakeholder feedback throughout this cycle. They have increased communication with all stakeholders using information platforms regularly. They meet with Site Councils and PTOs regularly, where they gather information as well as share information about school improvement.

To involve the entire teaching staff, KESA subgroups were developed based on the five state board outcomes. The district leadership team has reflected upon these subgroups and will continue to utilize this model in the future. At least twice a year, the district leadership team updates the local Board of Education. This DLT group guides discussion and answers questions regarding the accreditation process.

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

ARC Comment

During the cycle the leadership and staff were engaged with the OVT visits.

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

ARC Comment

The district was very focused on tracking data and keeping shareholders informed. However, they were adaptive to change especially during the pandemic period.

ARC Recommendation

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

Justification

The institution has focused on the individual needs of students and have committed significant resources to meeting the district's mission and the KESA protocol. During the cycle there were several challenges but the district was able to adapt to change.

Strengths

The community's small size is an asset. There is community involvement, staff and student cooperation, and willingness to do what it takes to help the staff and students succeed.

Staff involvement is high and as a result, there was a strong commitment demonstrated to the process.

Challenges

While some goals were achievable, in the next cycle, goals could use more clarity along with more comprehensive strategies.

In the next cycle, develop a stronger needs assessment to strategize goals. Ensure that goals are student-centered and SMART goals. Utilize state assessment data to formulate district goals.

Declining enrollment will be a challenge causing shifts in data. Strategize a plan to address this challenge. Investigate the root cause of struggling state assessment data.

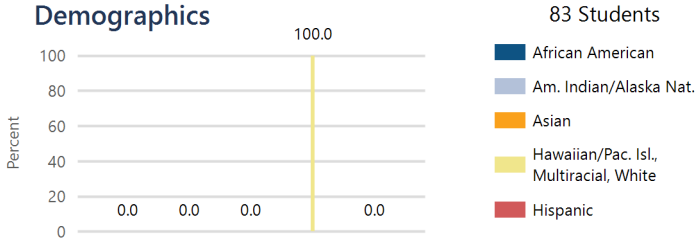
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Palco USD 269

402 3rd Street, Damar, KS 67632
(785) 839-4265
http://www.usd269.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Casey Robinson**

Demographics

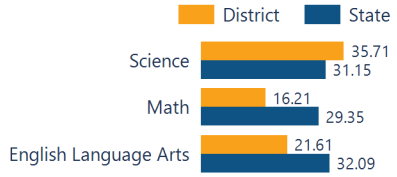


District Kansans Can Star Recognition

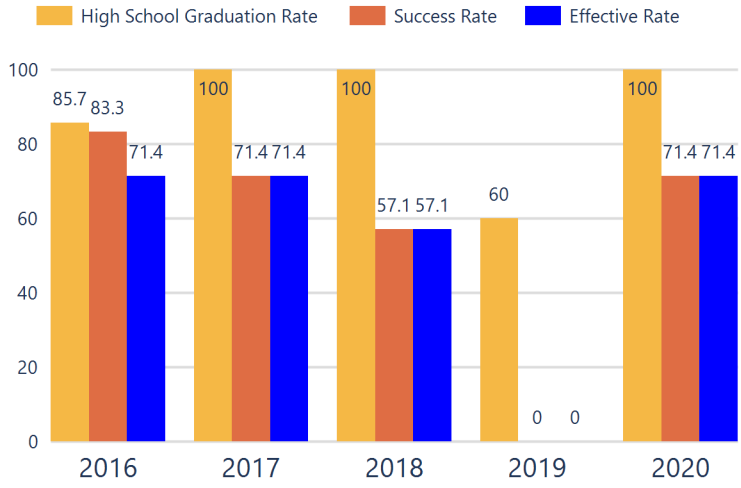
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **90.9%**

Five-Year Success Avg **63.3%**

Five-Year Effective Avg **57.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **47.1 - 49.7%**

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

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

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

100.0% State: 89.3

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

94.2% State: 92.1

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

18.2% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$23,594
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Palco USD 269

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.07	20.58	36.36	37.83	35.13	35.71
Level 2	N/A	N/A	N/A	43.58	35.29	13.63	45.94	43.24	28.57
Level 3	N/A	N/A	N/A	28.20	35.29	31.81	10.81	18.91	28.57
Level 4	N/A	N/A	N/A	5.12	8.82	18.18	5.40	2.70	7.14

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.29	16.66	N/A	53.33	60.00	N/A
Level 2	N/A	N/A	N/A	35.29	33.33	N/A	40.00	33.33	N/A
Level 3	N/A	N/A	N/A	23.52	41.66	N/A	6.66	6.66	N/A
Level 4	N/A	N/A	N/A	5.88	8.33	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

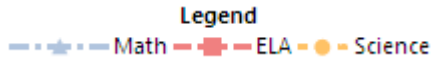
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

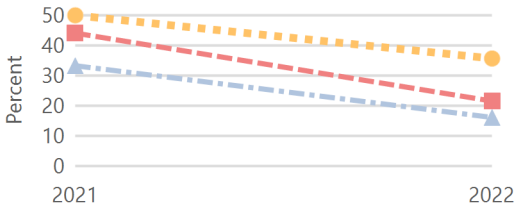
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

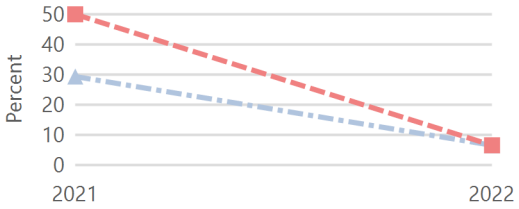
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

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

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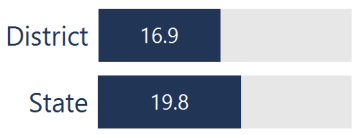
Percent at Levels 3 and 4

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

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/21/2023

System: D0284 Chase County (0000)

City: Cottonwood Falls

Superintendent: Glenna Grinstead

OVT Chair: Brock Hampton

Executive Summary/AFI

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

ARC Comment

Compliance areas have been met.

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

ARC Comment

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

Tiered Support-
USD 284's schools offer a tiered support system for K-12 students. The elementary school has a reading program that is in the process of an overhaul. They implemented FastBridge during the 2021-22 school year to improve the quality of data being selected and to aid in tracking data. Clear trends in the data are not available due to this transition but they are seeing a slight decrease in students identified as high-risk and low-risk from 21-22 to 22-23. They added a math program during the last year of the cycle (22-23) so data is limited. They have learned they need Tier 2 and 3 math resources for a more effective program. Preliminary data from this year indicates that they are having a positive effect with a 7.4% decrease at the high-risk level and a 3% decrease in low-risk students.
The high school implemented a reading system during this KESA cycle. They invested in this program, redesigning their classroom schedules. Since starting the program with testing starting in Spring 2021, the percentage of students needing interventions has decreased and the majority of students needing interventions are students with an IEP.
Additionally, both buildings have begun working on an SEL program after professional development. The PreK-12 teachers have assigned tiers based on social, emotional, and behavioral needs and are currently developing a system of support for tier 2 and tier 3 students.

Family, Business, and Community Partnerships
The district and both buildings use a number of methods to engage stakeholders. Many of these were in place prior to the KESA cycle including conferences; advisory committees; SITE councils; parent organizations at both levels; interactions with the local food pantry, with the senior citizens, and with local businesses; programs/activities; and community service programs. They have added programs such as the Watch D.O.G.S program, a K-12 Career Day, online safety courses with the local sheriff, increased involvement with SOS Emporia, and partnering with local organizations/businesses to improve the CCES playground, the CCJSHS tennis/basketball courts, and other school facilities so that community members also have better access to the facilities.

Diversity, Equity, and Access
USD 284 does not have a diverse population, but they work to increase awareness and access. They

have worked to maintain programs and to increase programs during the KESA cycle. Students can be involved in all activities, clubs, and sports. The district and clubs maintain programs that aid students and families in need, even helping purchase sporting equipment so students can get involved. Since the start of the KESA cycle, USD 284 has added an ESL para, maintained PreK scholarships for families in need, increased its working relationship with Crosswinds Counseling and Wellness, and worked to provide cultural experiences to students and staff. Additionally, students are offered education in the least restrictive environment.

Communication and Basic Skills

Communication and basic skills have been integrated throughout the district at multiple levels and in multiple curricular areas. The district has also worked to increase communication with stakeholders. Programs exist such as PBL learning and student ambassadors at the grade school, a social skills day for 6th graders, and several communication-based classes at CCJSHS. New programs have been added such as new ways to contact parents, buddy classrooms at CCES, and Equipping Minds instruction at CCES. Another new program is clubs at the junior high and high school level; this is not a traditional club. Students are divided by interest/activity and provided a chance to interact with multiple grade levels. Some clubs include gardening, line dancing, hunters' safety, cooking, and other interest areas. The Youth Entrepreneur Challenge is also offered to students yearly.

Civic and Social Engagement

Civic and social engagement was impacted by Covid even though the school district worked to keep things as normal as possible. When possible, the district-maintained involvement in programs such as the Veteran's Day ceremony and working with the senior citizens in various capacities. One elementary class also worked to help earn money and to design the Strong City Splash Pad as their PBL project. Various student groups at the high school level have partnered with the Red Cross for blood drives and have completed community service projects through other clubs and activities.

Physical and Mental Health

The physical and mental health of students and staff is important to the district. They have partnerships with Crosswinds (local mental health provider), SOS of Emporia, and DCS. As a district, they are involved in the Chase County Drug-free Action Team and the CPT team. During the KESA cycle, CCES has added a social worker, staff walking club, added Equipping Minds instruction, added Second Step instruction, and maintained other programs that promote the health and wellness of students and staff. At the CCJSHS, the staff has added Lion's Quest, a student support specialist, and informative sessions on health issues. Both buildings have maintained previous programs such as daily PE and music classes, extracurricular activities, and Field Day. The school nurse also works with students in various capacities such as My Plate and CPR instruction in Freshmen PE.

Arts and Cultural Appreciation

USD 284 maintains a K-12 music program and a 7-12 art program with certified teachers. High school students can also participate in forensics and a yearly play/musical. Even though CCES does not have a formal art program, students complete art projects twice/month. Foreign language classes are also offered at the high school level. The district encourages field trips and class exploration of the arts and cultures.

Postsecondary Preparedness

USD 284 has earned a gold star for high school graduation and a silver star for postsecondary success for the 2021-22 school year. In 2019 they received the bronze award in postsecondary success. In 2020, they received the gold award in high school graduation and silver in postsecondary success. In 2021, they received the copper award for being academically prepared for postsecondary, and a silver in both high school graduation and postsecondary success.

The district held a K-12 Career Day for the first time ever during Year 5 of the cycle. The district works to create opportunities for all K-12 students that focus on the future such as CCES's PBL program, the 6th grades' skills day, CCJSHS's use of Xello, CTE classes, personal finance instruction for all seniors,

offering college courses while in high school and several other programs.

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

ARC Comment

*Interventions and data analysis were documented and identified in the following manner:

Goal 1: Relationships: The district will promote community and family involvement within the district. By the end of KESA year 5 cycle, CCJSHS will implement a building-wide SEL program, utilizing 30 minutes biweekly for SEL instruction and screening through Fastbridge; additionally, CCJSHS will implement an MTSS reading program, screening and progress monitoring all 7-11th grade students using Fastbridge 3 times a year, and create tiered groups based on the data. Tier 2 and 3 students will receive additional interventions daily during the scheduled MTSS time.

At CCES, 80% of the preschool and kindergarten students will be at Tier I (low risk) based on the SRSS-EC (Preschool) or SAEBRS (Kindergarten) by the end of the school year. Eighty percent of the 1st through 6th grade students will be at Tier I (low risk) based on the SAEBRS by the end of the school.

CCJSHS - Evidence toward reaching goals includes the following:
SEL Goal
An SEL program is in place prior to the KESA process had begun.
Lion's Quest is used 7-12 with the schedule changes made to allow time for the program and to maintain sustainability; started in 2020-21.
SEL data is being collected through SAEBRS and MySAEBRS, but it is unreliable due to the low number of students opting in after the new law changes.
Fall 2022 showed 28% of students need Tier 2 and 3 support.

MTSS goal
The MTSS program in reading has been implemented.
Grades 7-11 students are evaluated and progress monitored using FastBridge in the fall, winter, and spring.
Spring 2019 - 19% of students need Tier 2 and 3 support (16 of those are students with an IEP)
Spring 2022 - 10% of students need Tier 2 and 3 support (16 of those are students with an IEP)
Winter 2023 - 14% of students need Tier 2 and 3 support (16 of those are students with an IEP)

Data is not showing any consistent trends with regular ed students. SPED students are not progressing with support. As a student "ages out" of the MTSS program, new students are replacing them since numbers are staying consistent.

CCES: Evidence toward reaching the goals include:
Implementation of an SEL program in 2019-20 with Second Step. Prior to the KESA cycle, they had not been working with an SEL program.
Data was first collected using SRSS, but they changed to FastBridge's SAEBRS screener in 2021-2022 for consistent data collection.
Development of new tracking documents for identifying tiers for social emotional skills in 2022-23.

The elementary has not been affected by the opt-in requirement like the junior high and high school has been. Participation remains good.

PreK and Kindergarten students - data is showing an increase in the number of students at the Tier 1 level. The Tier 1 percentages are as follows:
2019 - 69% 2020 - 85% 2021 - 87% 2022 - 88%

Grades 1-6 are also showing progress:
2019 - 48%; 2020 - 71%; 2021 - 74%; 2022 - 63%

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

ARC Comment

Goal 2: The district of USD 284 will create a culture of social engagement in a safe and supportive environment.
By the end of KESA year 5 cycle, CCJSHS will create three new opportunities for collaboration with stakeholders. The staff will implement these new opportunities.

By the end of KESA year 5 cycle, CCJSHS will implement a building-wide SEL program, utilizing 30 minutes biweekly for SEL instruction and screening through Fastbridge; additionally, CCJSHS will implement an MTSS reading program, screening and progress monitoring all 7-11th grade students using Fastbridge 3 times a year, and create tiered groups based on the data. Tier 2 and 3 students will receive additional interventions daily during the scheduled MTSS time.

At CCES, 80% of the preschool and kindergarten students will be at Tier I (low risk)

Based on the SRSS-EC (Preschool) or SAEBRS (Kindergarten) by the end of the school year and 80% of the 1st through 6th grade students will be at Tier I (low risk) based on the SAEBRS by the end of the school.

CCJSHS - Evidence toward reaching includes the following:
SEL goal
An SEL program is in place where prior to the KESA process had begun.
Lion's Quest is used 7-12 with the schedule changes made to allow time for the program and to maintain sustainability. Started in 2020-21.
SEL data is being collected through SAEBRS and MySAEBRS but it is unreliable due to the low number of students opting in after the new law changes.
Fall 2022 28% of students need Tier 2 and 3 support.

MTSS goal
The MTSS program in reading has been implemented.
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2019 - 69% 2020 - 85% 2021 - 87% 2022 - 88%

Grades 1-6 are also showing progress. follows:
2019 - 48% 2020 - 71% 2021 - 74% 2022 - 63%

The system has a fully implemented K-12 SEL curriculum to ensure they provide the SECD support they sought. Not seeing positive results with their current SEL program, they adopted a new program in 2021. They candidly acknowledge that data suggests students' mental health has not improved over the cycle, particularly in the elementary, citing the impacts of COVID as a cause for regression as they saw a considerable increase in 2021. They tracked Character Education results based on the number of student zeros, which decreased from 1332 in 2018 to 641 in 2022. While particular areas of Character Development can contribute to coursework completion, further areas of data that are more fully aligned to Character Development should be considered. This was parroted by the system and the OVT, both of whom acknowledged further work continues in this area.

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

ARC Comment

The system was able to sustain the programs started through the KESA cycle. They have plans to continue to provide SEL training on effective de-escalation techniques and trauma-informed practices with ongoing presenter relationships. Systematic changes were made aiding in the development of the MTSS programs in both buildings with specific devoted MTSS times. The changes have been effective and allowed for continued MTSS work and improvement. Additionally, there is an increased awareness of SEL, math, and reading deficiencies that students are facing. The BOE and administration have supported the changes and have earmarked human and financial resources. Two staff members were added during the KESA cycle to help with social-emotional issues. They have invested in professional development with trauma-informed practices and de-escalation techniques. Research-based resources have been and will be purchased to support staff and student learning. Additional ESSER money is being devoted to these areas during the 22-23 school year and during the 23-24 school year.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The district has invested in the social and emotional well-being of students over the cycle. They have supported schedule changes and program implementation and worked to develop partnerships to help the students and staff. They know this is an area that will need continued work into the next KESA cycle and it will require additional investments.

Kindergarten Readiness	The data from the ASQ 3 and ASQ SE-2 has seen a drop in participation over the last four years. The ASQ SE2 has seen the largest decrease. They will continue to work with parents to increase participation in the screeners and to conduct their screening day. The screening day looks into multiple screeners including social-emotional, vision, hearing, gross and fine motor skills, and academic levels. The district plans to continue its relationship with Parents as Teachers and to offer grants for families who are unable to pay preschool fees.
Individual Plans of Study	CCJSHS uses Xello to develop IPS's for 7-12 students. Staff members work with student advisory groups, staying with the same group. Teachers work with junior high students for two years. High school students remain with the same teacher all four years. Parent and student input is obtained during advisory meetings held once each semester instead of parent-teacher conferences. The students also set high school and post-secondary goals. Students also have opportunities to explore different careers through various activities including lessons in classes and through Xello. They also attend local career fairs, go on college visits, job shadow, and work with college reps/recruiters. Additionally, the students can take advantage of in-house training classes, college classes, and dual credit classes.
High School Graduation Rate	USD 284's graduation rate remains high. The district has earned recognition in High School Graduation for the District Kansans Can Star Recognition. 2020 - Gold Star 2021 - Silver Star 2022 - Gold Star The district has exceeded the state's average in high school graduation. The 4-year adjusted cohort graduation rate in 2021 was 96.6% compared to the state's 88.1%. The 5- year graduation rate is 93.7%
Postsecondary Success	The postsecondary success rate for USD 284 has varied during the KESA cycle but they have had some success here as well, earning recognition in the Postsecondary Success Rate for the District Kansans Can Star Recognition. 2019 - Bronze 2020 - Silver 2021 - Silver 2022 - Silver They also earned a copper in 2021 for Academically Prepared for Postsecondary success.

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

ARC Comment

The district worked to involve stakeholders, obtaining feedback from the staff through surveys, during staff meetings, during Chase County Academic Team meetings, and BLT and DLT meetings. They also worked with the SITE Councils, both building and district, and the Board of Education. They also used some of their ESSER surveys, looking at feedback for the goals. The CTE Advisory Councils also aided in providing feedback.

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

ARC Comment

The OVT expressed that USD 284 has many strengths to capitalize on including consistency throughout the process including buy-in from all faculty and staff. Community involvement is a strength along with real-world PBL. A strong leadership team while having the consistency of half the DLT has been the same since the beginning of KESA. Many of the action items or strategies were teacher-driven.

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

ARC Comment

Evidence of system reporting to their local board exists, reports were completed in a timely manner, a system plan with action steps and goals that drive academic improvement priorities is evident, the system plan is aligned with the local board strategic plan, OVT visits conducted, improvement priorities and the process are evaluated through the use of data and feedback loops.

ARC Recommendation

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

Justification

Overall, the system demonstrates both Results and Process. The district was able to maintain and progress in the graduation and post-secondary rates. Assessment scores of students performing in levels 3 and 4 in Science and ELA remain above the state averages while Math showed a decrease. The district pursued its desired outcomes despite some hurdles of the Covid pandemic evidenced by thoughtful and connected strategies. They have implemented the State Board Outcomes and actively pursued the implementation of the Foundational Structures with fidelity.

Strengths

SEL process including continuous professional development, staff involvement and buy-in exist.

Other Contributory factors of strength of the district include:
Low teacher turnover
Real-world project-based learning
Community involvement:
Student leadership opportunities
Built a good MTSS foundation
Many club opportunities for students
Strong civic engagement
Strong partnership with Flint Hills Technical College and Butler Community College
Many high school students are earning college credit prior to graduation
Have included student input throughout the process.

Challenges

Data Collection - Using Fastbridge and SAEBRS screener for SEL data, take into consideration the subjectiveness of the data. Explore the possibility of other data that is less subjective. Clarity is needed when connecting data with outcomes.

SEL Lesson Times - Due to the demand from special functions which are positive such as assemblies, Red Ribbon Week, Match Day, etc., time to fit lessons in can be difficult. In order to implement programs, assure teacher buy-in to provide consistency of implementation.

Chronic Absences - improve student engagement to encourage attendance in SEL HS Curriculum .

The state assessment of math indicates a possible goal to have students improve in math skills

Limitations/Barriers
Parent Permission - Not all parents give students permission to participate in the SEL small groups to address the needs the screener has highlighted. Recommendation: educate parents on the content of the survey to ease hesitations.

Time: Recommendation - work to increase commitment and belief in what is important enough to make time available.

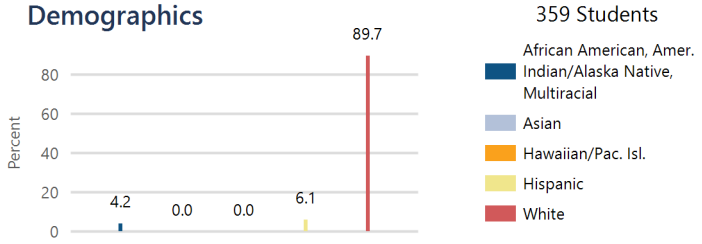
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Chase County USD 284

219 Broadway, Cottonwood Falls, KS 66845-0569
(620) 273-6303
www.usd284.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12**
Superintendent: **Glenna Grinstead**

Demographics

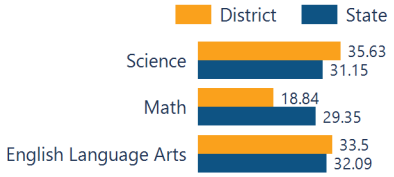


District Kansans Can Star Recognition

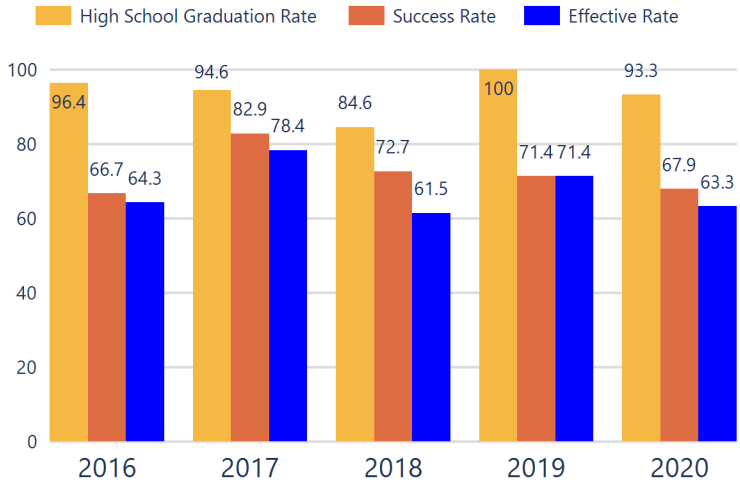
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **93.7%**

Five-Year Success Avg **72.9%**

Five-Year Effective Avg **68.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **60.0 - 63.0%**

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

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

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

96.0% State: 89.3

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

91.6% State: 92.1

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

31.4% State: 25.4

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

0.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$16,739
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Chase County USD 284

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.05	24.33	24.67	35.60	29.84	37.93
Level 2	N/A	N/A	N/A	47.36	34.39	36.36	45.54	36.64	26.43
Level 3	N/A	N/A	N/A	25.78	32.27	25.97	17.80	26.70	19.54
Level 4	N/A	N/A	N/A	5.78	8.99	12.98	1.04	6.80	16.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.87	38.70	36.00	59.37	53.12	64.28
Level 2	N/A	N/A	N/A	39.39	24.19	28.00	28.12	31.25	25.00
Level 3	N/A	N/A	N/A	19.69	33.87	28.00	10.93	14.06	7.14
Level 4	N/A	N/A	N/A	3.03	3.22	8.00	1.56	1.56	3.57

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	60.86	66.66	N/A	78.12	68.75	76.47
Level 2	N/A	N/A	N/A	30.43	22.22	N/A	21.87	25.00	11.76
Level 3	N/A	N/A	N/A	8.69	11.11	N/A	0.00	6.25	11.76
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

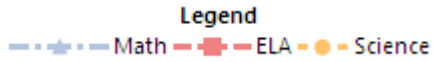
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

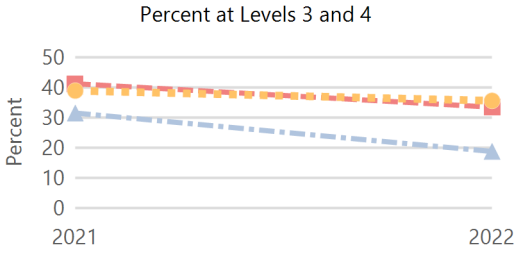
HISPANIC STUDENTS

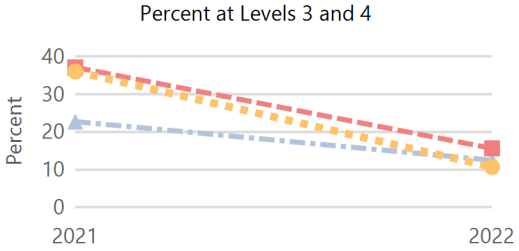
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	72.72	45.45	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	0.00	45.45	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	18.18	0.00	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	9.09	9.09	N/A

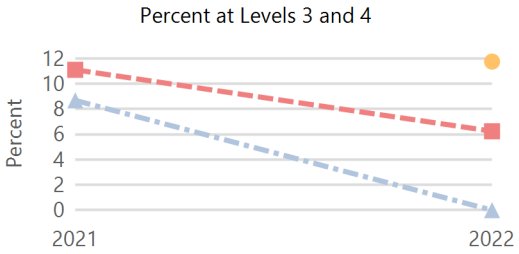
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









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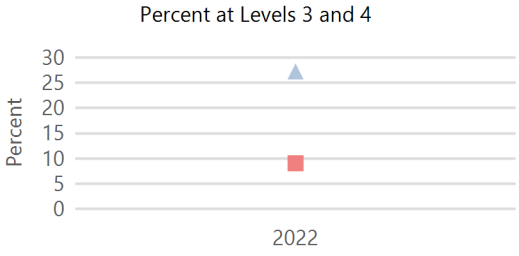
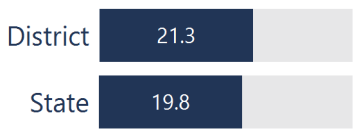


ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/24/2023

System: D0293 Quinter Public Schools (0000)

City: Quinter

Superintendent: Kurt Brown

OVT Chair: Mark Penka

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system has assuredly shown growth and work in all Foundational Skills. They are moving in a positive direction and have shown strategies to improve in each area.

Tiered Framework of Support
The system assuredly has tiered frameworks of supports in place for all buildings. They gather data from the FastBridge screener in the areas of Math, Reading, and Social Emotional Learning. They are making decisions based on data to put kids into tier groups based on their needs and reassess every 2-3 weeks. They have interventions set up for both math and reading. They use the SAEBRS SEL screening tool.

Family, Business, and Community Partnerships
Quinter assuredly has a system-wide practice of engaging stakeholders, including families and businesses. They have a combined Site Council with members being parents, community members, teachers, and students. These are highly attended. Additionally, they have involved many organizations to help make decisions and mitigate COVID. The system has coordinated and invited many of them into their schools to share about their community and businesses.

Diversity, Equity, and Access
While all groups' needs are represented in the improvement process, the systems' culture and vision are also highlighted thoughtfully throughout the KESA process. While this small district continues to have a low number of diverse students, they continue to strive to make it an inclusive environment for all. They have prioritized curriculum and resources that incorporate lessons on diversity and equity as well as having added a K-6 block dedicated to focusing on learning about and experiencing various cultures.

Communication and Basic Skills
USD 293 has assuredly worked to align the curriculum over this KESA cycle. They have updated ELA and staff have completed training on ELA. They have added several new courses. Their STEM course was added in 2019-20, Robotics in 2020-21, and a PBL course in 2021-22. All of these cross-curricular components have a presenting portion as part of them. They also have added Forensics, Graphic Design, Media Technology, Consumer and Personal Finance, Accounting 1 and 2, and Student Led Conferences.

Civic and Social Engagement
The district has Curriculum that has structures in place for Civic and Social Engagement that is evident at all levels. In the K-6 schools, they have a number of activities including career day presentations by community members and Historic Wax Museum presentations. At the Junior High/High School levels there are many opportunities for students to be engaged. Among these are; trips to polling sites, voter registration opportunities, and speakers, and they have raised money for Leukemia and Lymphoma Society and Juvenile Diabetes Research. The Student Council puts on two blood drives yearly, Earth Day projects, and food bank drives.

Physical and Mental Health
The system has curricula that support the structures in Physical and Mental Health are evident. In k-6 students have PE daily ranging from 50-75 minutes a week. They also receive 150 minutes of recess per week, as well as following the 5 for Life PE Curriculum. In grades 7-8, students receive 225 minutes a week of either PE or sports practice. One month of the year is dedicated to the health curriculum. They also offer a 9 weeks exploratory course in fitness focused on a variety of activities such as strength training or endurance training.

Arts and Cultural Appreciation
The system assuredly has curricula in place that support structures of arts and cultural appreciation. In some form, music courses are offered k-12. K-5 attends music class for 125 minutes per week. Additionally, grades 5-6 have band as an elective. Grades 7-8 have a vocal class for 150 minutes per week. All music programs have a curriculum that they follow. The high school participates in Regional and State music and piano competitions.
Art courses are offered K-12. Kindergarten-6th grade goes 25 minutes a week and 7-8 goes for a semester. K-12 participates in the League Art Show. 9-12 participates in the FHSU Art Show and the Arts and Woods Show. They also participate in Forensics at the high school level. Other class offerings in the high school are Spanish I and II and American Sign Language I and II.
The district also has opportunities for students to experience outside performances and programming; Creede Repertory Theatre, Wichita Children's Theater, and the Main
Street Arts Council tryouts and performance for the summer musical prek-12.

Postsecondary and Career Preparation
USD 293 has added to their Postsecondary and Career Preparedness pathways over the past cycle. They use the Xello curriculum k-12. The curriculum builds self-knowledge, explores post-secondary options, creates plans, and continually reassesses as students take in new knowledge, interests, and experiences. Nine CTE pathways are currently offered, this has doubled since the 2019-20 school year. The CTE programs offered all have industry-recognized certificates. They also have various community businesses that offer juniors and seniors internships.

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

ARC Comment

Relationships: By the end of the 2023 school year, QPS will implement two methods to increase engagement with four identified groups of stakeholders.

ARC Comment: The system has a well-thought-out goal to improve engagement across the district. While it is more of a qualitative approach, they have been able to plan, design and implement methods to increase engagement. They have taken data in several ways to ensure that they are making growth. They tracked attendance at Site Council meetings, looked at analytics of their newly implemented messaging system, as well as tracked the "Paws'itives" positive reinforcements they were handing out.

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

identified, implemented and produced reasonable results.

ARC Comment

The system's second goal was broad and lofty, but they were able to make substantial gains. They set goals to align curriculum in all areas and subjects over the cycle, implement IPS at all grade levels, gauge and increase involvement of students in grades 7-12 in more extracurricular activities, as well as increase access to technology. They have data to show that they are making progress in all these areas. They have implemented 1 to 1 Chromebooks throughout the district as well as created and implemented IPS K-12. There are a couple of subject areas left yet to align, but have plans to continue that work. They included progress and data in their reports.

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

ARC Comment

The district leadership has assuredly worked with the local board to ensure policies and procedures are in place to support improvements. They have fine-tuned their process for their KESA leadership team. They set goals to educate staff and inform them of the process and district and building goals. They will involve them in data collection and meeting goals. Through the process they evaluated the System's Core Values, mission and vision, and the staff developed goals that align with the mission statement. They have realigned their vision to include the importance of future goals on rigor. They have increased technology as a focus as well. They will report to their BOE monthly on progress towards goals, State Board Outcomes, and Foundational Structures. They have adjusted resource allocation to create change throughout this process to prioritize their 1-to-1 devices initiative as well as their goals on parent communication, curriculum alignment, and professional development.

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

ARC Comment

USD 293 Quinter has shown consistently high results in the Graduation Rate with an average of 91.3%. The Effective Average of 58.8% is within the predicted range of
58.4-61.5%. The Chronic Absenteeism rate of 14.1 is well below the states average of 25.4. Assessment scores of students performing in levels 3 and 4 in ELA and Math have increased significantly while science is slightly below the state average by 2.35%. The system also has been recognized with a copper star in Academically Prepared for Postsecondary, a bronze in both Civic Engagement and Post-Secondary Success as well as a Gold in High School Graduation.

Postsecondary Effectiveness – D:56.6% vs. Range: 53.0-57.7%
High School Graduation Rate – D: 93.6% vs. S: 88.1%
Academically Prepared -
Math – D: 30.92 vs. S: 29.35
ELA – D: 38.55 vs. S: 32.09
Science – D: 28.8 vs. S: 31.15

Board Outcomes

Social-Emotional Growth	The system assuredly has made significant gains in the area of SEL. They have adopted the College and Career Competency Framework to address Social Emotional Growth to use within the general classroom for instruction. They did a needs assessment with staff about student needs. They are focusing on Self Efficacy for the next two years. They have also focused on gathering data to help drive change for SEL. implemented student surveys. They are tracking data through many modes including; SAEBRS, office referrals, attendance, grades, nurse visits, mental health referrals. They have a lot going on with SEL. They plan to prioritize and narrow their focus in the next cycle and use the STAR Rubrics to help guide them.
Kindergarten Readiness	The system continues to work on Kindergarten Readiness. They have 100% participation in the ASQ-SE and ASQ-3 and have parents complete them during their Kindergarten Round-up. They moved to the online version of the surveys during the cycle. The preschool also uses FastBridge to assess students. This has been helpful for the system to plan for strategies to use with students. One area they plan to focus on next cycle will be to get all preschool age students spots in the preschool program. Some can not afford it and don't go. They are also looking into implementing a full section at the preschool.
Individual Plans of Study	The system has worked to improve their IPS over this cycle of KESA. They have made a scope and sequence and implemented IPS K-12.
High School Graduation Rate	They have had a positive trend in their Graduation Rate since the beginning of cycle with only a slight drop in 2018. They were at 100% this year.
Postsecondary Success	The district has seen a positive trend in post secondary success over the cycle. They have also been tracking the rate and have seen some data from the state that doesn't match and are working to get that resolved. However, they have continuously had a rate that is within the expected range. They will continue to track it locally and have been working with the community to see what the needs are for CTE pathways and have seen a trend for the need for a Health Sciences Pathway.

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

ARC Comment

The system worked during the cycle to involve stakeholders in each part of the process. They saw a need to involve more staff to help make it more effective and set up processes to keep them more involved in the process. They have increased stakeholder involvement during many parts of the process. They set up a system of committees to help plan for and
carry out many of their goals. They have also looked at their needs and compiled a list of stakeholders they need to engage more in the process and how they hope to do that in the next cycle.

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

ARC Comment

The district was timely with completing and progressing through the KESA process this cycle. They compiled a lot of information and data to share with the OVT.

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

ARC Comment

The district was timely with completing and progressing through the KESA process this cycle. They compiled a lot of information and data to share with the OVT.

ARC Recommendation

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

Justification

The system assuredly worked throughout the process by involving stakeholders to help make positive changes in many areas for student success. They put into place many systems and
practices that will continue to carry improvements into the future. The committees they have set up will take a closer look at all areas and can make recommendations for goals. The goals they set were measurable and had many strategies to help their system make an impact.

Strengths

-As a rural school, they offer many college and career readiness opportunities.
-The student population and families, coupled with a low student-to-teacher ratio, allow for individualized attention and the opportunity to build strong relationships between students, teachers, and families. Strong relationships between the community and schools are evident with the new bond issue, the civic and social engagement opportunities, stakeholder partnerships, and parent square data. Teacher retention has been outstanding.
-Goals are sustainable because of the systems put in place during this cycle.
-Goals bridged the two buildings, curriculum alignment (phenomenal)
-Technology K-12, one-to-one chromebook
-Individual Plan of Study with portable Portfolio where they keep track of everything, exit interviews, and potentially get parents involved in the IPS process, and K-12 utilizing Xello. 100% completion of all students.
-Graduation Rate is 100%
-Continuously growing effective rate; keep your own data to show your true numbers.
-Post-Secondary assistance with the students, planning on guiding them on where to go for assistance in college.
-Established strong relationships through internship programs.
-involvement in 2+ extracurricular activities.
-The addition of PLC increased time for staff members to collaborate and has become a staple in the school schedule.
-Improved base pay for staff over the cycle

Challenges

The cycle has shown a need to implement a more developed strategy to increase relationships with students. More qualitative measures will be evaluated and addressed.
Utilize star rubrics to help guide work in the next cycle. Continuing to work on alignment of curriculum Grow opportunities for stakeholders that aren't connecting currently, i.e., populace age 65 and over and those still uninvolved.
Increase performance academically as measured by state assessment scores.

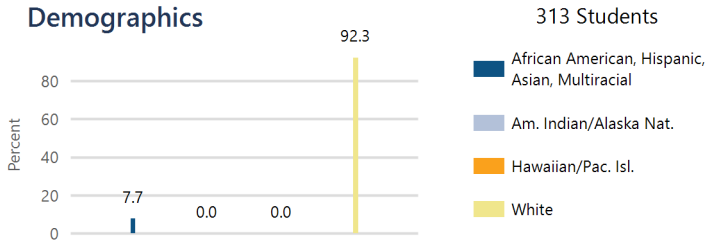
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Quinter Public Schools USD 293

601 Gove, Quinter, KS 67752
(785) 754-2470
www.quinterschools.org

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

Demographics

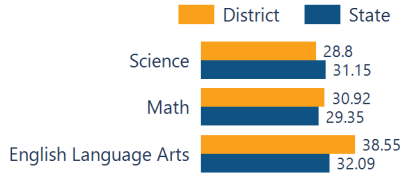


District Kansans Can Star Recognition

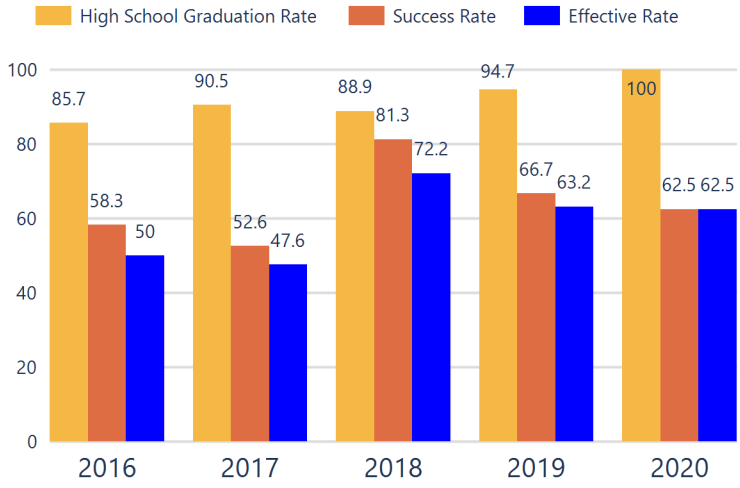
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement			✶	
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
91.3%

Five-Year Success Avg
64.4%

Five-Year Effective Avg
58.8%

95% Confidence Interval for the Predicted Effectiveness Rate
58.4 - 61.5%

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

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

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

100.0% State: 89.3

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

94.5% State: 92.1

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

14.1% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$17,653
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Quinter Public Schools USD 293

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.57	20.38	29.23	27.63	26.14	28.81
Level 2	N/A	N/A	N/A	45.85	45.22	32.30	41.44	35.29	42.37
Level 3	N/A	N/A	N/A	19.74	29.29	23.07	25.00	28.10	18.64
Level 4	N/A	N/A	N/A	3.82	5.09	15.38	5.92	10.45	10.16

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.80	23.40	33.33	33.33	37.83	45.45
Level 2	N/A	N/A	N/A	40.42	48.93	38.88	47.22	27.02	45.45
Level 3	N/A	N/A	N/A	10.63	19.14	22.22	16.66	27.02	9.09
Level 4	N/A	N/A	N/A	2.12	8.51	5.55	2.77	8.10	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.69	50.00	47.05	60.71	71.42	50.00
Level 2	N/A	N/A	N/A	27.27	37.50	29.41	39.28	17.85	41.66
Level 3	N/A	N/A	N/A	3.03	9.37	23.52	0.00	10.71	8.33
Level 4	N/A	N/A	N/A	0.00	3.12	0.00	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

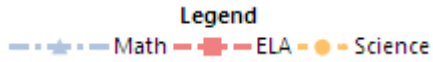
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

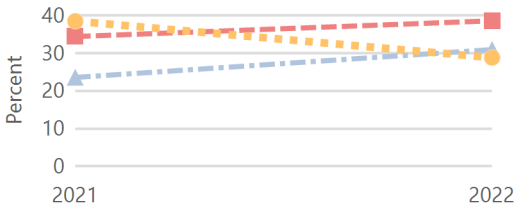
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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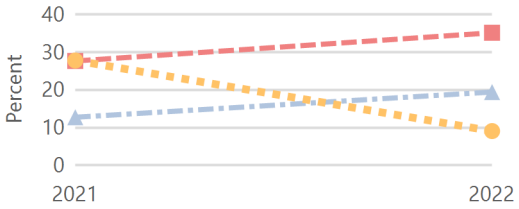
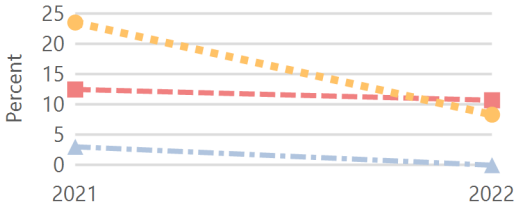


Percent at Levels 3 and 4



Percent at Levels 3 and 4

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

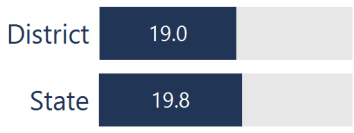
Percent at Levels 3 and 4

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

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/10/2023

System: D0297 St Francis Comm Sch (0000)

City: St Francis

Superintendent: Mark Penka

OVT Chair: Stephanie McNemar

Executive Summary/AFI

1. Compliance areas are **generally** addressed.

ARC Comment

The system showed consistently high results in Graduation Rate 100% last year, except for the year it was not reported. The Effective Average of 45.4% is not within the predicted range of 56.4-59.3%. The Chronic Absenteeism rate of 35.0% exceeds the state's 24.4%. Assessment scores of students performing in levels 3 and 4 in ELA and Math from2021-2022 were slightly above the state average with science is well above the state average at 47.68%. It should be noted that some regression has occurred from 2018 to 2022 in some sub groups.

Postsecondary Effectiveness – Assuredly D:56.6% vs. Range: 56.4 – 59.3%
High School Graduation Rate – Assuredly D: 100% vs. S: 89.3%
Academically Prepared – Generally
Math – D:31.37 Vx. S: 29.35
ELA – D:33.33 vs. S: 32.09
Science – D: 47.68 vs. S: 31.15

In 2019, there was a reporting error due to a shift in personnel. The system did address this in their reports. Having a 0 as the graduation rate in 2019 has made graduation rate and postsecondary effectiveness rate plummet.

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

ARC Comment

The system assuredly has done work in all the areas of the Foundational structures. They have worked with TASN over the cycle to build an extensive MTSS system. They have worked to address students' needs academically as well as behaviorally. The system has improved upon many existing programs as well as working to add improvements in post-secondary success. They have initiated weekly late starts to devote time to developing educational experiences related to post-secondary and career preparation.

Assuredly, over the last five years, USD 297 has worked with TASN for MTSS. MTSS has transformed the way the district operates. The district is deliberate in using and collecting data to inform decisions. They have made several improvements in their process, most noteably, they added 15 minutes to the daily schedule for interventions for Tier 2 and Tier 3 and enrichment for Tier 1; they worked to have licensed educator and paraprofessionals either doing interventions or enrichment; intervention training was provided for all staff; the district uses FastBridge data to identify deficiencies; they are grouping students based on needs- Grade School WIN time and Jr./Sr. HS Tribe Time. Additionally, the district has hired 1 full-time counselor and one part-time elementary counselor through this cycle.

Assuredly, the system-wide practice of engaging all stakeholders occurs on a regular basis and is

embedded in the overall culture. USD 297 has had a deliberate focus on engaging the community. Some of the many activities the district has annually are the grade school's annual veteran's program, district Community Service Day, Christmas tea with the elderly, a living museum that the community attends, and Jr./Sr. High School participated in activities around the community to beautify the town. Students volunteer to coach or officiate at the St. Francis Recreation Commission. The district has identified 6 sources for direct input on the school-community relationship: the biannual Site Council, CTE advisory, TASN Family Engagement Survey, The KCTC Survey, PTO at grade school, and the athletic Booster Club at the Jr./Sr. High. They have increased community speakers, increased CTE offerings, and Work Based Learning/Job Shadowing currently 8 students participate. Over the cycle the district has seen an increase in business partnership growth to aid with students participating in job shadowing or work-based learning. They started with one student in work-based learning, and by year five, the district reports 8 students in work-based learning with an additional two students participating in job shadowing.

All student group needs are represented in the improvement process. System and schools' cultures are reflected in the vision and improvement process. The demographics in the district have slowly changed. USD 297 responded to that change by increasing to 5 staff members who are bilingual. The district also utilizes translation in written documents and at parent-teacher conferences. Since 2017, the district has accepted 11 students from foreign countries. Over the cycle, the district increased in foreign exchange students as seen as - on average hosting 2 students a year. The district welcomed an acting group through Western Plains Art Association from the Creede Repertory Theatre and attended National Western Stock Show and other field trips to learn about different cultures, communities, languages, and industries.

USD 297 has curricula that supports the structures in communication and basic skills are evident. Through the work over the cycle with TASN and MTSS, the district made changes in the ELA curriculum to meet the needs of basic skills that were identified throughout the district. MyPerspective from Savass which focuses on oral language was purchased and implemented. The district initiated student-led conference presentations and senior oral exit projects. They have added several PBL opportunities for students as well as including the 5th grade Living Museum project and presentations focus on students' communication skills. Other activities that highlight the district's focus on communication and basic skills are seen in student participation in FFA, and the Youth Entrepreneurship contest (Transition to Teaching teacher facilitated the contest), as well as yearbook and journalism contests.

The district has curricula that support the structures in civic and social engagement that are evident. The system offers history, government, and social studies curriculum K-12, as well as financial literacy. The senior's Careers/Government class takes field trips to the courthouse. This year, the district included the nursing home in the HS pep rallies by bringing the pep rally to the nursing home. Collaboration with the local police department has led to some field trips and safety presentations.

Assuredly, the district has curricula that support the structures in physical and mental health are evident. USD 297 now employs 1.5 full-time counselors, who are able to competently address mental and social-emotional needs on a personal and small-group level. The district uses SAEBRS and an SEL curriculum to teach self-regulation, coping skills, and behavior modification. They have noticed the percentage of students over the cycle increased utilizing the services of the school-based counselors consistently. Staff is able to see that students are able to use self-regulation strategies in the classroom and that students are also learning self-efficacy skills. USD 297 adopted a 9th-grade physical health curriculum, which is utilized in grades 9-12 to build on healthy skills and KSDE standards. K-2 students have two twenty-minute recess periods and students in grades 3-5 have two 15-minute recess periods. At the high school level, they have added boys and girls cross country and golf. Through partnerships within the community, students are able to receive free physicals and participate in dental clinics.

USD 297 has curricula that assuredly supports arts and cultural appreciation. During this cycle, the district has hired full-time music teachers at the jr./sr high school. They are able to offer and have seen

increased enrollment in performance-based classes. Elementary students get 30 minutes of music instruction and Jr./Sr. high have the option to have 42 minutes of music. The district annually performs at the Memorial Day community celebration. A new art teacher was hired and started an Art Club 2021. K-5 students have art for one hour a week, and those in 6, 7, and 9-12 grades get 42 minutes of art daily. The district also is connected with Western Plains Arts Association and Colby Community College to bring theater and musical performances to the buildings.

Assuredly, USD 297 has curricula that support the structures in postsecondary and career preparation that are evident at elementary and secondary levels. The district has added the program Xello in grades 6-12. They have also added two career days and partnered with anither district to add more opportunities. The district started monthly late starts, their focus during this time is on post-secondary and career preparation. They have increased learning opportunities for students through the following: local industry leaders in classrooms presenting, work-based learning has increased to 8 opportunities and 12 student job shadowing in 6 different industries. K-5 continues to visit local businesses and local community members in different career pathways, local business and industry professionals come in to read to the grade school classes to create awareness of jobs, Sr. Careers/Government class takes field trips to the courthouse, freshman Financial literacy using Personal finance curriculum, and they are offering course work in adulting activities for seniors, consumer economics. Students continue to obtain industry-recognized certification in OSHA 10, welding certifications, CNA, and EMT.

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

ARC Comment

The goal of USD 297 is to have 100% of our students feel that school is a safe, secure, and bully-free environment within the next five years and show an increase in the perception among outside stakeholders that the school is welcoming and engaged in building relationships with them.

ARC Comment: The system assuredly made improvements in this goal area. They added processes as well as several measures to gauge if their efforts were making a difference. With the addition of added counselors, as well as the surveys and FastBridge assessments, they saw a decrease in the number of students that felt unsafe at school. While the goal of 100% was admirable, it might not be an attainable goal. 93% feel safe in school, clearly short of 100%.

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

ARC Comment

Goal 2 - The goal of USD 297 is to have 80% of the K-12 students in Tier 1 reading and math within the next five years. We also strive for a consistent 100% graduation rate and an effective rate of 75% the postsecondary success report card.

ARC Comment: While they didn't attain the 80% goal, the system has done a substantial amount of work in this area over this cycle of KESA. They worked with TASN and got systems in place for Reading, Math, and Behavior k-12 of this cycle. They have collected data in all areas and have been able to maintain relatively steady academic performance. They are planning to continue to dig into data and plan for students in subgroups that are not on level academically. The OVT and system were both excited about the buy-in from staff with the huge undertaking. The reporting for 2019 has no doubt impacted Post-Secondary Effectiveness and graduation rate. With the locally presented data, the system fell slightly short at 75%.

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 summary, based on the OVT communication with, and observations of, the system over the course of the KESA cycle, there is evidence to support progress toward reaching each of their goals. The district acknowledges that there are some unreliable data due to changes in staff, new legislation, and a small sample size of their community that may impact the data.

There is evidence to support the impact on buildings and alignment to the system. In cycle one, the district has worked to align evidence within the system K-12. The quantitative data that was collected was not as reliable as hoped of the data collected at the beginning of the cycle. The district did work to identify data points based on the information collected over the cycle to support its goals.

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 done a fair amount of work in all of these areas over this KESA cycle. They implemented SEL curricula as well as started tracking data with FASTBRIDGE. They also use the data for MTSS purposes to make decisions about student learning. The system had a 100% graduation rate in 2021-22.

Board Outcomes

Social-Emotional Growth	Assuredly, St. Francis is at the state expectation and has shown positive movement in the area of social-emotional growth. The district is able to explain its data and has the plan to continue to address this area as the district moves into the next cycle. The district has received a Bronze Star. As the district reviewed SABERS data, through Fastbridge, it indicates a strong trend of students being categorized in the “Low Risk” category. Behavior interventions through MTSS, which features a BSEL team that uses SABERs scores, attendance, Office Discipline Referrals, and course grades to identify “marker students" and comprise specifically tailored interventions for each of these students. The district has seen a positive trend with a decrease in the number of students identified as at risk or at high risk. Those students who previously would have scored in the high risk are just about nonexistent. The district attributes this to the social-emotional curriculum, additional counseling staff, increased appropriate interventions, and district ACES training. The district initiated the SEL curriculum, Second Step K-8, and School Connect 9-12. These programs were chosen to minimize teacher prep time, and provide weekly lessons that are modified to meet the needs of the school culture. The high school SEL curriculum partners with the district's work with the student and their individual plans of study. In grades K-5, the Second Step lessons allow students to have ownership of skills and strategies to be successful. The counselors are laying the foundation work for zones of regulation. Currently, teachers report that students are beginning to internalize skills and use them.

Kindergarten Readiness	Assuredly, St. Francis is meeting the expectations of the state by earning a Copper Star in Kindergarten Readiness. As the district looks to the future learners of the district, they are partnering with local daycare facilities for the future- self-sustaining district (will own the building and provide nutrition). Currently, the district has 100% ASQ completed. The district houses the NKESC Head Start. The location allows for ease in communication and transition for those students entering USD 297. Kinder teachers and Principals are on boards of the advisory board of the local preschool, this allows for communication and connecting with Fastbridge and ASQ to those providers.
Individual Plans of Study	The district is assuredly meeting the expectation of the state. The district has implemented Xello grades 6-12. The district has made a priority of late start professional development to focus on an electronic portfolio. St. Francis High School intends to have seniors present the senior exit project to stakeholders this year. The district continues to reach out to businesses and industry to speak in K-12 classrooms. The district initiated and planned a Career Fair that has turned into a frequent event. The district CTE Pathways has seen an increase in students participating in Job Shadowing and Work Based Learning opportunities. Xello is now offered 6-12, there are 2 large all-day career fairs within the cycle, and they even partnered with another district. Monthly late start PD is focused on postsecondary and career prep. They have increased presentations to students from industry leaders.
High School Graduation Rate	The district has a 100% graduation rate on the SY 2021-2022 accountability report which is exceeding the state expectations. The district has plans to address the lower state average for attendance, and increased numbers of chronic absenteeism. The district will analyze district data to identify patterns and barriers and discover strategies to impact these two data points. The reporting issues in 2019 brought the 5 year average down.

Postsecondary Success	USD 297 is at 45.4% 5 year Effective Rate for Post Secondary Success which is below the predicted confidence interval on the 2021-2022 Accountability Report. Due to a failure to input data into the state database which in turn did not make it into the district's data set in the National Clearing House, the effective rate is skewed. Based on local data the district reports the following: High School Graduation Rate / Success Rate / Effectiveness Rate 2016 87.9 / 69 / 60.6 2017 83.3 / 60 / 50 2018 95.8 / 65.2 / 62.5 2019 93.4 / 73 / 68.2 2020 95 / 52.6 / 50 Like many small schools, one or two students will change the data. The district recognizes the work that needs to be done to have consistent data and identify opportunities for students.

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

ARC Comment

Assuredly, the system-wide practice of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. USD 297 has had a deliberate focus on engaging the community. The district has identified 6 sources for direct input on the school-community relationship: the biannual Site Council, CTE advisory, TASN Family Engagement Survey, The KCTC Survey, PTO at grade school, and the athletic Booster Club at the Jr./Sr. High. The district has seen an increase in business partnership growth to aid with students participating in job shadowing or work- based learning. In 2018 there was only one student in work-based learning, in 2019 no students, in 2020 one work-based learning connection, and in 2021 one job shadowing opportunity. In year five, the district reports 8 students in work-based learning with an additional two students participating in job shadowing. The district recognizes the need to engage recent graduates (those graduating in the last 15 years). The district looks to continue to engage with this group in the next cycle. The data that the district would like to obtain could have a fresh, relatively unbiased view of their perspectives on the school system.

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

ARC Comment

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

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

ARC Comment

Assuredly the system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. USD 297 has adopted processes and procedures to continue the sustainability of the district work with TASN and MTSS. The local board of education is supportive and trusting of the work the district has taken on.

ARC Recommendation

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

Justification

They have gone through the MTSS process with TASN and have created a process for assessing students academically and behaviorally and making decisions for student learning.

They continue to have a graduation rate that is above the state average. They have worked to create opportunities for students through work-based learning and dual credit opportunities.

They system has used the KESA process to put into practice making processes for improvement.

Even with the reporting issue from 2019, the system has set high goals for their system.

They were very diligent.

Strengths

Areas of Strength: MTSS, growth in SEL, stakeholder buy-in and involvement in both processes, and community involvement. They are responsive to feedback from their OVT as well as responsive to findings in their data. They use it to make decisions for learning. Copper Stars in SEL Growth, Kindergarten Readiness, and Academically preparedness.

Challenges

Areas for Growth: The system has addressed the issue with data gathering and reporting. They are aware of the issue and worked to remedy it. They did compile their own local data to see an accurate picture of where they are with regard to post- secondary success.

They should continue to be conscientious of postsecondary success and continue their work on growing Tech ed pathways and certifications.

Another growth would be to continue to work with the data in MTSS to make decisions for sub-groups that aren't on grade level.

Continue to dig into attendance and chronic absenteeism issues.

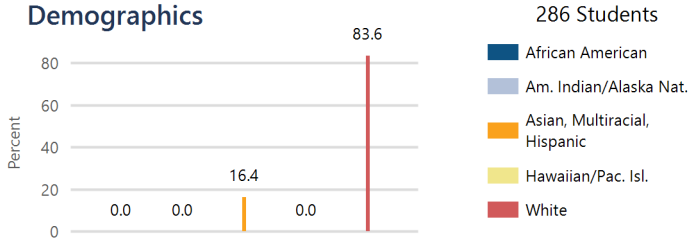
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

St Francis Comm Sch USD 297

100 S. College Street, St Francis, KS 67756-1110
(785) 332-8182
www.usd297.org

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

Demographics

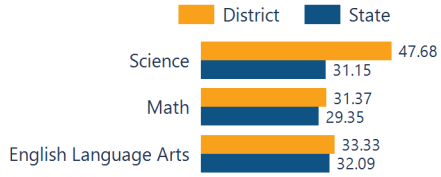


District Kansans Can Star Recognition

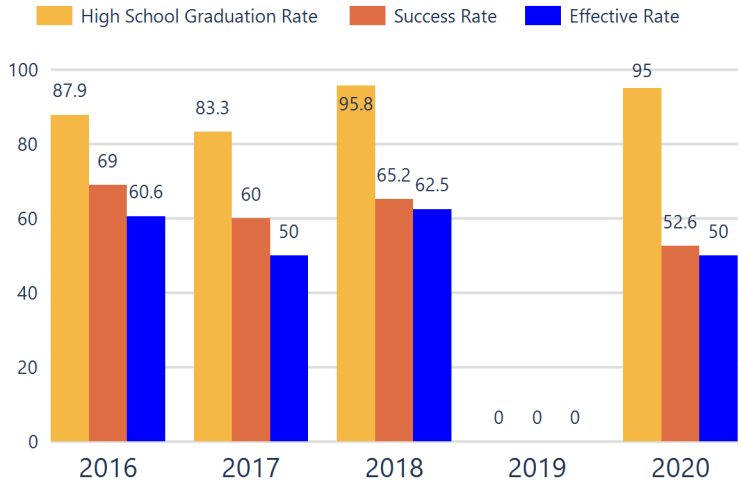
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				✶
Kindergarten Readiness				✶
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **72.3%**

Five-Year Success Avg **62.8%**

Five-Year Effective Avg **45.4%**

95% Confidence Interval for the Predicted Effectiveness Rate **56.4 - 59.3%**

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

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

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

100.0% State: 89.3

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

90.7% State: 92.1

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

35.0% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$18,702
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St Francis Comm Sch USD 297

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.27	21.12	20.63	24.18	25.33	24.61
Level 2	N/A	N/A	N/A	47.55	42.25	36.50	44.44	41.33	27.69
Level 3	N/A	N/A	N/A	23.77	30.98	22.22	22.22	29.33	30.76
Level 4	N/A	N/A	N/A	8.39	5.63	20.63	9.15	4.00	16.92

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.98	22.50	21.87	25.55	29.88	29.41
Level 2	N/A	N/A	N/A	46.91	41.25	40.62	47.77	40.22	26.47
Level 3	N/A	N/A	N/A	23.45	28.75	21.87	21.11	27.58	32.35
Level 4	N/A	N/A	N/A	8.64	7.50	15.62	5.55	2.29	11.76

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.00	47.36	N/A	27.77	72.22	N/A
Level 2	N/A	N/A	N/A	30.00	36.84	N/A	61.11	16.66	N/A
Level 3	N/A	N/A	N/A	10.00	15.78	N/A	11.11	0.00	N/A
Level 4	N/A	N/A	N/A	5.00	0.00	N/A	0.00	11.11	N/A

AFRICAN-AMERICAN STUDENTS

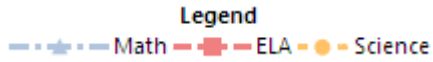
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

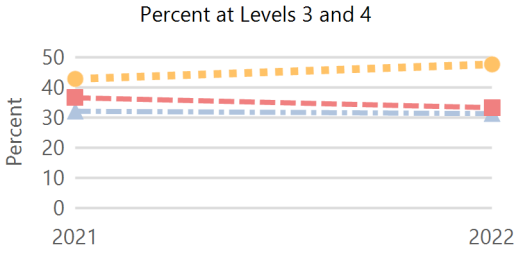
HISPANIC STUDENTS

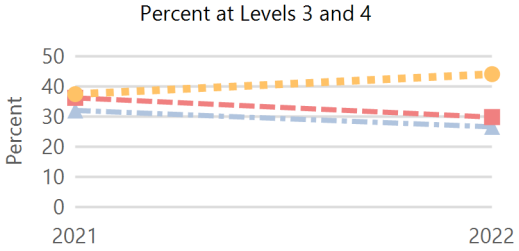
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.62	40.74	42.85	39.13	45.00	N/A
Level 2	N/A	N/A	N/A	51.85	29.62	28.57	52.17	30.00	N/A
Level 3	N/A	N/A	N/A	18.51	29.62	14.28	8.69	20.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	14.28	0.00	5.00	N/A

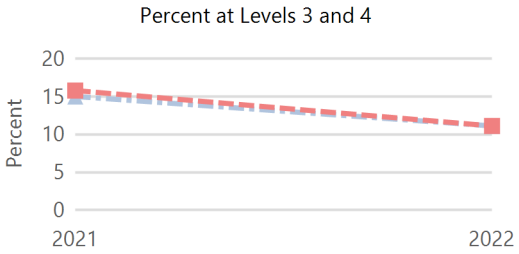
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

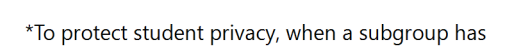
Academically Prepared for Postsecondary Success











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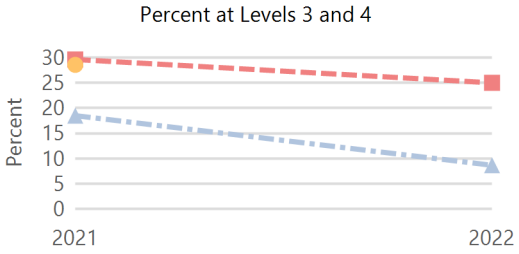
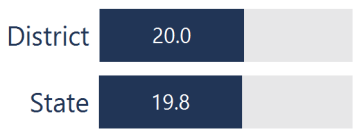


ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/10/2023

System: D0299 Sylvan Grove (0000)

City: Sylvan Grove

Superintendent: Jeff Starkey

OVT Chair: Michelee Stamm

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support
The OVT indicates the system has moved from no framework to having a K-12 program over the course of the cycle, including the hire of an interventionist to implement the program. Acknowledging that the information presented was very brief, the following processes may be present but weren't addressed. Therefore, the system should present information regarding the usage of a screening tool, the framework for serving students, and monitoring students with individualized plans based on their gaps identified in the screening. Trends in data regarding the number of students with gaps would be useful in showing whether the system is using the process and framework with intentionality and whether efforts are impacting student outcomes.

Family, Business, and Community Partnerships
The system has incorporated the community to improve the work-study program along with using this feedback to improve Character Education and Employability Skills based on business feedback.

Diversity, Equity, and Access
USD 299 provides specialized services to meet the individual needs of students including Special Ed, ELL, MTSS, and At-Risk programming. Little information was presented pertaining to the processes for ensuring curricula are evaluated for and implemented with culturally rich content to provide exposure and appreciation for diversity.

Communication and Basic Skills
Courses and curricula are offered to address the array of communication skills including Personal Finance, Public speaking, and Speech on top of the Kansas College and Career Readiness Standards addressed K-12 through ELA courses. Unique to the system, sixth-grade students lead lower elementary students through Family Meetings allowing them to practice communication and leadership skills. This is coupled with a junior high life skills course equipping them with the skills to overcome adverse situations.

Civic and Social Engagement
The system incorporates civic skills through the curricula including the American Government requirement for graduates. Junior high students also participate in civic engagement through a locally organized Government Day using the AmeriTowne model. Multiple opportunities exist beyond the curricula for the application of civic and social skills such as food drives, highway clean-up, community donation drives, etc.

Physical and Mental Health
PE courses are available system-wide, coupled with nutrition coursework for PreK-3. Fourth-grade students participate in the Body Venture program, and freshman students receive CPR certification. To improve assistance with student mental health, a social worker was hired during the cycle and all staff have completed the Trauma-Informed Training over the past three years. The district has also adopted Stop-It Solutions as a phone and texting platform for mental health concerns.

Arts and Cultural Appreciation
The district maintains an award-winning Music and Speech program as recognized by KSHSAA. They incorporate music and fine arts courses at all grades across elementary and secondary.

Postsecondary and Career Preparation
During the cycle, USD 299 fully implemented an IPS process across 7-12. The system maintains proven CTE pathways and provides dual-credit coursework options. Through a recently developed partnership with Salina Tech, students can attain technical certificates in welding, CAN, and auto technology. They have also built out their work-study program seeing an increase in participation throughout the cycle.

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

ARC Comment

Goal 1 – Through the 5-year KESA cycle, intentionally support student success by moving from limited to increased curriculum mapping and Individual Plan of Study, as evidenced by an increased effectiveness rate on the legislative accountability report.

The goals of implementing these programs have been achieved with moderate quantitative results supporting the successful implementation. The district fully implemented a 7-12 comprehensive IPS framework. In incorporating the IPS review into their Parent-Teacher Conferences, they have seen a 20% increase in parent attendance. Furthermore, resulting from the curriculum mapping, they have seen a nearly 7% increase in students performing at level 4 in math, and a more than 12% increase in students performing at level 4 in science. Over the cycle, the district has experienced ebbs and flows in their effectiveness rate.
2016 – 54%; 2016 – 77%; 2018 – 57%; 2019 – 73%; 2020 – 46%.

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

ARC Comment

Goal 2 – Within the KESA process, improve systemwide responsive culture by moving from limited SECD support to providing opportunities for students to become leaders who are respectful of, responsible for, and involved in the learning process as evidenced by PBIS and Character Education.

The system has a fully implemented K-12 SEL curriculum to ensure they provide the SECD supports they sought. Not seeing positive results in their current SEL program, they adopted a new program in 2021. They candidly acknowledge that data suggests students' mental health has not improved over the cycle, particularly in the elementary, citing the impacts of COVID as a cause for regression as they saw a considerable increase in 2021. They tracked Character Education results based on the number of

student zeros, which decreased from 1332 in 2018 to 641 in 2022. While particular areas of Character Development can contribute to coursework completion, further areas of data that are more fully aligned to Character Development should be considered. This was parroted by the system and the OVT, both of whom acknowledged further work continues in this area and needs to continue.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

Sustainability measures were taken including the addition of a social worker and MTSS instructor to address each goal. Materials were purchased to further this support including Character Education, the PBIS program, and a digital IPS program. The system intends to extend staff involvement in the next process to increase agency and ownership. The board was consistently updated in the process and intend to allow greater voice in the process to the board in the next cycle.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The district implemented an SEL curriculum, Second Step, and hired a social worker. They shifted from a monthly character education assembly to a family meeting led by sixth-grade students. The system also implemented a call/texting platform for students to connect with someone in moments of distress. They use KCTC to track their data and have determined whether progress is made by students with zeros in the grade book. Over the cycle, they reduced from 1,332 to 641 zeroes. While some processes exist, it seems more intentionality should be devoted to secondary, and a measure of progress should extend beyond grade responsibility to the other facets of SEL.
Kindergarten Readiness	USD 299 hosts a 3- and 4-year-old program. During the cycle, they moved to a certified teacher overseeing the program. While they administer the ASQ, participation scores were not presented. They did demonstrate an improvement in incoming fall kindergarten classes with notable shifts in screening data with students moving to Tier 1. 2018: Tier 3 (46%); Tier 2 (21%); Tier 1 (33%) 2021: Tier 3 (26%); Tier 2 (16%); Tier 1 (58%) With the loss of a preK teacher in the Spring of 2022 who was replaced by a substitute, there was a drop in student performance within the fall 2022 data.

Individual Plans of Study	Over the cycle, the district has implemented IPS with all students in grades 7-12. Students participate in job shadowing, work studies, college visits, and community service projects. Through Xello, students track their research and experiences. This includes recording job skills such as resume work and mock interviews. Going forward, the system plans to build a framework for extending down to the elementary grades.
High School Graduation Rate	USD 299 maintains a high graduation average of 94.5%. With only 20 students in their graduating classes, this is a staunch accomplishment. This is indicative of the work they do to support students and provide flexible solutions for even the most at-risk.
Postsecondary Success	The district maintains a 61.6% Effectiveness average for Postsecondary Success exceeding their predicted range. They seek opportunities for students to gain industry-recognized certificates prior to graduation.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. KESA and their continuous improvement efforts have been embedded within all stakeholder meeting agendas allowing them to keep it at the forefront of their work. This includes StuCo Meetings, faculty Meetings, BOE Meetings, In-services, and SITE Councils hitting all stakeholder levels. They would like to extend their family and community involvement in the next cycle.

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

ARC Comment

The OVT expressed that the system eagerly sought feedback and recommendations, which they implemented. They believe USD 299 pursues the KESA accreditation model with fidelity and rigor.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through the use of data, and feedback loop exists.

ARC Recommendation

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

Justification

Overall, the system demonstrates both Results and Processes. Assessment scores of students performing in levels 3 and 4 in Science, ELA, and Math all remain above the state average. While ELA showed a decrease in level 1 and an increase in level 4, Science and Math each increased the number of students in Levels 1 and 4. This positively impacted this selected Goal Area of the process. The system pursues its desired outcomes with intentionality evidenced by thoughtful and connected strategies. They have implemented the State Board Outcomes and actively pursued the implementation of the Foundational Structures.

Strengths

USD 299 has clearly taken an intensive approach to improving their curricula and pedagogical approach to impact student learning outcomes. Notable growth was seen in level 4 growth, likely due to the intense focus on curriculum alignment, mapping, and adoption. The system was responsive to the suggestions of their OVT helping to refine their process and demonstrate improvement. Their dedication to the continuous improvement process is obvious.

Challenges

Measurability: In the next cycle, the system should create measurable goals clearly delineating the measures from the outset. By determining the desired effect, they will be able to ensure a connection between the goals, data, strategies, and needed professional development to reach these goals.

Goal/Data Connection: There was little connectedness between Goal 2 and the selected data measurements as proof of accomplishment. While responsibility may be a component of PBIS and Character Development, these areas touch on far more concepts (eg – emotional regulation, intrapersonal communication, overcoming adversity, etc.); the data measurements should encompass that. Providing greater detail in the reporting of each section would assist in the review process. The report could be more informative and data-rich; the sections are a bit slim.

Foundational Structures: The system should also finish building out its MTSS model at the secondary level to include a screener, diagnostic assessments, intentional remediation plans for flagged students, and frequent/consistent progress monitoring to determine the effect. Again, it is also recommended that greater detail of the reporting be provided in all areas to ensure a quicker review process, most specifically regarding how diversity is embedded within the curricula.

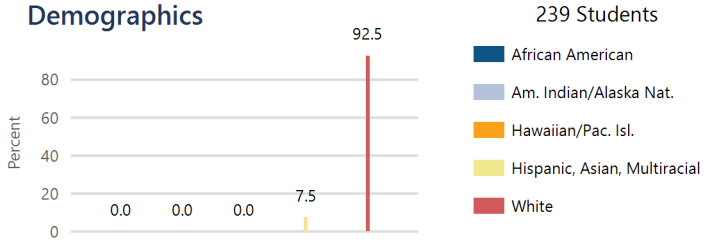
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Sylvan Grove USD 299

504 W. 4th., Sylvan Grove, KS 67481
(785) 526-7175
http://www.usd299.org

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

Demographics

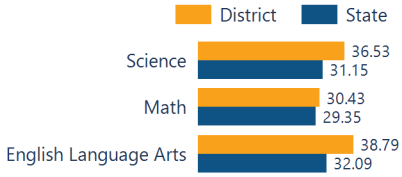


District Kansans Can Star Recognition

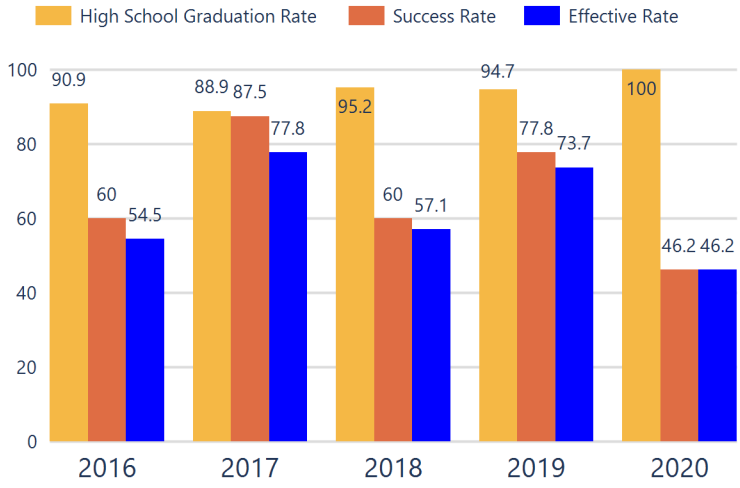
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94.5%**

Five-Year Success Avg **65.2%**

Five-Year Effective Avg **61.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **56.7 - 60.0%**

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

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

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

85.7% State: 89.3

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

93.3% State: 92.1

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

22.5% State: 25.4

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

1.7% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,539
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Sylvan Grove USD 299

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.89	23.42	27.08	31.30	19.82	34.61
Level 2	N/A	N/A	N/A	44.24	32.43	27.08	38.26	41.37	28.84
Level 3	N/A	N/A	N/A	21.23	31.53	35.41	13.04	29.31	17.30
Level 4	N/A	N/A	N/A	10.61	12.61	10.41	17.39	9.48	19.23

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.58	25.00	53.33	37.50	27.27	35.29
Level 2	N/A	N/A	N/A	34.14	37.50	13.33	40.62	39.39	29.41
Level 3	N/A	N/A	N/A	26.82	30.00	26.66	9.37	27.27	17.64
Level 4	N/A	N/A	N/A	2.43	7.50	6.66	12.50	6.06	17.64

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.57	40.90	N/A	21.73	39.13	N/A
Level 2	N/A	N/A	N/A	47.61	27.27	N/A	43.47	30.43	N/A
Level 3	N/A	N/A	N/A	14.28	31.81	N/A	13.04	26.08	N/A
Level 4	N/A	N/A	N/A	9.52	0.00	N/A	21.73	4.34	N/A

AFRICAN-AMERICAN STUDENTS

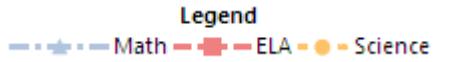
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

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

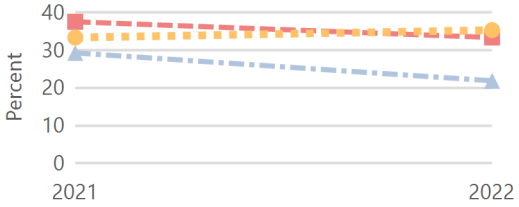
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

Percent at Levels 3 and 4



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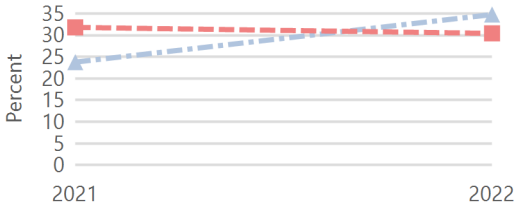

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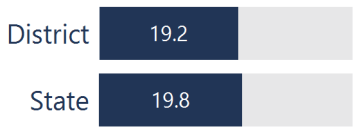
ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/24/2023

System: D0306 Southeast Of Saline (0000)

City: Gypsum

Superintendent: Roger Stumpf

OVT Chair: Joel Mason

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

USD 306 has foundational structures that are in place and are moving forward in a positive direction.

Tiered Framework of Support
Over this cycle, the system assuredly has tiered frameworks of supports in place for all buildings. They began the cycle by having reading and math interventions in place. They began using FastBridge as a screener a couple of years ago and have added math, reading, and SEL since. They are using IXL and Achieve 3000 for MS and HS students for interventions for tiers 2 and 3. They are implementing an IMAS class (intervention, Monitoring, and support) for students in tier 3 for math and reading. They have also implemented the Character Strong curriculum for teaching SEL skills as well as Partnering with Central Kansas Mental Health of Salina to support kids on campus.

Family, Business, and Community Partnerships
The system has assuredly worked to increase outreach to families, businesses, and the community. They began doing Student Led Conferences increasing attendance from 20%-90%. The Grade school also is celebrating student success with positive phone calls home. To integrate the business from the surrounding communities, they started a career day for 7-12 that brought in 30 different businesses to present to students. Throughout this cycle, they have started Community Service Projects at each grade level K-12.

Diversity, Equity, and Access
While the population of the system does not have a lot of diversity, they offer experiences and curricula that expose students to various cultures. They offer World History and foreign language classes. They joined the Rachels' Challenge, a bullying and school violence initiative, to help support students and to be able to anonymously report issues of concern. They surveyed students and 95% felt safe at school.

Communication and Basic Skills
The system has expanded to include opportunities for students to develop communications skills over the course of the last five years. Many of their clubs help students with public speaking experiences such as FFA, FCCLA, and STUCCO. They also have regular interviews on the radio, as well as writing projects for the newspaper in grade school. They also utilize older students teaching younger students for a science lesson and the seniors present information to incoming Freshmen on preparing for high school.

Civic and Social Engagement
The system has done extensive work in this area over the past cycle. They earned from the CIvic Advocacy Network as well as the Bronze Star Recognition for their work. The district has offered many service learning projects some notable projects include; annual voter registration for seniors, STUCOs at all grade levels, monthly service projects, and challenges at all grade levels.

Physical and Mental Health
USD 306 has made great efforts to increase the awareness of SEL issues for their students. They participated in the Mental Health Intervention Team Pilot Program beginning in their 2nd year of this cycle. This grant partnered them with Central Kansas Mental Health Center to provide onsite services for students. The system implemented the Character Strong SEL Curriculum, as well as planning for the implementation of tier 2 and 3 interventions. They are using SAEBRS to screen to help identify students in need of services.

Arts and Cultural Appreciation
USD 306 has maintained a comprehensive fine arts program district-wide; including music, foreign language, and art. They perform three plays a year that also uses elementary to perform. They have had 9 students achieve the Seal of Biliteracy over this cycle. They have added a graphic design CTE pathway as well.

Postsecondary and Career Preparation
The system has continued to grow its Postsecondary and Career Preparation model over the cycle. They have utilized Xello for career exploration for students. They are partnering with various postsecondary institutions. In 8th grade, they begin taking field trips to various technical schools, public and private colleges, community colleges, and satellite programs. They work closely with Salina Area Technical School to allow students to work toward a variety of certifications before they graduate. They have expanded their CTE program to include 10 options.

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

ARC Comment

Goal 1 - Post-Secondary Success: Through the development of the IPS and career exploration aided by Xello, our graduation and success rates will show steady incremental improvement over time. We will use a rolling five-year average to track progress as used on the accountability report.

ARC Comment: The system has documented growth over the past KESA cycle in this area. They have implemented several strategies that have been beneficial in aiding improvement. In grades 7-12 each student develops an IPS using Xello and updates it regularly to reflect career interests, post-secondary goals, and course selections. They have used the STAR rubrics to guide the process.

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

ARC Comment

Goal 2 -Early Childhood: Through the ASQ and other measures we will track the Kindergarten Readiness of our incoming classes with the intention of bringing them up to grade level by the third grade.

Goal 3 - EL: USD 306 will formalize our SEL curriculum and create a trauma-informed environment with multiple layers of support for our students.

Goal 4 - Civic Engagement: USD 306 will apply for Star Recognition every year with the goal of

increasing rubric scores incrementally approaching Gold Star recognition.

Goal 5 - We will incrementally reduce the number of students scoring Level 1 on the state assessment. We will incrementally increase the number of students scoring college ready (3 and 4) on the state assessment

USD 306 Southeast of Saline has shown consistently high results in the Graduation Rate with an average of 98.8%. The Effective Average of 68.9% is above the predicted range of 64.7-68.7%. The Chronic Absenteeism rate of 13.6 is well below the state's average of 25.4. Assessment scores of students performing in levels 3 and 4 in ELA and Math
have increased significantly while science is above the state significantly with 47.49 % being in the 3 and 4. The system also has been recognized with a copper star in Academically Prepared for Postsecondary, a bronze in both Civic Engagement, a silver star in Post Secondary Success as well as a Gold in High School Graduation.

Postsecondary Effectiveness – Assuredly D:68.9% vs. Range: 64.7-68.7%
High School Graduation Rate – Assuredly D: 98.2% vs. S: 89.3%%

Academically Prepared - Generally
Math – D: 33.61 vs. S: 29.35
ELA – D: 36.69 vs. S: 32.09
Science – D: 47.49 vs. S: 31.15
Trend: Some subgroups are experiencing declines in percentages at 3 and 4 and there was a decline in ELA scores from 202-21 to the 2021-22 school year. However Free and Reduced students subgroup is experiencing an increase in 3 and 4 in math and science and remaining steady in ELA

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

ARC Comment

The system has structures in place for long-term improvement. They implemented committees to help grow the capacity of teachers and staff who are experts in that particular area. This will help to spread the workload as well, which should help them to be able to maintain a sustainable 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 assuredly has made or is making gains on all five State Board Outcomes. They have provided data and evidence to support the expectations for each. They have made future goals and plans for those not met yet.

Board Outcomes

Social-Emotional Growth	USD 306 has put into place several systems to meet the needs of students in SEL. They are screening students with the SAEBRS screener. They did switch mid-cycle so they do not have as much data as they would like. They have implemented a school-wide Social Emotional Learning Curriculum, made counselors and clinical counselors available regularly, and are piloting the grant for the Mental Health Intervention Team. They have also provided staff with ongoing Trauma Informed training for supporting students.
Kindergarten Readiness	The system works with two of the local preschools communicating with parents. They invite staff to pertinent trainings within the district. They have a kindergarten roundup, as well several parent visits for incoming kindergarteners throughout the year. At roundup they assess all students with the ASQ-3 and ASQ- SEL. They have surveyed stakeholders about the need for an on campus preschool and haven't had much success with it. They feel having an on campus preschool could close some gaps as well streamline curriculum.
Individual Plans of Study	The system has expanded their IPS over the course of this KESA cycle. They are coordinating college visits for 8th graders through 12th graders for varying types of post-secondary institutions. They have added an electronic portfolio to their IPS process so graduates will have it to take with them when they graduate.
High School Graduation Rate	USD 306 has a graduation rate well above the state average. They improved 2.7% to 98.2% in 2022. They received a gold level in the Star Recognition program in this area.
Postsecondary Success	The system has earned a silver award in the Star Recognition program in Post Secondary success having a rate of 69.9%. They set up a committee to continue to look at the impact and to continue to help graduates with their 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 used a combination of site councils, parent organizations, parent nights, surveys, focus groups, and board meetings to get input from stakeholders. Additionally, they gathered input from other stakeholders throughout the community with site councils, various school events, the chamber, and service clubs and used the input to drive decision making.

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

ARC Comment

USD 306 was responsive to feedback and discussion with the OVT team. Asking questions helped to clarify and lead to a deeper understanding of the system as a whole. It was noted that the process was an exchange of ideas where everyone was learning and hearing new ideas. USD 306 was intentional in addressing their areas for improvement. The
district assuredly followed the process with a high level of fidelity. They made intentional changes while following the direction of their goals set by the BOE. The establishment of committees to oversee each board goal for their system. A concern they had was in regard to trying to start up a district preschool.

They made efforts to involve stakeholders in coming up with solutions. They will continue to work to implore the importance.

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

ARC Comment

USD 306 was responsive to feedback and discussion with the OVT team. Asking questions helped to clarify and lead to a deeper understanding of the system as a whole. It was noted that the process was an exchange of ideas where everyone was learning and hearing new ideas. USD 306 was intentional in addressing their areas for improvement. The
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ARC Recommendation

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

Justification

USD 306 has worked throughout the cycle to improve what they do for students. They were able to switch gears to make big changes with their goals in the state board outcomes.
The shifts they made were helpful in focusing efforts to improve learning for students and in helping students see the importance of planning for their futures.

Strengths

The system has several strengths. By adding a career counselor position the system has an expert on staff to help develop and assist teachers with advisory groups. With the advisory time that is built into the schedule, teachers have time to work on IPS, career exploration, and portfolios. The visits to post-secondary schools is great exposure for kids to see what is available to them after graduation.

Challenges

The system is working to get meaning from the data collected for SEL. They discuss what areas need to be addressed and how to collect data that isn't subjective. They are early in their use of the SAEBRS screener as well as the SEL curriculum. They should find ways to use data as well as start to see growth from their efforts in SEL learning. The system has worked to try to add a preschool program to its already existing programming. This should be a conversation they should continue to have with stakeholders. The system could also benefit from narrowing their goals.

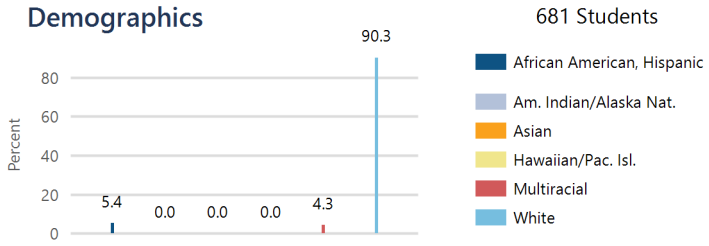
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Southeast Of Saline USD 306

5056 East K-4 Highway, Gypsum, KS 67448-9762
(785) 536-4291
https://www.usd306.org/

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

Demographics



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Individual Plan of Study				
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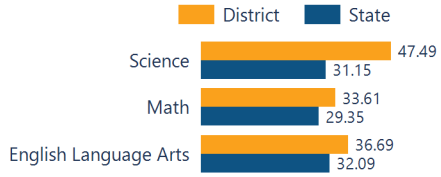
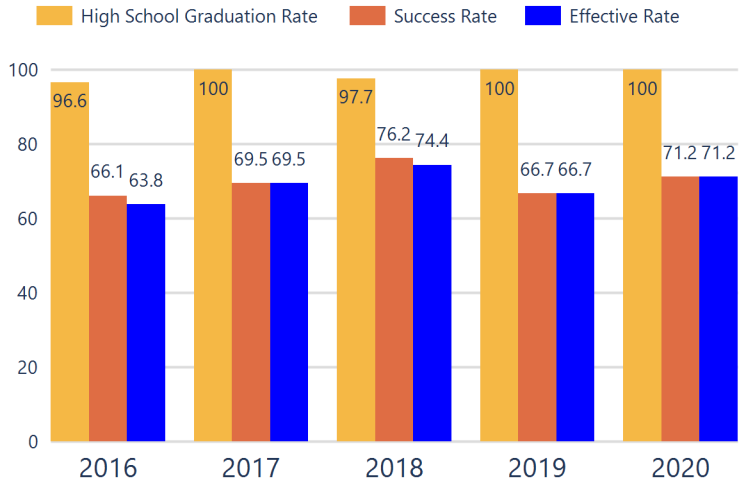


District Postsecondary Effectiveness



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Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **98.8%**

Five-Year Success Avg **69.7%**

Five-Year Effective Avg **68.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **64.7 - 68.7%**

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98.2% State: 89.3

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94.1% State: 92.1

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

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0.9% State: 1.4

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KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Southeast Of Saline USD 306

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Level 2	N/A	N/A	N/A	44.31	35.22	32.54	39.77	38.93	30.62
Level 3	N/A	N/A	N/A	22.44	36.93	35.50	26.61	28.01	29.37
Level 4	N/A	N/A	N/A	9.37	8.80	13.01	7.00	8.68	18.12

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.33	43.05	38.88	42.50	32.50	27.58
Level 2	N/A	N/A	N/A	31.94	37.50	38.88	38.75	47.50	41.37
Level 3	N/A	N/A	N/A	8.33	13.88	16.66	15.00	16.25	24.13
Level 4	N/A	N/A	N/A	1.38	5.55	5.55	3.75	3.75	6.89

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.89	51.02	43.47	58.00	54.00	68.75
Level 2	N/A	N/A	N/A	28.57	12.24	13.04	20.00	20.00	6.25
Level 3	N/A	N/A	N/A	16.32	18.36	21.73	10.00	20.00	12.50
Level 4	N/A	N/A	N/A	10.20	18.36	21.73	12.00	6.00	12.50

AFRICAN-AMERICAN STUDENTS

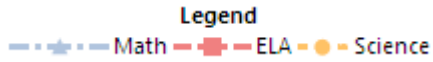
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

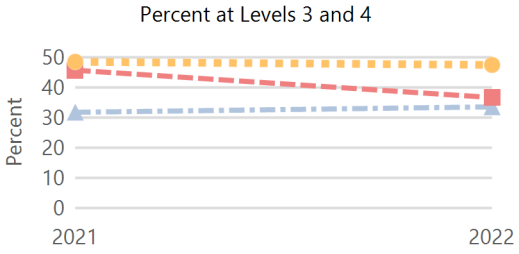
HISPANIC STUDENTS

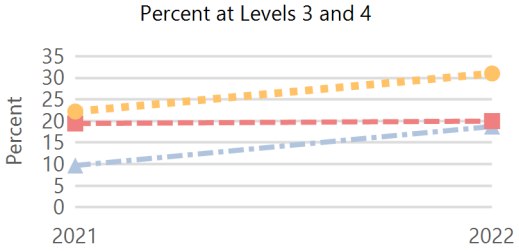
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.31	36.84	N/A	44.44	27.77	N/A
Level 2	N/A	N/A	N/A	52.63	26.31	N/A	44.44	44.44	N/A
Level 3	N/A	N/A	N/A	15.78	36.84	N/A	11.11	22.22	N/A
Level 4	N/A	N/A	N/A	5.26	0.00	N/A	0.00	5.55	N/A

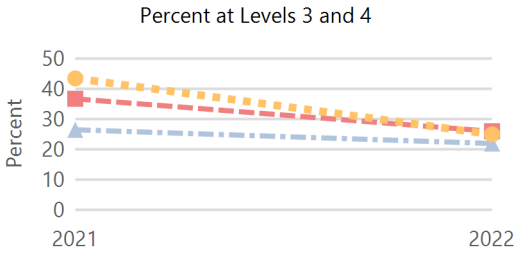
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



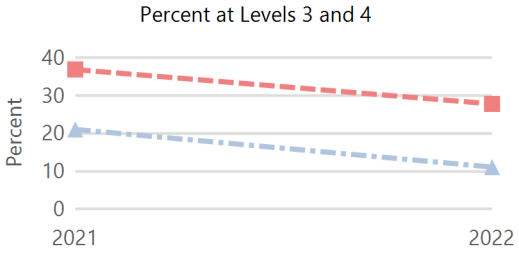






Percent at Levels 3 and 4

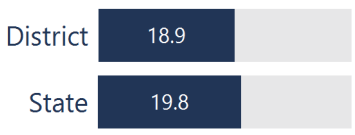
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/10/2021

System: D0309 Nickerson (0000)

City: Hutchinson

Superintendent: Curtis Nightingale

OVT Chair: Ben Jacobs

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support
All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. Elementary and Middle level use the Fastbridge assessment which is administered three times per year. Data meetings occur through a PLC model in which students are adjusted in their groups once every six weeks. At the high school level, the focus on freshmen is through their CATS class which is required of all ninth graders. Math and ELA are addressed through pull-out periods to provide additional instruction. In all buildings Tier II and Tier III students are given opportunities to show growth, and the data process is used to evaluate.

Family, Business, and Community Partnerships
The System is intentional about establishing relationships with local business and community organizations, growing them into opportunities for students during their K-12 learning and post-secondary opportunities.

Evidence provided included examples of system-wide practices of engaging all stakeholders on a regular basis and is embedded in the overall culture. Examples include a career day, community blood drive, D.O.G.S. (dads will help in the buildings to provide support and structure), Bite of Reality (that teaches students financial and life lessons), development of business partners for assemblies and guest speakers, a community pride day for students to learn how local businesses support the community, and participation in the Dillon Lecture Series.

Diversity, Equity, and Access
All student group needs are represented in the improvement process. Systems and schools' cultures reflected in the vision and improvement process. While the system is relatively homogenous, it has systems in place to ensure equity and fairness to all students. All buildings in the system are identified as schoolwide Title schools which provide resources and activities that support all learning for students of varying genders, ethnicities, socio-economic backgrounds, and abilities. The system also has an ESOL program that is used to support non-native speakers. ESL-licensed teachers are used as often as

possible.

Communication and Basic Skills
According to the evidence provided, the system has in place curricula that support the structures in communication and basic skills. The system offers a comprehensive curriculum with programming that allows for grade-level proficiency, graduation with the cohort, and post-secondary success. Within those outcomes, remediation and enrichment opportunities exist with MTSS providing assistance to students in Tiers II and III and Tier I receiving growth opportunities beyond the regular curriculum. The population of students enrolled in the Central State Academy Performance traditionally struggles with basic skills and a traditional setting. By installing certified teachers into that program, the data indicates a significant improvement in a variety of metrics. The number of students receiving diplomas has increased significantly, and that percentage exceeds expectations

The high school offers a variety of opportunities for students to develop and improve their communication skills. Speech is offered as a half-credit for graduation and debate/forensics is also offered during the day as a class with a co-curricular component. The debate program has grown recently and has experienced much success at the state level. Media production classes and PantherTV also provide ready opportunities for students to showcase their skills in personal and mass communication.

Civic and Social Engagement
According to the evidence provided, the System has done a remarkable job of committing to civic and social engagement. While the system has experienced a variety of challenges, they have remained steadfast in ensuring students are exposed to civic responsibility and the community maintains an engagement with school endeavors. A few examples of civic and social engagement include a human kindness collective to educate students on how to treat others with compassion and empathy; food drives done regularly to help support those in the area that are in need; an Angel Tree project to raise money to provide support for worthy projects in the community; a junior service project to introduce the topic of community service to students before they graduate; NHS Club collects toys for the Toys for Tots program; Panther Peers program to teach students about the concept of peer and youth mentoring as they enter into the post-graduate world; and the student internship programs giving students a glimpse of what the real world looks like for a variety of careers and occupations.

Physical and Mental Health
The System has curricula that support the structures in Physical and Mental Health. Physical education classes are focused on not only structuring space for physical activity and exercise but also on students' learning about how to keep their bodies safe and healthy. SAEBRS and the KCTC to assist acquire data about specific SEL needs used within the System. Interventions are then designed to address what deficiencies are the greatest. Counselors are utilized in each building to create programming and to help individual students. The System has also implemented a random drug testing program to keep kids accountable, give them a reason to say no and help parents when their child is potentially battling substance abuse. A CATS class for all freshmen was developed to help orient them to life in high school and to provide them with life skills (time management, study habits, self-regulation, etc...) and coping mechanisms that will benefit them in school and after graduation. The grade school has created a Zen Den to assist students in areas identified as problematic through SAEBRS scores. These are small groups of students that receive additional support (anger management tips, social skills, etc...) to address mental and physical health needs. SAEBRS data shows a positive trend aligned with the implementation of the Zen Den.

Arts and Cultural Appreciation
According to the evidence provided, it is evident that the System has curricula that support the structures in Arts and Cultural Appreciation. The art program at the high school provides numerous opportunities for students to develop their creativity and to produce work that will many times be showcased in galleries and entered into competitions. The System also has a student art gallery that is

exhibited to both students and staff, where the works of students and any accompanying awards are presented at large for all to see. The vocal and instrumental programs perform in the district and throughout the community at many local events. Other examples include PantherTV, yearbook, and business classes that prepare students with career skills rooted in art, such as graphic design, video/sound/photo editing, and publication layouts/planning.

Postsecondary and Career Preparation
Evidence provided indicated that the System has curricula that support the structures in Postsecondary and Career Preparation. The System has implemented a system to plan for post-secondary success and to provide a structure through a student's educational journey. Xello is used as a diagnostic tool along with WorkKeys, FastBridge, and Pre-ACT/ACT to create data for the student to optimize post-secondary decision-making. The System offers many dual credit and certificate programs for students to get ahead in their post-secondary journey and provide insight into various programs. The System also offers internships and Job and career fairs to students to provide real-world experience.

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

ARC Comment

Goal 1 - The USD 309 will strive to foster a responsive culture within their organization as well as with their various patrons and communities through intentional outreach and programming evaluated both anecdotally, as well as via culture surveys.

The OVT made note of the uniqueness of USD 309's circumstance during this first five-year KESA period. According to the reports, during the KESA cycle, the System experienced multiple Superintendents and a split board which resulted in many 3-2 votes. For the first three years, the KESA process was disjointed and largely incomplete. Records for the first three years could not be recovered. The growth (quantitatively and qualitatively) the System has shown in just the last two years is noteworthy considering the realities of their situation.

New leadership has created a process to improve responsiveness to the internal and external public. An administrative retreat was conducted to ensure the alignment of philosophy across buildings and to help create a common vision. The Board of Education conducted its own retreat allowing for a connection to the community and opening the door to transparent communication of expectations. Feedback from the board will serve as a segue to community discussions/meetings which allowed patrons to be involved in the school improvement process and give them a tangible opportunity to evaluate programming. At each of these stakeholder levels, data was reviewed and solutions were presented. This community discussion culminated with a culture survey being administered to review engagement and outreach practices within the district. This provided illuminating data that was heretofore unknown. It revealed that patrons largely approved of much of the current culture, but that there were some things that could be improved. Staff in-services were used to receive feedback on how the culture could be improved from an employee's perspective.

Feedback from the stakeholders fostered a more responsive culture leading to a KESA committee being formed. From there an Inside Visitation Team (VIT), as well as an Outside Visitation Team, were created. These groups will serve as the foundation for the progress of years four and five in the cycle and are the basis of essentially the entirety of the five-year cycle.

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

ARC Comment

Goal 2 – The USD 309 will work toward impacting the rigorous preparation of their students through a series of infrastructure changes intended to increase both the quality

and the time on task for both students and staff effective with this school year and measured through various benchmark tests including MAP, State Assessments, ACT, and FastBridge. This will also be extended to enhance the current IPS process 7th – 12th grades.

The System created an IPS/Career Readiness Completion Matrix to ensure engagement with time on task as it relates to the IPS process. This matrix extends from grades seven through twelve and ensures that all steps of the process are completed by each student. The system uses ACT, State Assessments, and FastBridge as diagnostics to help identify students for MTSS and to provide appropriate interventions. These tools serve to support the PLCs that were created specifically to help students better engage with the learning process. Programs such as the Zen Den, Junior Service Project, and Community Internships serve to strengthen the objective of increasing quality and time on task for staff and students during the school year.

Macro metrics reveal that USD 309 has done a reasonably good job of creating positive outcomes for students. The district has a quality graduation rate, a minute dropout rate, and a post-secondary effectiveness rate that is almost right at the predicted rates. Obviously, the COVID pandemic had an adverse effect on some assessment scores; however, science and math state assessment scores over the two most recent periods did improve and ACT scores before the pandemic were slightly increasing to flat. The improvement in the Central State Academy graduation rates is also evidence of increased engagement and time on task with school requirements.

Changes that have occurred in the district include Nickerson High School changing its schedule from a Block Schedule to a Seven Period Day, adding an Incentive Day(s) to allow kids who had no academic or behavioral issues to skip that day while other students would use that day as an opportunity to get extra academic or emotional support to improve grades or behaviors. The system changed its curriculum in Science and ELA to better represent the interests of students and to increase engagement based on contemporary interests. Licensed teachers were hired to more directly affect outcomes at the Central State Academy, and Wednesday tutoring/IMPACT classes/after-school programming was implemented to provide additional core teacher support and remediation for any subject area.

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

ARC Comment

According to the evidence changes within the System have led to the KESA process has become completely staff driven and focused on data. The process is no longer dependent on any one person or department to function. Procedures and policies are now instituted to support its improvement efforts. Newly created IVT and OVT teams are in place and the System utilizes technology to house all of the documents for this process. Multiple personnel has access to data sources to measure improvement The BLTs and DLTs meet regularly as a matter of procedure to ensure the actions match the vision. Local school board members are now involved in the process and the budget should support the satisfactory hiring of personnel to carry out school improvement initiatives.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The System uses SAEBRS scores to identify risk levels for various kids who then get assistance and intervention from appropriate staff. The district also utilizes the Kansas Communities that Care Survey for grades six, eight, ten, and twelve to identify needs and then create programming that best supports/addresses those needs. The System randomly drug tests students (those that are eligible) in an effort to hold students accountable and give them a reason to say no. This data is also used to help families get support when necessary for students who struggle with substance abuse. The Zen Den was also presented as a key factor in improving the mental health and behavioral outcomes of students at the elementary level. This Zen Den therapy has also improved academic outcomes as the number of students in Tier 3 MTSS was reduced by about 23% and those in Tier 1 increased by about 18% from 2019-2021.
Kindergarten Readiness	The System provided data that identified 100% of students in PK3, PK4, and Kindergarten that participated in the ASQ-3 and ASQ-SE2. This was accomplished by conducting a mandatory screening in August of these students in which hearing, vision, dental, height, and weight information was collected. The System has essentially "taken charge" of preschool operations in USD 309 and the staff has identified significant differences in Kindergarten Readiness in students that attend USD 309 preschool and those that don't (Fall FastBridge data shows 10-18% and 9-14% difference in reading and math respectively). Fundations and FrogStreet Curriculum have been adopted in every preschool classroom to ensure vertical alignment with programming. Common assessments (ESGI and my IGDI) also are used in all preschool classrooms to ensure Kindergarten Readiness in the future. Additionally, collaboration days are used by PK staff to create alignment in all preschool operations.

Individual Plans of Study	The district has created an IPS/Career Readiness Completion Matrix that is used to ensure all students in grades seven through twelve have accomplished each of the required tasks. This data is used at their student-led conferences (entire profile shared grades, test scores, state assessments, college visits, digital portfolio, etc...). This Matrix is developed over the course of each relevant year twice per month during seminars. Evidence was provided of student-led conferences and participation in college visitation trips each year in grades seven through twelve. Specific internships were identified and evidence of many dual credit classes was presented. Career pathway and cluster exposure occur consistently within the curriculum and a variety of CTE explorations exist throughout the middle and high school years.
High School Graduation Rate	The System is currently experiencing an upward trend in its graduation rate. The recent accountability report indicated the current 4-year cohort graduation rate at 93.5%, above the state average of 88.1%, and an improvement over our 5-year average of 87.3%. USD 309 was the recipient of the Kansas Copper Star Award for Graduation Rate in 2022. The System has changed curricula in science (created more class options) and in ELA (created thematic classes). In both instances, this was also the result of feedback from students. By trying to add content in the student's areas of interest, more kids would remain engaged with school and consequently graduate with their cohort. The district also created additional support days (incentive days and IMPACT Class) to motivate students to do well by rewarding achievement (would not have to come to school on those days) and to provide remediation/additional instruction for students that needed it.
Postsecondary Success	The System has gone to great lengths to improve the secondary success of its students. To ensure students' post-secondary success, the IPS Completion Matrix was created to make sure every student has experienced all aspects of the school's postsecondary planning program (100% of their students). Some examples of how the System prepared to enter postsecondary opportunities in the most informed manner possible include to evaluating interests and skills, visiting different colleges and universities, and providing internship opportunities. The System provided data that showed their Postsecondary Effectiveness Rate has improved in recent years and is essentially right at their Predicted Rate (47.7%-50.7%). The System also presented data on FAFSA completion. A concerted effort to engage with families in this process has resulted in Nickerson High School being honored with the Most Improved School Over Last Year recognition in 2022 with a 64% increase in completed FAFSA applications over the previous year.

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

ARC Comment

During the last two years under the current Superintendent, stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. A highly structured process is now in place in which the administrative team and board of education each completed a retreat where feedback was provided on school improvement. These retreats served as the basis for creating a structure for not only feedback from remaining stakeholders but also for the KESA process itself.

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

ARC Comment

According to the evidence provided, the System did an amazing job of creating a process for accreditation in a very short period of time (approximately 1.5 years). The quality of leadership evolved structure, efforts to gain stakeholder feedback, fidelity to the intent of KESA, communication with the OVT, presentation of Year Five information, sharing of artifacts, and the urgency to present something to an OVT for potential accreditation were all strengths of the system.

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

ARC Comment

According to the evidence provided, the system is now reporting to their local board, reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with the local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and the process is evaluated through the use of data, a feedback loop exists. An Inside Visitation Team
(IVT) was formed to provide structure and implement the suggestions of the Outside Visitation Team (OVT). The Year Five OVT meeting was an impressive presentation from many staff members in the district based upon feedback from the OVT in the Year Four OVT meeting.

ARC Recommendation

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

Justification

Evidence presented by the System and the OVT indicates that USD 309 is currently on the right track for sustainability and continuous improvement. The System has made significant strides in providing stability and a vision to move forward in the past two years. The growth (quantitatively and qualitatively) shown in just the last two years is remarkable and appears to be moving the System in a positive direction.

Strengths

1. Exposure to colleges and universities as kids progress through grades 7-12
2. Current Leadership and Vision/Structure
3. Commitment of the Staff to Success
4. Team Mindset Across the Staff
5. Data Collection Methodologies
6. Civic and Social Engagement Opportunities for Students
7. IPS Process to ensure all 7-12 students are preparing for post-secondary success
8. Positive cooperation with OVT
9. Social-Emotional Learning Programming to provide support for students
10. Servant Leadership Mindset Toward Students
11. Pre-School Accomplishments
12. Tiered Framework of Support for all students

Challenges

1. 1. Continue pursuing a data-driven approach to school improvement efforts through intentional data collection and the process of analyzing data,
2. Continue SEL Growth efforts center around mental health and actions that improve student behaviors.
3. Continue to work on maintaining a responsive culture for all stakeholders,
4. Continue stabilizing Leadership Positions (Superintendent and School Board)
5. Continue commitment to Continuing the Final Two Years of the First Cycle into the Initial Year of the Second Cycle
6. Address Chronic Absenteeism with strategies and incentives to decrease the percentage of students who miss 10% or more of school days per year either with or without a valid excuse.
7. Continue focusing on addressing the academic need for all students to improve student learning

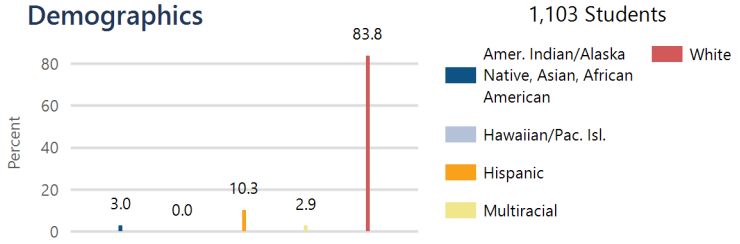
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Nickerson USD 309

4501 West Fourth, Hutchinson, KS 67501-9131
(620) 663-7141
www.usd309ks.org

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

Demographics

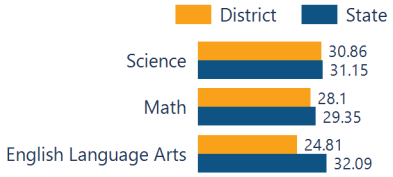


District Kansans Can Star Recognition

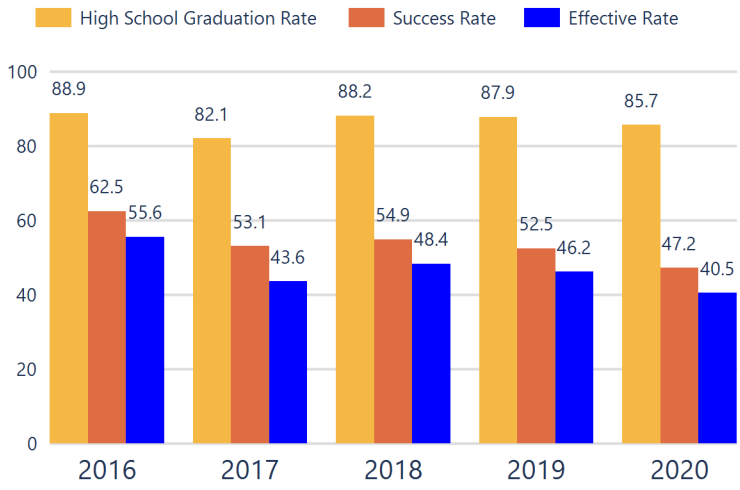
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				✶
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **86.7%**

Five-Year Success Avg **54.2%**

Five-Year Effective Avg **47.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **47.7 - 50.7%**

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

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

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

86.5% State: 89.3

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

90.6% State: 92.1

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

38.5% State: 25.4

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

0.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$14,304
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Nickerson USD 309

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.51	35.13	42.91	29.00	36.52	32.60
Level 2	N/A	N/A	N/A	41.60	37.23	34.16	42.88	38.65	36.52
Level 3	N/A	N/A	N/A	19.40	23.77	17.50	23.30	21.45	20.86
Level 4	N/A	N/A	N/A	6.46	3.84	5.41	4.80	3.36	10.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.70	43.12	52.42	28.34	40.00	36.36
Level 2	N/A	N/A	N/A	45.69	34.57	29.12	49.21	41.96	39.77
Level 3	N/A	N/A	N/A	13.48	20.07	15.53	18.50	13.72	12.50
Level 4	N/A	N/A	N/A	4.11	2.23	2.91	3.93	4.31	11.36

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.00	69.00	66.66	58.26	64.34	52.50
Level 2	N/A	N/A	N/A	25.00	17.00	21.21	29.56	24.34	32.50
Level 3	N/A	N/A	N/A	10.00	11.00	12.12	11.30	10.43	7.50
Level 4	N/A	N/A	N/A	4.00	3.00	0.00	0.86	0.86	7.50

AFRICAN-AMERICAN STUDENTS

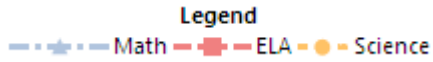
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.45	45.45	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	45.45	36.36	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	9.09	9.09	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	9.09	N/A	N/A	N/A	N/A

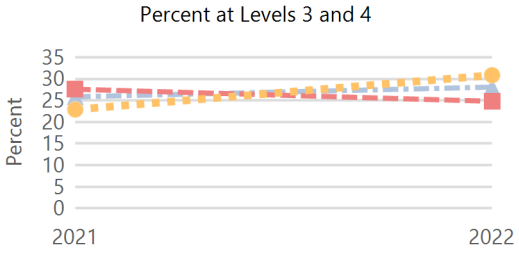
HISPANIC STUDENTS

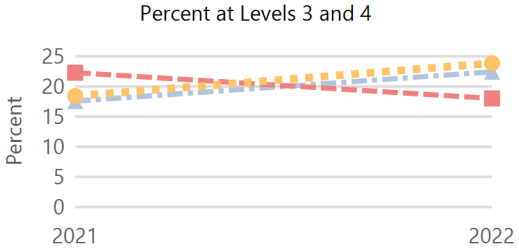
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.59	45.61	52.00	29.85	40.29	26.08
Level 2	N/A	N/A	N/A	40.35	36.84	32.00	46.26	34.32	43.47
Level 3	N/A	N/A	N/A	14.03	14.03	12.00	19.40	23.88	17.39
Level 4	N/A	N/A	N/A	7.01	3.50	4.00	4.47	1.49	13.04

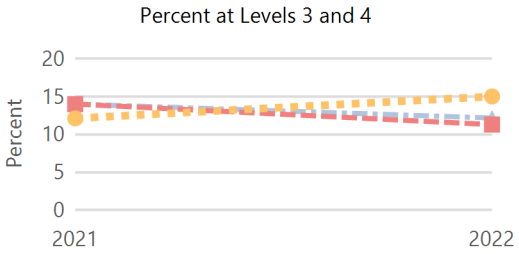
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

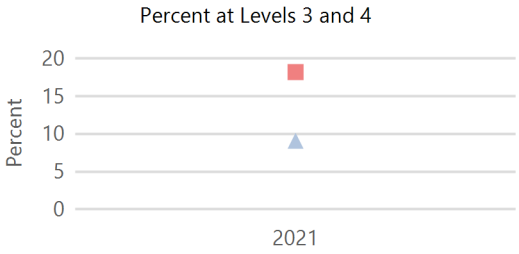
Academically Prepared for Postsecondary Success

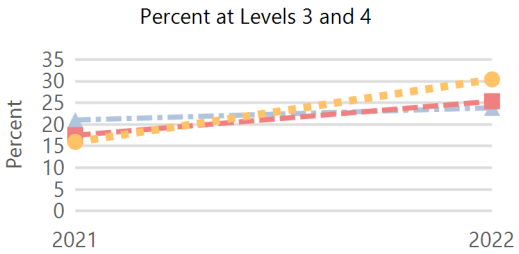








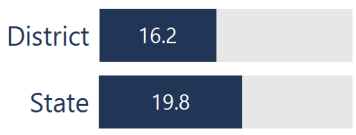




ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/11/2023

System: D0312 Haven Public Schools (0000)

City: Haven

Superintendent: Craig Idacavage

OVT Chair: Mindy Bruce

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered System of Supports:
According to the system and OVT reports, call buildings have realigned tier practices and ha appropriate training and implementation through TASN. The district met the goal of having a tiered framework of support in place for all students K-12. They are using a screener and have intervention time scheduled for K-12. Currently, they are focusing on reading and SEL and will add math next year. There was an intentional focus to create tiered intervention time at the secondary level. The focus was across all disciplines with the expectation that all would contribute and support.

Family, Business, and Community Partnerships:
Through the use of redesign, KESA goals, and the collaboration of not only parents but businesses and the community, Haven USD 312 has increased community engagement at every building. Through PTO, Site Council, student-led conferences, internships, community engagement nights, and the CTE pathways many stakeholders from all facets of the district have been
involved as active members of the school environment.

Diversity Equity and Access:
According to the system and OVT report, SEL lessons through the district curriculum and the formation of a district diversity committee that meets quarterly to assess culture and brainstorm ways to meet the diverse needs of all students and staff. They also have a mental health liaison in the district 3 times per week to assist with any mental health service needs. In addition, the system has been able to add counseling positions with support from the local Board of Education.

Communication and Basic Skills:
Curricula are provided Pk-12 for all core curriculum areas. An emphasis on communication skills has occurred in this cycle in implementing speech courses, senior presentations, and the addition of computer applications as graduation requirements.

Civic and Social Engagement:

The system has a comprehensive curriculum in place to support civic and social engagement across all grade levels. The system participates in community outreach through participation in a Make a Difference Day where service projects are completed around the community. Additionally, the FFA completes food drives for the local food bank. Students support others in the community by completing Angel Tree Shopping for students during the holidays and canned food drives to benefit others in the community.

Physical and Mental Health:
Haven has a strong system in place to support social and emotional wellness as well as physical health. They have a strong support system with county health and mental health liaisons by having partnerships with the Horizons Caring team and the development of a local wellness committee. The system also screens all students for SEL with a FastBridge SEL screener and offers physical education daily to students and has additional elective physical health options at the secondary level.

Arts and Cultural Appreciation
The curriculum provided preK-12 includes availability and requirements for art and music classes. Students are exposed to these opportunities almost daily as art and music courses are required for K-6. The system also offers elective options at the middle school for fine arts and 1 credit of fine arts required at the secondary level for graduation. The system also has art and music club participation at the secondary level in addition to competitions and field trips for students.

Post Secondary Career Preparation
Postsecondary and Career Preparation
The postsecondary preparation program is implementing Xello, pathways, internships, job shadows, and senior portfolios. A suggestion for the next cycle would be to align all IPS processes within seminars/IPS classes. According to the system and OVT report, Haven also has 17 CTE pathways, certification opportunities, and student-run businesses. Students also have access to college courses through Hutchinson Community College and through Hutchinson Technical programs.

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

ARC Comment

Goal #1-By the end of the five-year cycle, a minimum target of 85% of students will be considered low risk as determined by: SAEBRS, Relationship mapping, Absenteeism, Discipline Details, and Course Grades.

According to the system and OVT report, Haven has seen a decrease in students identifying as "at-risk" according to SAEBRS and mySAEBRS. Baseline data with mySAEBRS indicated 75% of students were Tier 1, 21% were Tier 2 and 4% were Tier 3. Data gathered at the end of this 5-year KESA cycle indicates, 78% are Tier 1, 18 % Tier 2, and 4% Tier 3. Social and Emotional Lessons are taught weekly in K-5 classrooms using 2nd Step and bi-weekly social-emotional for K-12
by counselors. When the system began the 5-year cycle they were not using relationship mapping, as a district, the system saw the need and added it two years into its KESA cycle. Since adding relationship mapping Haven has seen an increase in students having positive relationships with staff members. The system also developed school families, and advisory groups, added social work support, and mental health liaison, and increased counseling support for the system as a whole. The system has measured the success of all implemented strategies and actions and understands the relationship between its goals to improve the state Board outcomes and ultimately having successful students K-12.

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

ARC Comment

Goal #2-By the end of the KESA cycle, students K-12 will demonstrate growth in reading.

When the system started the 5-year cycle it was using AIMS Web as the universal screener for reading. In 2020 the system started working with TASN and switched to Fastbridge. The FastBridge data showed 58% of students in Tier 1, 29% in Tier 2, and 13% in Tier 3 for reading. Our latest data shows improvement with 62% in Tier 1, 24% in Tier 2, and 14% in Tier 3. The system created building schedules K-12 for extra reading support for students. Additional staff has been hired including a reading interventionist and paraprofessionals. At the elementary level, an after-school reading program is in place and the district has provided late starts for continued and ongoing professional development and training in LETRS and other areas of reading instruction. While the system did switch some measures of data during the process, it realized that it needed to adapt its tool used to better meet student needs and collect the necessary data to determine interventions and instruction for students and has seen the biggest growth this year. The system has measured the success of all implemented strategies and actions and understands the relationship between its goals to improve the state Board outcomes and ultimately having successful students K-12.

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long-term sustainability. The system has documented the system's allocation of resources, adjustment policies, and utilizing personnel in a way that fits their school community and educational context.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The system has strong plans and data supporting social-emotional growth. MySabers data went from 75% of students who are low risk to 81% of students considered low risk. Through KSDE mental health initiative, the system has community-based mental health services within the school system. Data indicated that 95% or more are demonstrating an improvement in various externalizing and internalizing behaviors and 90% of students can identify at least one positive relationship within the school. Additionally, the system has daily tier 1 instruction for all students. The district continues to have strong plans in place and data to support continued SEL development.

Kindergarten Readiness	The system has a preschool program that is free and transportation is provided and home visits also occur with their early childhood families. Data utilized at the At preschool level is MyIGDis and Brigance. The data from their community-based preschool shows that 73% of those students are on grade level when they have attended the early childhood programming in comparison to 31% of students that did not attend. Additionally, the system uses their ASQ–3 data at screening opportunities and Fastbridge in the fall, winter, and spring for reading, math, and social-emotional. This data is shared with parents and families. The OVT report and system report that PLCs have been developed for early childhood staff to focus learning and professional development on developmentally appropriate practices.
Individual Plans of Study	According to the system and OVT report, each student has an individual plan of study that is developed in Career & Life Planning and uses Xello in 8th grade and is continued to be updated through advisory sessions in high school. During Career and Life Planning students also explore career/educational opportunities related to pathways offered at the high school. In middle school students participate in a one-hour Ag Career assembly. In high school, students will participate in Bite of Reality which works with students on life skills with a focus on budgeting. Junior Shadow Day is also offered to learn more about a career of interest and practice/observe employability skills in the workplace. Additionally, students are required to take Consumer Personal Finance, and have options to participate in internships, college/vo-tech visits, and career fairs.
High School Graduation Rate	The system's 5-year graduation average is just above 90%, while the state average is 89.3%. The system offers credit recovery in the summer to help seniors that fall short of graduation requirements in May. The system has discussions during advisory in 9th grade about their graduation progress and expectations. The System's efforts in building a responsive learning environment will help to ensure student's needs are being met, increasing motivation and student desire to learn.
Postsecondary Success	The 5 year success average is 60%. The system put strategies in place during this KESA cycle to emphasize students getting an industry recognized certification during the 2021 and 2022 school years. Certifications that students can earn are: CNA, OSHA, SERVSAFE, KCCTO, MBA Mgmt, and Master Teacher Para. In 2019 there were 14 certifications earned, in 2020 there was 1, in 2021 there was 70 and in 2022 there was 37. The system has indicated it is striving for success rate of approximately 70%. The system's 5 year effective average is 54.3% which is just below the confidence interval for the predicted effectiveness rate.

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

ARC Comment

According to the system and OVT report, stakeholder feedback is gathered and progress is shared consistently with relevant stakeholder groups represented and active participation by all. The system involved stakeholders through District Leadership Teams, Building Leadership Teams, Child Study Teams, Diversity Committees, Reading, Math, and SEL teams. Additional opportunities for input and feedback were gathered through surveys, parent-teacher conferences, strategic - planning meetings, site council, PTO, booster club, home visits and family engagement nights,

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

ARC Comment

According to the OVT report, the system responded positively to the feedback given and heeded the advice of the OVT Team and Chair. The system was willing to share its strengths as well as its weaknesses in light of the improvements made through the 5-year KESA Cycle. Overall the KESA team was invested in the improvement of their schools in an effort to best support the students of USD 312.

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

ARC Comment

The system followed the KESA process beginning with a Needs Assessment Process that involved all staff, student representatives, and community members. Annual meetings were held with the OVT and the system completed and submitted its System Yearly Update report. A system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with the local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits are conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

Evidence was provided indicating that the system has in place all Foundational Structures, two active goals, sustainability of the improvement process, Kansas's vision for education and State Board Outcomes, stakeholder involvement, and fidelity of implementation. The system has taken the redesign process and KESA process, merged, and modeled what changing based on needs is. Haven began their accreditation cycle in 2017 and merged it with being a Redesign Gemini II school district. The accreditation cycle has encompassed redesign, TASN MTSS work and a pandemic.

Strengths

1. Complete buy-in and focus by the district leadership team, K-12 staff and Board of Education
2. MTSS Processes and Reading Implementation
3. Social Emotional Learning via data collection, tiers of support, and relationship building to support students' social and emotional needs.
4. Community Partnerships
5. Individual Plans of Study and Post-Secondary systems and processes currently present and the recognition of a continued need

Challenges

1. Continue to focus on graduation rate, absenteeism, and post-secondary success as your population and demographics shift in your community along with other post-secondary supports you have in place and data should follow.
2. Development and implementation of math tiered system of interventions and supports within the existing structure
3. Continued focus on core instruction across the K-12 environment

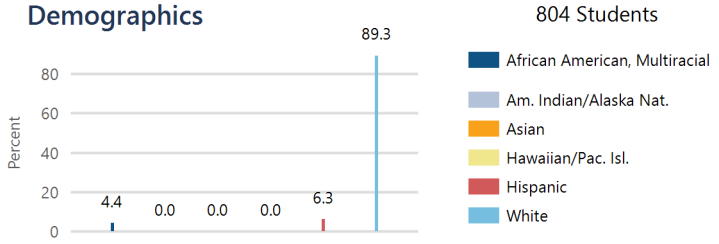
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Haven Public Schools USD 312

414 West Main, Haven, KS 67543-0130
(620) 465-3445
http://www.havenschools.com

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

Demographics

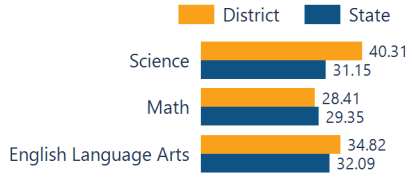


District Kansans Can Star Recognition

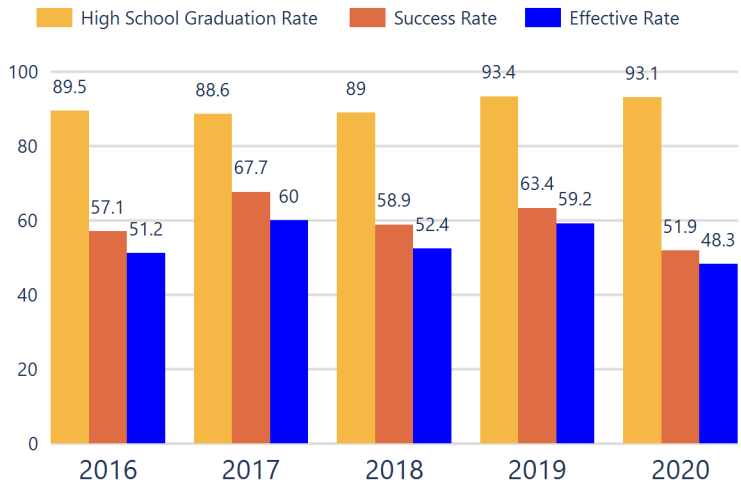
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
90.6%

Five-Year Success Avg
59.9%

Five-Year Effective Avg
54.3%

95% Confidence Interval for the Predicted Effectiveness Rate
56.4 - 58.8%

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

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

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

90.0% State: 89.3

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

92.7% State: 92.1

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

22.0% State: 25.4

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

0.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$11,101
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Haven Public Schools USD 312

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.03	25.47	34.14	30.78	29.02	25.26
Level 2	N/A	N/A	N/A	43.81	41.09	29.87	40.78	36.14	34.40
Level 3	N/A	N/A	N/A	22.84	27.39	26.21	21.57	29.02	27.95
Level 4	N/A	N/A	N/A	4.30	6.02	9.75	6.84	5.80	12.36

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.00	39.56	42.59	43.70	42.66	33.33
Level 2	N/A	N/A	N/A	44.13	37.41	27.77	39.07	30.66	37.33
Level 3	N/A	N/A	N/A	13.79	17.98	24.07	12.58	23.33	18.66
Level 4	N/A	N/A	N/A	2.06	5.03	5.55	4.63	3.33	10.66

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.56	64.10	70.83	58.49	60.37	40.00
Level 2	N/A	N/A	N/A	21.73	23.07	12.50	22.64	15.09	40.00
Level 3	N/A	N/A	N/A	8.69	7.69	12.50	9.43	15.09	4.00
Level 4	N/A	N/A	N/A	0.00	5.12	4.16	9.43	9.43	16.00

AFRICAN-AMERICAN STUDENTS

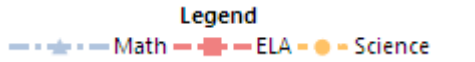
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

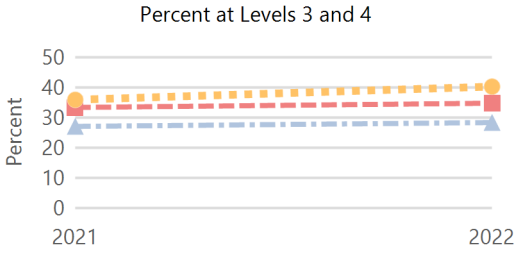
HISPANIC STUDENTS

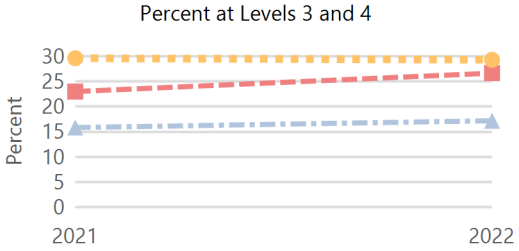
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.36	27.77	N/A	47.22	45.71	25.00
Level 2	N/A	N/A	N/A	31.57	38.88	N/A	36.11	20.00	50.00
Level 3	N/A	N/A	N/A	21.05	27.77	N/A	13.88	28.57	16.66
Level 4	N/A	N/A	N/A	0.00	5.55	N/A	2.77	5.71	8.33

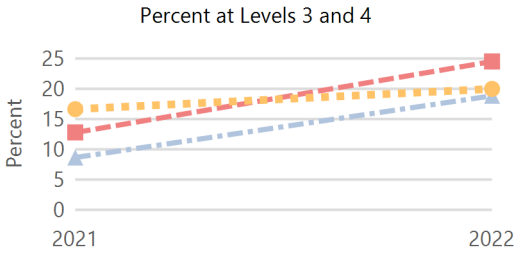
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



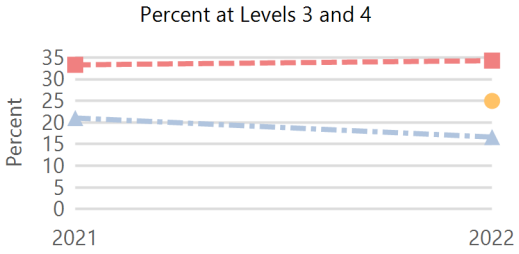






Percent at Levels 3 and 4

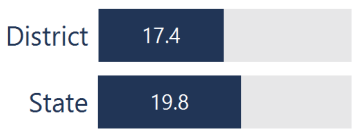
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/12/2023

System: D0327 Ellsworth (0000)

City: Ellsworth

Superintendent: Deena Hilbig

OVT Chair: Kris Hagans

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support: The district has implemented and utilized MTSS for several years in the area of Reading, Math, and SEL. KMS has recently started to implement math tiers. The district has invested in a counselor/social worker in each building to allow for the ability to serve students in all areas of SEL. The high school level offers tiered levels of math instruction for students. They utilize IIP to identify students who need intense instruction.

Family, Business, and Community Partnerships: USD 327 has many opportunities for all stakeholders to be involved in their education process. Each building level has a communication tool in place that allows parents and students to receive important information. They also utilize several avenues from the school website, Facebook, Twitter, Thrillshare, Infinite Campus, and local papers and radios to communicate school events and news. Throughout the district, they provide multiple avenues for community members to be involved in activities from Veteran's assemblies and Nights at KMS to a business fair showcasing local opportunities for HS students. The elementary school utilizes volunteers throughout the year for various events and projects. USD 327 is continuing to grow in this area through the development of Site Councils at all levels including a district Site Council that encompasses parents, businesses and community members from various avenues.

Diversity, Equity, and Access: USD 327 utilizes numerous screening tools to ensure that student needs are met in the area of both physical and social-emotional health. Diversity is emphasized through the use of volunteer readers, morning greeters, and inclusion of SPED students into the daily routine. Much effort has been placed into ensuring that all students with disabilities, various backgrounds, and family structures have a safe learning environment. One way this is accomplished is through Lunch Bunch Groups, Check-In/Check-Out systems, and self-management skills.

Communication and Basic Skills: The district invested in a curriculum director that has helped them to research new resources and provide opportunities for cross-curricular alignment and alignment throughout grade levels. This has helped them to continue to grow unity across the district. EES utilizes PATHS to help promote and teach students effective life skills and ways to communicate through an understanding of their emotions.

Civic and Social Engagement: The elementary students visit multiple businesses throughout the community and utilize real-world field trips to enrich student learning. Students participate in a

behavior system that allows them the ability to learn budgeting lessons through spending their behavior tickets on a variety of enrichment activities. Other activities include voting on class rewards and the Bear Cub BEST Job initiatives. This initiative allows students to apply for, interview, and carry out various jobs throughout the building. It develops ownership and belonging throughout the building. KMS hosts multiple events to enhance civic engagement. Students interview and present on a Veteran from the community during a Veteran's night as well as host a Veteran's Day assembly. To further civic responsibility, students participate in mock elections and hold pancake feeds and numerous other community events throughout the year. EJSHS provides numerous opportunities for students to participate in various extracurricular activities. These organizations actively volunteer throughout the community allowing for the building of great relationships They host a Bear Cats Give Back service day in their community where they work together on beautification projects throughout the community.

Physical and Mental Health: The district has initiatives across all buildings that support SEL. Each level has a screener in place to help identify students in tiers. They are transitioning from AimsWeb+ to Fastbridge this year. To this end, they utilize Smoky Hill Education Service Center to provide PD opportunities for staff to continue to develop resources and skill sets to assist with SEL in their various roles. They now have a counselor/social worker at each site to help facilitate lessons and guide conflict resolution. Each level provides some form of curriculum in the areas of self-regulation and mental health. The social-emotional measurement tool is SSIS (Social Skills Improvement System) which relates to the SEL competencies of CASEL.

Arts and Cultural Appreciation: The district has many occasions for students to appreciate art and culture. Grade school students are able to listen to performances by the High School band. A community volunteer helps display student art in the entryway of the elementary school each month. While at the middle school level students are able to watch theater performances presented by Creed Repertory. They also travel to the Performing Arts Center and students' artwork is displayed at the Art Center for Youth Art Exhibit.

Postsecondary and Career Preparation: Students benefit from career exploration and skills throughout all levels at USD 327: 97% of students and 96% of parents surveyed felt their child was adequately exposed to career opportunities. Grade school students get hands-on experiences with the workforce through Bear Cub BEST Jobs and learn about various career opportunities through assemblies and field trips throughout the community. The middle school level continues to implement Academic and Career Exploration. The high school implemented IPS; they are currently transitioning to Xello from Career Cruising. Students review their data with parents during a Spring Student-Led Conference. They are continuing to add courses through evaluation of the IPS to meet student needs.

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

ARC Comment

Goal 1 Relationships: To improve relationships with all stakeholders (students, staff, parents/caregivers, and the community. Also, to develop collaborative and engaging school culture for the community, families, and all stakeholders.

The district has developed a new mission statement to help guide them in the process of meeting its goals. The district has implemented several initiatives that allowed them to continue to build and develop relationships among all stakeholders. They provide numerous avenues for community involvement and communication. Most recently, they have coordinated Public Listening sessions that address 5 main areas in their school system to receive feedback from all stakeholders. The OVT felt the district did a great job of putting into place Social Emotional programs to help students with self-esteem, self-regulation, and problem-solving skills. They continue to grow their resources in the area of meeting students' needs in Social Emotional development.

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:
EES: To align our curriculums to integrate CTE (real world), technology, and soft skills into daily instruction to prepare students for future success.
KMS: The needs of all learners will be met through the use of effective instructional strategies for future success.
EJSH: To improve CTE real-world opportunities to promote postsecondary preparation and success.

The district hired a curriculum director to help implement and guide curriculum alignment across grade levels and subject areas. The district provides numerous opportunities for Professional Development of staff in multiple areas. Furthermore, they utilize data to help drive decisions for student achievement and curriculum decisions. Throughout many hardships of Covid and administration turnover, the staff was able to continue to move forward with goal progress; nonetheless, the achievement in this area is commendable. Furthermore, the district continues to look for and improve curriculum systems to strengthen fidelity and alignment for student success.

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

ARC Comment

The OVT stated that the relationships built over the course of the KESA process have seemed to improve understanding, deepened acceptance, and instilled a stronger sense of community among all active participants. Parent surveys will be continued as we strive to meet with all stakeholders in person throughout the year. Based on the data and discussion with staff that has been through this process, all agree there is a need to continue to utilize the resources we have available and while it may not continue to be a goal in the future, will remain a priority in the years to come.

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 stated that throughout the five-year cycle, USD 327 has done an excellent job of implementing the recommendations of the OVT to the system. The team is impressed with the effort of the district to meet Kansas' Vision for Education and State Board Outcomes. Even more impressive is the plan the district has to improve in these areas as they continue to put their students first by giving kids what they deserve, doing it better together and truly caring about all students.

Board Outcomes

Social-Emotional Growth	To address issues, staff have incorporated social-emotional lessons into the start of every day of school (40 minutes of SEL curriculum daily) at the elementary level and at the middle school level have incorporated Bulldog time and they utilize the Random Acts of Kindness. In addition, SEL screeners are used three times a year to identify student needs. To further support the focus of relationships (USD 327 had brought Samantha Neill and James Moffett (principal/trauma-informed speaker) in as speakers for the district. They then followed up in year five with EJSHS's new principal and national trainer for trauma-informed practices, John Cannon. After realizing their SEL data was skewed, they implemented SSIS (Social Skills Improvement System) in the 2021-2022 school year. Finally, partnering with Central Kansas Mental Health will be an added asset. They currently have a memorandum of understanding and case managers come into the schools to support students with case management as needed. There are intentions of taking this one step further in the future. Conversations have occurred this year with the Director of Therapy at CKMHC and together we are exploring an application for a Mental Health Improvement Grant. This would allow an additional person to be on-site (shared cost) within our district to provide support to students at all grade levels as needed.
Kindergarten Readiness	Improvements in this area have come a long way and there is a desire to see continued, increased improvements in the years to come. Through the course of the KESA process, the three private preschools that feed EES have increased communications with the school. The district stated that going forward an effort will be made to coordinate with all three private preschools to vertically align curricular standards and explore additional ways in which to provide our incoming Kindergarten students with the social and academic preparedness to begin their successful educational experience at EES.

Individual Plans of Study	In compliance with KSDE, the district has implemented many strategies that will focus on employability technical and cognitive skills to prepare students for secondary success. The teachers begin to focus on this journey in middle school by exposing the students to a wide variety of career and academic opportunities. A class, Academic and Career Exploration was developed and implemented for every middle school student. This class allows students to learn about technical colleges, junior colleges, the military, and certificate programs along with traditional four-year colleges. In addition, students are exposed to numerous job possibilities at the middle school and high school levels and the district strives to introduce students to many different paths (eight with our CTE) such as vo-tech, junior colleges, four-year colleges, certificate programs, and military options. The district recently moved to electronic portfolios for the students to house their Individual Plans of Study information. Within this portfolio are four-year plans, assessment results (MAP/Fastbridge, WorkKeys, ACT, KAP), job and/or career prep which includes internships, on-the-job training, job shadowing, or community service and it also includes work experience and reference contacts.
High School Graduation Rate	USD 327 is slightly below the state goal; however, the district is trending upward with the four-year adjusted cohort. The district's graduation rate in 2017 was 86% and this increased to 92.7% prior to Covid hitting in 2020. Online learning was difficult for students and the district saw the results of this that year with a drop in graduation rate to 88.6%. This has since rebounded and increased to 89.8% in 2021. The district strongly feels that with the increased focus on CTE and career pathways in the next cycle we will see graduation rates continue to increase over time.
Postsecondary Success	USD 327 is below the target; however, they are above the confidence interval which is 58-61.4%. This is promising as it means they are doing better than districts of similar size and similar demographics. The best indicator of post-secondary success is a combination of both reading scores and overall attendance rates. The data over the course of the last five years shows that State Reading scores remained steady, showing improvements overall. All school scores remain above state averages. Attendance data over that same time period correlates accordingly.

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

ARC Comment

It is in this area that the district has its largest success story. Eight public listening sessions were held to gather information surrounding five questions: what is USD 327 doing really well; what are some areas where USD 327 can continue to grow; what are the characteristics of a successful high school graduate; what do we want to be known for; and what is the best way to communicate with you? The data was compiled from these meetings and from this a vision of “We Do It Better Together” was generated and will continue to be the focus going forward.

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

ARC Comment

During each visit, the district was open to the OVT's comments and suggestions and has worked really hard to meet their expectations, and the evidence in their report shows. The OVT was extremely impressed with the gains the district has made throughout the improvement process.

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

ARC Comment

The District has a curriculum director that allows a concentrated effort at intentional alignment. The entire team at USD 327 has done an excellent job of keeping the KESA process relevant to the student needs of their district. Professional development is consistent with District goals and has helped staff as well as purchased resources needed to assist in accomplishing the goal.

ARC Recommendation

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

Justification

Throughout the five years of the KESA cycle, USD 327 has seen many changes and strides in relevance and building relationships. Changes in leadership at the district and building level have posed challenges to the instructional teams and organization as a whole. The district was able to move past these challenges and provided opportunities for success for the students.

Strengths

The OVT is extremely impressed with the gains made in the last five years. One of their many strengths is having a team of qualified teachers and staff who are caring and welcoming. They are indeed passionate professionals. In addition, the three buildings are developing collaboration across the district. This was a huge concern when the team first started. They felt as if they were separate entities. Now there is unity and cohesiveness in all three attendance centers. There is ample evidence to show that ALL stakeholders are involved in the school improvement process.

the District is doing a great job of addressing professional development by providing tools and money to grow in the classroom and help with student learning. The District has a shared vision of communication that is open and forthcoming. This has allowed all stakeholders an opportunity to engage and provide input to create buy-in from all stakeholders.

Challenges

One area of projected growth is in aligning the CTE programs district wide and have increased from 8 to 10 pathways. The district is doing better but still, the staff wants to continue to grow. They have grown in their ability to bridge cross-curricular activities which expand across three buildings. To meet the growing need for continued focus on employability, they have been able to transition staff but this is still an area of need in order to provide the best learning for students. Yet another area of growth has been having the momentum among staff members to drive the change the district so desperately needed. They hope to be able to continue the current passion of the district.

Moving forward, the system needs to have system-wide goals for the next cycle.

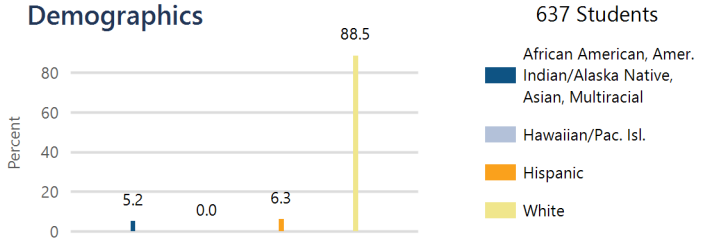
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Ellsworth USD 327

145 W 15th Street, Ellsworth, KS 67439-0306
(785) 472-5561
http://www.usd327.org

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

Demographics

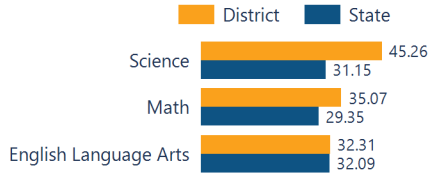


District Kansans Can Star Recognition

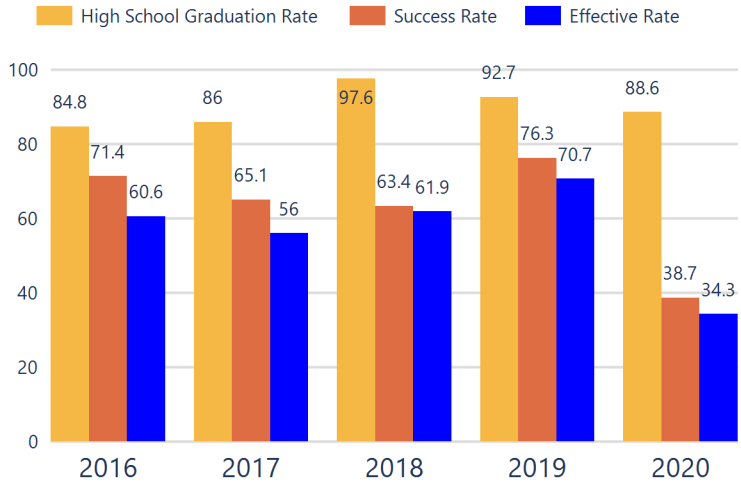
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				✶
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **90.0%**

Five-Year Success Avg **63.5%**

Five-Year Effective Avg **57.2%**

95% Confidence Interval for the Predicted Effectiveness Rate **58.0 - 61.4%**

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

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

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

93.9% State: 89.3

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

93.3% State: 92.1

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

20.2% State: 25.4

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

0.3% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$14,710
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Ellsworth USD 327

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.91	22.69	23.66	24.30	27.34	23.64
Level 2	N/A	N/A	N/A	42.94	39.87	25.95	40.60	40.33	31.08
Level 3	N/A	N/A	N/A	20.85	29.75	29.00	27.34	24.86	30.40
Level 4	N/A	N/A	N/A	8.28	7.66	21.37	7.73	7.45	14.86

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.48	30.10	24.32	40.90	37.87	33.33
Level 2	N/A	N/A	N/A	47.31	44.08	24.32	36.36	37.87	30.00
Level 3	N/A	N/A	N/A	13.97	23.65	35.13	21.21	21.21	26.66
Level 4	N/A	N/A	N/A	3.22	2.15	16.21	1.51	3.03	10.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	70.00	56.00	45.45	70.21	63.82	39.28
Level 2	N/A	N/A	N/A	16.00	36.00	36.36	12.76	23.40	46.42
Level 3	N/A	N/A	N/A	10.00	6.00	18.18	10.63	6.38	10.71
Level 4	N/A	N/A	N/A	4.00	2.00	0.00	6.38	6.38	3.57

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	19.04	14.28	N/A	13.63	9.09	N/A
Level 2	N/A	N/A	N/A	52.38	66.66	N/A	59.09	86.36	N/A
Level 3	N/A	N/A	N/A	19.04	14.28	N/A	22.72	0.00	N/A
Level 4	N/A	N/A	N/A	9.52	4.76	N/A	4.54	4.54	N/A

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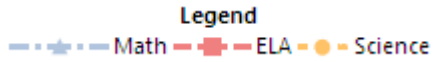
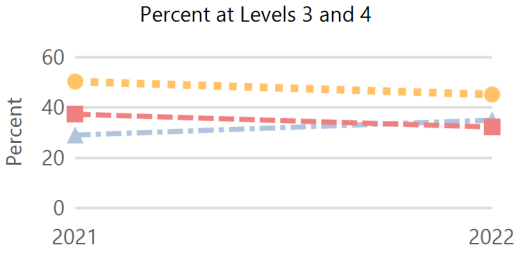
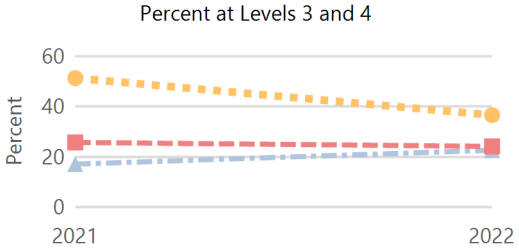
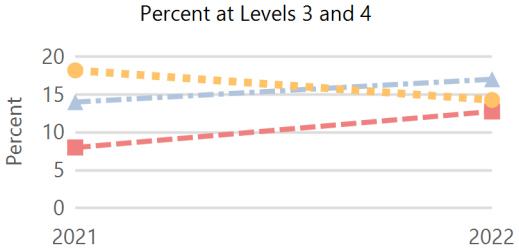
Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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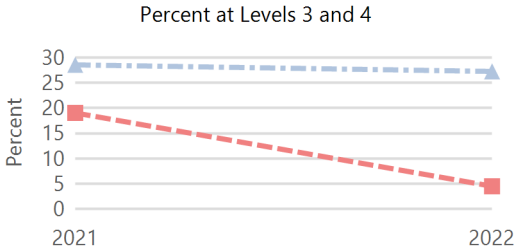

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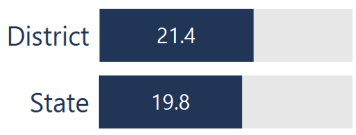


Accreditation Summary

Date: 02/10/2023

System: D0330 Mission Valley (0000)

City: Eskridge

Superintendent: William Clark

OVT Chair: Matt Brenzikofer

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Support:
According to the system and OVT report, prior to this cycle USD 330 did not have a defined, data-driven tiered framework of supports. PreK-6 has a tiered system in place where data is monitored, and interventions are adjusted based on student need. Additionally, middle school has math, ELA and social-emotional interventions implemented based on building and state-level data collection tools. During the 2020-2021 school year, tiered systems of support for 9-12th students were implemented. The system hired additional staff (Excel Position) for 7-12th grade students to support intervention development and data tracking. The district provides a Viking hour for interventions/enrichment for targeted reading, math and social-emotional interventions. The junior high has a targeted hour for math and reading instruction and a 25-minute intervention block for 7-12 Excel teachers and the Excel program. The system also provides After School Academic Program as needed for students to receive support after school. Additionally, the district offers summer school for 7-12 for 4 weeks in the summer and a Jump Start program for students K-6th for two weeks prior to school starting. The system indicated it used MAPS/AIMS data for intervention but it is unclear how that data is used or consistently analyzed and the process associated. The system should continue to examine if the data provided allows for further development into tiered groups that are effectively meeting student needs.

Family, Business, and Community Partnerships:
According to the OVT and system report, USD 330 has a practice of engaging all stakeholders occurs and there is some evidence related to partnerships that have occurred during this cycle. The system has developed partnerships with local businesses for students to complete internships while earning credits for graduation. Currently, the system had 3 students utilize this during the 2021-2022 school year. The system also holds various events for community engagement through community pep rallies, picnics, and Spring Carnivals. Additionally, the district has incorporated live feeds in local businesses to support student needs along with support from local FCCLA and FFA chapters for community service activities and partnerships. The system has also developed Gold Club Sponsorships with businesses and with the Dover Community Foundation. The district also received a Civic Advocacy Network Award for its Civic Engagement There is limited information on how the system collects and gathers feedback from all

partnerships to determine and assess effectiveness.

Diversity, Equity and Access:
According to the system and OVT report, Mission Valley has started to make a strong effort to include diversity and equity in its plans and has been generally addressed. The system has invested heavily in updating curriculum in science, social studies, and math curriculum allowing for resources for students and staff to serve diverse populations. The system is expanding learning opportunities by offering Spanish, Sociology, and Current Events classes as elective options each year and field trips. The system has also added staff in the form of an At-Risk Coordinator/Interventionist during the 2021 school year.

Communication and Basic Skills:
According to the reports, communication and speaking skills are taught and used in daily coursework at both elementary and secondary levels. Students are also provided with knowledge of skills to reflect on their school success through various projects inside and outside of school.

Civic and Social Engagement:
According to the system and OVT reports the system is using the 6 Proven Practices for Effective Civic Learning and won the Civic Advocacy Networks Award in the Fall of 2022. The system also utilizes the Medal of Honor Curriculum for students to develop civic and social engagement. The systems FFA, STUCO, KAYS, and FCCLA are very involved in service projects, and fundraisers for community and outside agencies in need.

Physical and Mental Health:
As evident in the system and OVT report, the district provides daily PE for K-9 and PE electives for older students. The system offers a wide variety of sports activities and after-school academic and health/fitness programs called Chapman's Champs. The system strengthens SEL lessons and implemented the HEARTS SEL curriculum and Sanford Harmony SEL. The system also developed a partnership with Crosswinds Counseling so counseling services could be offered onsite for students/families. Additionally, a telehealth space is provided for families to support the mental health needs of students. The system has also partnered with the special education services support agency to add a K-12 Social Worker, K-12 School Psychologist, and a 7-12th Grade Counselor.

Arts and Cultural Appreciation:
Data from the system and OVT report indicate that curricula to support structures in art and culture are evident. The system employs a full-time art teacher that offers art daily to K-6 students. 7th-8th students have offerings of band, Choir, Art daily on quarterly rotations, and jazz band in addition at the high school level. The system is expanding arts offerings by adding courses for students to take as electives as well as adding another foreign language (French) in addition to Spanish. The system also works in partnership with Kickapoo Nation Tribe in a yearly partnership to expand exposure to Native American cultures.

Post-Secondary and Career Preparation:
The system uses Xello in IPS development and career awareness at the high school during advisory groups and it is unclear if used at the middle school level. According to the reports, 55.2% of the system's graduates met the state's postsecondary success definition in the most recent data from KSDE. Student-led parent-teacher conferences have been implemented at 7-12th allowing students to engage in a dialogue with their parents about their post-secondary goals and career choices. In addition, the System has implemented a work-study/job shadowing program for students along with providing opportunities to apply for local scholarships. The system also offers dual course credit and certifications.

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

ARC Comment

Goal 1 – Every MV student will increase the social and emotional skills and connections of students and staff.

The goal statement needs improvement in being specific and measurable to determine the impact on student learning. While the system used more qualitative statements regarding the development of staff in social-emotional skills which does transfer over into interactions with students, the system failed in providing evidence of overall progress or how to measure the "increase" addressed in their goal. The system realized in its planning that to impact students' professional development must first start with the staff. Throughout the cycle, the system trained staff in brain development and how it impacts social-emotional skills. The system administered the SRSS-IE screener, 3 times per year, the data is then used to determine general education interventions (small/whole group) with classroom teachers or counselors. Additionally, the system adopted a curriculum for PreK-6-Sandford Harmony and Medal of Honor for 7-12 and developed an implementation plan that is monitored and discussed during collaboration times with staff. Professional development time is set aside during weekly PLCs to examine data and discuss implementation

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

ARC Comment

Goal 2: Mission Valley students show growth in core content by using updated resources that match state standards and having instruction that meets their learning needs as evidenced by their assessment data. This will be measured by tracking our state assessment data for science, ELA, math social studies, and MAPS and AIMS data. (Generally)

According to the system and OVT reports the district updated K-12 Math and K-6 Social Emotional in 2019-2020, K-6 Phonics and 7-12 Science in 2021-2022, and K-12 Social Studies and 7-12 Social Emotional. The system's state assessment data for science, math, and ELA are above the state average in all three areas. However, as examined by subgroups the district showed an increase of students at levels 3 and 4 during the cycle in ELA and science, but growth in levels 3 and 4 in math was consistently stagnant. AIMS Web and MAPS data were not provided for analysis.

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

ARC Comment

The system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. The system has added additional intervention staff, additional academic and social summer programming, a counselor, a school psychologist, and a social worker. Additionally, the system works with its local board to share data updates monthly about the improved vision and plans for Prek-12 grade so policies and resource allocations can be made.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a

plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	The system took a K-12 approach to further the social and emotional development of students during this KESA cycle and before this cycle did not offer or teach social-emotional skills to K-12 students. The system used data from the Kansas Communities that Care Survey and SSRS-IE analysis to implement daily, weekly, and yearly strategies for students in the system. Data is gathered and examined to determine trends, needs, and individual interventions. Additionally, data gathered was used to support curriculum development and selection- K-6 students use Stanford Harmony Weekly, and 7th-12th use the TASN Competency Wheel and Medal of Honor Curriculum. The district uses data to develop and guide social-emotional lessons that occur during intervention time called Viking Hour to support student needs. The district has also developed a partnership with a community mental health organization to provide support on-site for students. The system has also developed a K-12 SEL committee and SEL team for 7th-12th and K-6th. In 2022, the system earned the Kansas Star Recognition: Copper
Kindergarten Readiness	At the start of the KESA cycle, the system had a reverse integration preschool for students identified with special education needs. The system does administer the ASQ SE-2 and ASQ 3, but it is unclear the percentage of participation. During the cycle, the system wanted to expand offerings to students and applied for the at-risk grant and was awarded the funds to transition during the 2021-2022 school year to allow at-risk students. With the preschools being new to the system, the focus will be on establishing the programs and data collection necessary to determine the effectiveness and needs of all students as they enter early childhood programming and beyond. 2022 Kansas Star Recognition: Copper
Individual Plans of Study	The system has individual plans of study in place for all students in 8th-12th grade. The system uses Xello program to support and guide IPS development. Advisors meet weekly with students twice a year and have discussions also during student-led conferences with parents. The system uses the KSDE IPS checklist and IPS Star Application to determine if meeting expectations set forth by the state. Students maintain the same advisor in 9th-12th grades and IPS and digital portfolios are developed with each student having a resume, online portfolio, volunteer documentation, college visits documented, completed FAFSA, job shadowing, and internships recorded. Kansas Star Recognition: Copper

High School Graduation Rate	According to the 2021-2022 Accountability report, the system's graduation average is 89.6% and has exceeded the state average in 3 out of the 5 years in this cycle. In addition to exceeding the state's graduation average each year, the system has also exceeded the State's attendance average and fell below the State's chronic absenteeism average and dropout rate.
Postsecondary Success	The system's 2021-22 5-year effective average rate was below their predictive range of 54.4-57.1% at 49.5%, The system is continuing to monitor the effectiveness rate and will be increasing support and post-secondary guidance for seniors to develop a post-secondary plan and how to access supports at post-secondary institutions. • Academically prepared for postsecondary: The 2020-2021 accountability report indicated that the system is achieving above the state average in ELA, math, and science. The system continues to make academic preparation a priority by focusing efforts and resources on this area.

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

ARC Comment

Evidence from the System and OVT report indicated that some stakeholder feedback is gathered and progress is shared randomly on improvement in some goal areas. The system shared the KESA process with community stakeholders, staff, and parents along with the board through meetings, community events, social gatherings, and digital media and district mailings. The system is not fully transparent. Some stakeholder groups are represented and involved in the KESA process. Groups not evident were student groups and populations within the community that may not have students attending school. Some evidence is provided some stakeholder groups (teachers, parents, community members) provided input to the system with regard to KESA.

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

ARC Comment

The system indicated that the OVT was very supportive and encouraging of the information present. The OVT team communicated that the desire was for the final year to work together to move students forward due to the high turnover rate of the OVT team. The system wants to continue to move staff and students forward and continue their progress in earning Star Recognition in 6 areas from KSDE.

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

ARC Comment

The system and OVT have provided evidence supporting that the system followed all KESA processes with fidelity. The system submitted yearly reports prior to OVT visits and had thorough information prepared in advance. There was quite a bit of changeover of the OVT during their cycle and the current OVT was only together during the last two years and only one of those members was on the OVT previously. However, the current OVT recognizes the strong leadership, and implementation was not without issue, but yielded impressive results. The system adequately followed through on its goals, took steps to continue to move forward, and analyzed its process.

ARC Recommendation

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

Justification

The system has addressed all areas of the KESA process. Evidence provided indicated the system is focused on providing learning opportunities for all students. Internal and external stakeholders play a major part in developing a successful learning environment for all students. Data was collected and used to drive decisions to improve student learning and create a safe education environment.

Strengths

1. Cohesiveness of the staff within the system
2. Area of growth and continued plans for improvement in the area of social and emotional needs for students.
3. Student-Centered Focus by staff and administration
4. Academically Prepared Students based on State Assessment Data (KSDE Copper Star Recognition)
5. Graduation Rate-KSDE Bronze Star

Challenges

1. Staying focused on paying attention to using data to drive decisions in all areas outlined in the State Board Outcomes and new KESA cycle
2. Use research-based curriculum and instructional models to improve stagnant growth in math subgroup data since curriculum adoption is moving beyond the implementation dip that can occur with new materials.
3. Root cause analysis in the dramatic decline in the subgroup (Hispanic students) academically prepared for ELA and math
3. Data collection, data analyses, and reflection on data to support your goals in the KESA process and student learning
4. Monitor the Postsecondary Effectiveness rate for continued improvement and determine what systems and supports are needed to be in place for the system to make continued growth
5. Expand Stakeholder engagement in the KESA process (community, students, etc.)
6. During the next KESA cycle, use data from your needs analysis to develop specific and measurable goals related to overall student improvement.

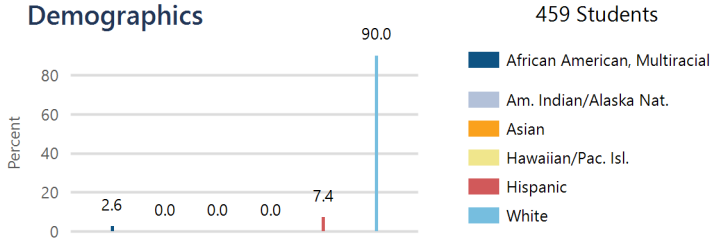
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Mission Valley USD 330

511 East 2nd Avenue, Eskridge, KS 66423-0158
(866) 557-6686
www.mv330.org

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

Demographics

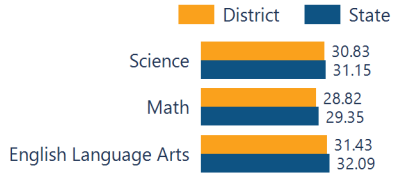


District Kansans Can Star Recognition

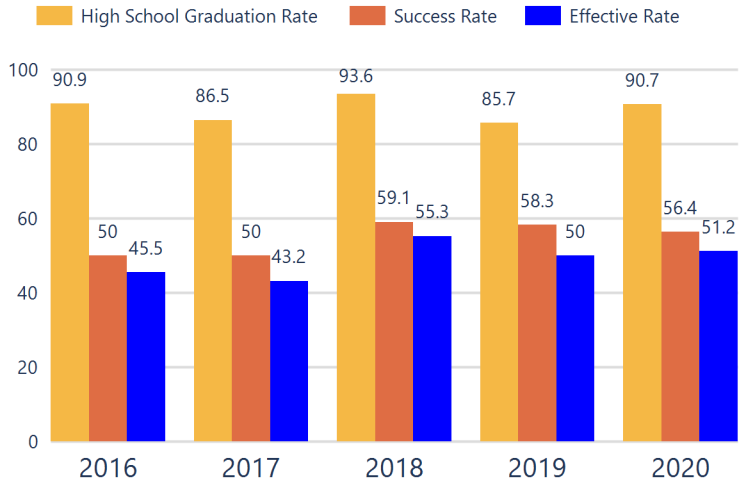
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				✶
Kindergarten Readiness				✶
Individual Plan of Study				✶
Academically Prepared for Postsecondary				
Civic Engagement			✶	
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
89.6%

Five-Year Success Avg
55.2%

Five-Year Effective Avg
49.5%

95% Confidence Interval for the Predicted Effectiveness Rate
54.4 - 57.1%

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

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

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

100.0% State: 89.3

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

91.8% State: 92.1

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

19.2% State: 25.4

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

1.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$16,469
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Mission Valley USD 330

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	24.01	18.58	30.69	25.32	27.94	32.71
Level 2	N/A	N/A	N/A	45.41	38.93	23.76	45.85	40.61	36.44
Level 3	N/A	N/A	N/A	25.76	35.84	32.67	23.58	25.76	22.42
Level 4	N/A	N/A	N/A	4.80	6.63	12.87	5.24	5.67	8.41

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.00	33.82	39.39	33.82	47.05	23.07
Level 2	N/A	N/A	N/A	37.14	33.82	27.27	44.11	30.88	50.00
Level 3	N/A	N/A	N/A	18.57	27.94	21.21	16.17	16.17	26.92
Level 4	N/A	N/A	N/A	4.28	4.41	12.12	5.88	5.88	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.26	41.37	57.69	44.89	60.00	50.00
Level 2	N/A	N/A	N/A	39.34	37.93	23.07	44.89	32.00	45.00
Level 3	N/A	N/A	N/A	11.47	12.06	3.84	6.12	8.00	5.00
Level 4	N/A	N/A	N/A	4.91	8.62	15.38	4.08	0.00	0.00

AFRICAN-AMERICAN STUDENTS

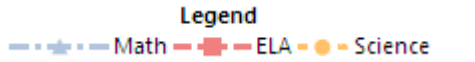
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

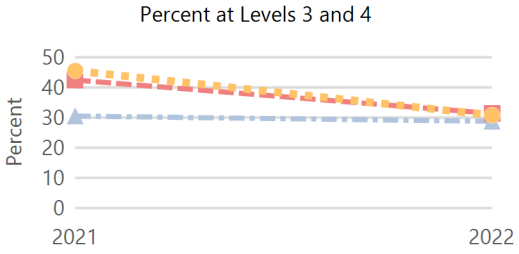
HISPANIC STUDENTS

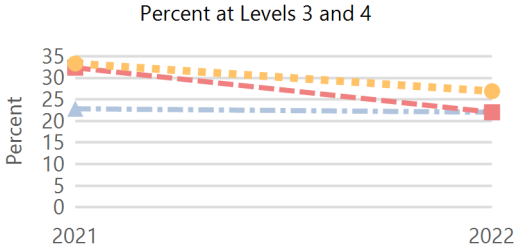
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.46	15.38	N/A	18.18	45.45	N/A
Level 2	N/A	N/A	N/A	46.15	61.53	N/A	54.54	36.36	N/A
Level 3	N/A	N/A	N/A	15.38	15.38	N/A	27.27	9.09	N/A
Level 4	N/A	N/A	N/A	0.00	7.69	N/A	0.00	9.09	N/A

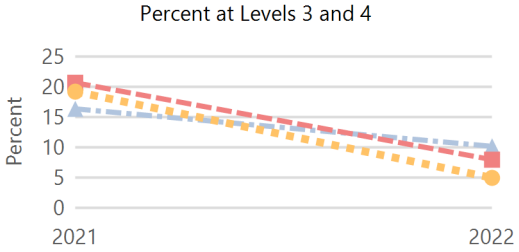
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



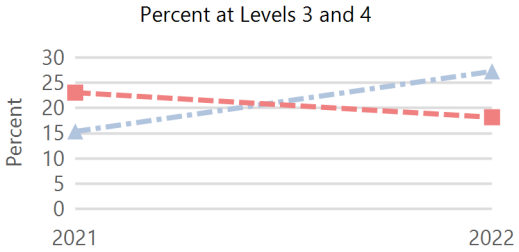






Percent at Levels 3 and 4

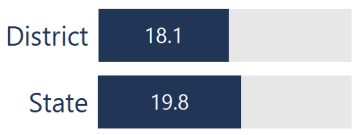
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 02/10/2023

System: D0332 Cunningham (0000)

City: Cunningham

Superintendent: Robert Reed

OVT Chair: Ryan Cunningham

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that some work is being done and plans are being actively put into action.

Tiered Framework of Support:
The system has had no significant changes over the course of the cycle with the Tiered System of Support and student results remain solid. MTSS is in place for K-6 grade students. Intervention is based on AIMS Web screenings in the Fall, Winter, and Spring. Interventions occur daily to support reading and math needs for students. The system did hire a paraprofessional to help with the support of interventions both small groups and class-wide. There is no formal, data-based Tiered system of support in place for students at the junior high or high school level based on information from the System and OVT report. The district did indicate they will be starting to collect benchmark data and look at ways to improve tiered support within the current structure.

Family, Business, and Community Partnerships
The OVT report indicated this was a strength for the district. The community recently passed a 13-million-dollar bond issue to improve facilities at the school with a committee of 4 staff and 30 community members. Community meetings were held between stakeholders to communicate needs. This shows the strength between the educational system and the community. Other partnerships include business partnerships with CTE pathways to support projects and needs, service organizations within the school sponsor community dinners, volunteer readers in the school from community members, and mentoring programs for elementary students. The district is very aware of its continued goal to improve and sustain partnerships with the community.

Diversity, Equity, and Access
According to the KSDE 2020-2021 Accountability Report, diversity within the system is African-American-4.92%, Hispanic-.55%, Other 1.09%, and White 93.44%.USD 332 is a small, rural community. The system has started a backpack program for students who qualify for weekend food to take home. The high school offers foreign language credits and a variety of online courses for student interests. The district also provides a German Exchange program where multiple students have participated. The district has also hired an additional support staff person to work with At-Risk students and the system uses the local special education cooperative for support of students with disabilities.

Communication and Basic Skills:
According to the system and OVT report, the district has been working on teaching students according to Kansas Curriculum Standards. The students practice communication and basic skills at all grade levels and grade spans and also through participation in co-curricular activities. Information is somewhat present but limited as to what is happening at each grade span.

Civic and Social Engagement
The System and OVT report that USD 322 has monthly Family Groups that revolve around character education components and complete activities as a "family" related to that character word of the month. Additionally, elementary students complete community service activities, caroling, and service worker activities. Students at the junior high have student representation at city council, school board, and site council meetings and volunteer at local businesses.

Physical and Mental Health
According to the system and OVT report the district provides PE daily for students in K-8 and required PE/Health elective in high school for the KESA cycle. The district has incorporated Wellness Wednesdays monthly where some type of physical activity is supported for students every hour. The system also has a social worker available to meet with students as needed to address additional mental health concerns. The system has also partnered with Horizons Mental Health to have an outside therapist twice monthly onsite for students who have been screened and referred for more intensive support.

Arts and Cultural Appreciation
According to the system and OVT report, elementary students participate daily in music classes and attend field trips to museums and plays. Junior High and High School students have choir and band available to them, school plays, Forensics, and Fueled Ed curriculum allows for art classes as electives for students.

Post-Secondary Career Preparation
The system and OVT report indicated that secondary students use Xello for career and postsecondary exploration starting in Year 5 during seminar time. Additionally, in Year 5 they are using IPS digital portfolio for high school students. Students are given opportunities to go on college visits to universities, community colleges, and tech schools. College representatives visit the school regularly. Seniors have intern opportunities to participate and work-study is available for students on track to graduate. There is no information presented for students at the elementary level regarding post-secondary career preparation.

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

ARC Comment

By May 2023, we will track community involvement through increased social media presence, and increasing projects in the classroom that involve the community by adding 3 new community/business partnerships in both PreK-6 and 7-12.

Data was lacking or inconsistently presented for review. The goal addressed community involvement via social media presence and increasing community/business partnerships, however, no data was provided to determine success or progress related to this goal or a needs assessment to develop this goal. The system and OVT report indicate an increase in engagement on social media and artifact referenced listed community-based activities the system participated in.

Areas For Improvement

Comment	The system did not provide sufficient evidence of having two fully developed measurable goal statements based on a needs assessment and data to support progress and growth.
Rationale	The two goals are not fully developed or provide a measurable impact on P-12 student learning. Evidence of a needs assessment being used to determine goal areas were not provided. There was limited to no data on the goals having an impact on P-12 student learning or moving the State Board Outcomes.
Tasks	1. Administer a needs assessment survey to determine what goal areas need to be addressed. 2. Create a fully developed goal statement based on the results of the analyzed needs assessment. 3. Develop a goal that is measurable and complex enough to challenge your system throughout its continuous improvement process/cycle. 4. Develop a plan of action to collect and analyze data, determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach the goal. 5. Determine how and if student learning will be impacted by the goals. 6. Develop activities and strategies to accomplish goals.
Timeline	02-20-2024
System Response	This goal area has been retooled to include a student achievement goal. We believe we are on the right track to ensure we are utilizing Community Engagement in the correct way. The achievement area we are tracking is AIMSWeb data for percentage of students on grade level.

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

ARC Comment

By May 2023, USD 333 will increase CTE enrollment by 10% and add 2 new pathways.

The system and OVT report indicated the district started with two pathways and by the end of the KESA cycle had 6 pathways, however, two were not being implemented at the end of the cycle due to staffing issues. Data related to enrollment indicated a percentage of decrease in Ag enrollment in 2022-2023 from the 2021-2022 school year by 27%, but also shows an increase from 2019-2020 to 2022-2023 by 8%. The data to determine progress and growth in enrollment is not evident or unclear as there was not a needs assessment provided or data to determine if growth or improvement occurred in the percentage of students enrolled in CTE and the positive impact on students.

Areas For Improvement

Comment	No needs assessment was provided to determine the focus or development of the goal based on data. No action/implementation plan including evidence-based strategies or intervention is developed or implemented. The systems professional development program is not present or aligned with their goal and limited measurement of the success of programs and activities.
Rationale	Evidence of a needs assessment being used to determine goal areas

	were not provided along with the data analysis to support goal selection. The system did not provide an action/implementation plan including evidence-based strategies/interventions or data relevant to determining progress toward the goal.
Tasks	1. Administer a needs assessment survey to determine what goal areas need to be addressed. 2. Create a fully developed goal statement based on the results of analyzed needs assessment results. 3. Goals are measurable and complex enough to challenge the system throughout its continuous improvement process/cycle. 4. Develop a plan of action to collect and analyze data, determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach the goal. 5. Determine how and if student learning will be impacted by the goals. 6. Develop activities and strategies to accomplish goals.
Timeline	02-20-2024
System Response	This goal area has been retooled to include a student achievement goal. We believe we are on the right track to ensure we are implementing CTE courses and offerings in the correct way. The achievement data we are tracking is Postsecondary Readiness. We have gone back to see the increase of students pursuing training or a career option in a Pathway field since adding the Pathways and courses within our course catalog.

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

According to the system report, it generally has worked with its local board to indicate policies/procedures are in place along with resource allocations to support implementation. The district has utilized Perkins funding cycle to be allocated for support for newly created pathways.

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

ARC Comment

Data for some State Board outcomes are at or above expectations while other outcomes fall below state averages. The system can explain its data results for some State Board outcomes and has attempted to make changes to improve outcomes. There does not appear to be a plan for addressing all outcomes, nor a consistent collection of data to determine results and needs.

Board Outcomes

Social-Emotional Growth	The system has a curriculum that is being taught and groups to support the social and emotional needs of students. The system indicated that data was collected at the beginning of the cycle, but is not evident within the information present and has not been collected to determine areas of growth or improvement in years 4 or 5 of the process. The system has utilized grant funds to hire a social worker to support students across the system and individually, however, the district is unclear if that support can be maintained if the grant funds are diminished.
Kindergarten Readiness	The system indicated that 100% of students completed the ASQ tools indicated. Additionally, for new students, the system also uses DIAL. The data is used to determine student readiness for kindergarten and areas of concern. The OVT report indicated growth from Fall to Winter scores for Kindergarten using AIMSweb scores, however, only Fall of 2022 data was shared so growth was not presented to the ARC. The system indicated that in the previous year, only 28% of parents had concerns with their child's overall readiness. Additionally, the system has partnered with the local special education cooperative to provide a preschool program for 3 and 4 year old's and the district offers a transitional program (1/2 day Kindergarten, ½ day preschool)
Individual Plans of Study	The system implements IPS work weekly, utilizing Xello for career guidance during the high school student seminar period. All students in grades 8-12 have access and utilize a digital portfolio and the school counselor and building principal meet with each class to review and update information related to individual plans of study and their digital portfolio.
High School Graduation Rate	The high school graduation rate for the system is above the state average at 98.1%, and 4 out of the last 5 years at 100%.
Postsecondary Success	The 5-year effective average is 57.7% and the five-year success average is 58.8%. The system has focused on adding additional CTE pathways for students to access. The effective and success rates continued to be within the predicted range, the system has seen a decline from 2017 of a success and effective rate at 75% respectively to a success and effective rate at 50% in 2020.. While the system has indicated increased CTE pathway opportunities for students, it indicates a need to support certifications within those Pathways that are not currently available to students.

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

ARC Comment

Some stakeholders' feedback was gathered and progress was shared randomly within and outside of the system. While the system does a great job internally, as documented on the systems report, with apprising stakeholders (Teachers and students). The system report indicated staff were part of the KESA team and gathered feedback from respective teachers and buildings when needed. Students were part of the OVT visitation to share information with the OVT team. There is no evidence of outside stakeholders being involved in the process during the KESA cycle and sharing of information occurred quarterly for the board of education and site councils.

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

ARC Comment

The system indicated goals were rewritten to ensure they were measurable and that the system followed a specific timeline revolving around the improvement cycle based on guidance from their OVT.

9. The system has **not** followed the KESA process with an expected level of fidelity.

ARC Comment

There is no documented needs assessment to support the system in the KESA cycle. The system does not indicate or provide documentation that a needs assessment and subsequent system improvement are aligned and related to student improvement. The system report indicated it gathered feedback but there is no documentation to support how it was gained or the analysis of the information to support the district goals in the KESA process.

Areas For Improvement

Comment	The area of improvement is to follow the KESA improvement cycle steps.
Rationale	Within the system and OVT reports and artifacts submitted, there was no documentation that a needs assessment was conducted, analyzed and used to develop systematic steps to support the district's KESA process.
Tasks	1. Conduct a complete and extensive needs assessment for the district. 2. Analyze data from needs assessment to develop SMART goals related to student learning and achievement.
Timeline	02-20-2024
System Response	Needs Assessment documents have been located and included to show the completion of this task to develop and track goal creation.

ARC Recommendation

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

Justification

The system is recommended for conditional accreditation due to the lack of documented needs assessment to verify the selection and implementation of goals the system focused on during the KESA cycle. Additionally, the goals need to be defined and measurable to have a direct correlation to impact overall student achievement.

Strengths

The system has an overall graduation average of 98.1%, well above the state average.
State assessment scores in math, ELA, and science are above the state average.
The 5-year effective average is 57.7% and the five-year success average is 58.8%.
The community has pride and overall involvement in the school and system.
Positive individual relationships with students and families.

Challenges

Challenges for the system are to examine ways to expand offerings to students, staffing related to program offerings for students, and the allocation of continued financial resources to support student needs. The system also needs to continue to gather consistent data to evaluate the effectiveness of programs and services for students and conduct an analysis of why the attendance rate is below the state average by 17.4% and chronic absenteeism is at a rate of 46.1%.
Additional challenges to the system are to:
1. Conduct a thorough and systematic needs assessment with all stakeholders.
2. Use the data from the needs assessment to develop specific and targeted goals related to overall student impact.
3. Develop a plan of action to collect and analyze data, determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach each of the goals.
4. Develop activities and strategies to accomplish goals to impact student growth and progress within the system.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

USD 332 feels as if we still have data to share that helps complete our story. We have located Needs Assessment documents that help explain goal creation. We have also tweaked our goal areas to reflect student achievement measures, such as attendance numbers, benchmark test scores, postsecondary readiness, etc. Our district has retooled our goals to help measure student achievement that extends beyond our current cycle. We look forward to continuing to track data for this current cycle to ensure continuous school improvement long past the end of this cycle.

Please refer to all Appeal documentation, including the USD 332 Accreditation Appeal document. That document highlights our response to the AFI. We thank you for taking the time to review our appeal process.

Final Recommendation

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

Justification

Initial Review:
The system is recommended for conditional accreditation due to the lack of documented needs assessment to verify the selection and implementation of goals the system focused on during the KESA cycle. Additionally, the goals need to be defined and measurable to have a direct correlation to impact overall student achievement.

2nd Review after Appeal:
During the initial ARC review, the ARC recommended conditional accreditation due to an AFI written regarding the KESA process and lack of documentation related to a needs assessment conducted, analyzed, or used to develop systematic steps. Additionally, an AFI was written due to the lack of a needs assessment conducted or documented for goal development and data related to growth. Upon appeal, the institution provided data and documentation related to their needs assessment, analysis of such data, and development of goals to impact student learning, which has demonstrated that the system has addressed all areas needed for full accreditation. The following documents were reviewed:

1. AFI Appeal Document by USD 332
2. Needs Assessment Survey–Students, Staff, Parents, Stakeholders
3. 2021-2022 Chronic Absenteeism Data
4. 2018-2021 KSDE Accountability Reports
5. AIMS Reading Data-2020-2022

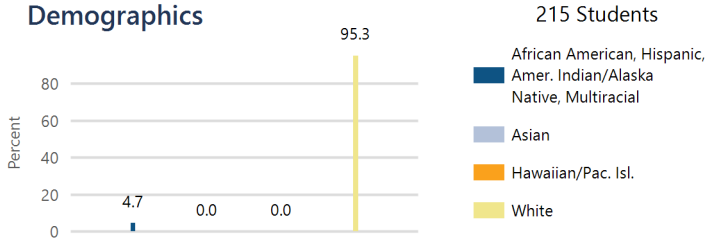
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Cunningham USD 332

104 W 4th, Cunningham, KS 67035-0067
(620) 298-3271
www.usd332.org

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

Demographics

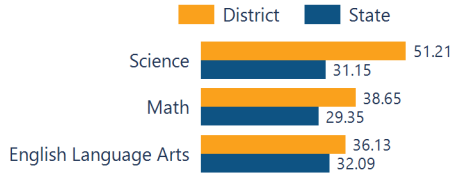


District Kansans Can Star Recognition

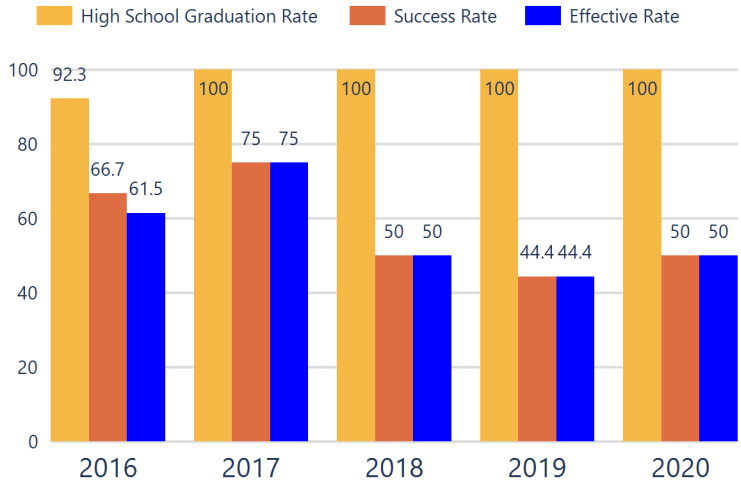
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
98.0%

Five-Year Success Avg
57.1%

Five-Year Effective Avg
56.0%

95% Confidence Interval for the Predicted Effectiveness Rate
51.3 - 55.1%

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

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

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

90.9% State: 89.3

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

90.9% State: 92.1

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

34.0% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,616
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Cunningham USD 332

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	17.34	13.26	21.42	27.73	24.36	29.26
Level 2	N/A	N/A	N/A	36.73	26.53	26.19	33.61	39.49	19.51
Level 3	N/A	N/A	N/A	35.71	47.95	38.09	29.41	27.73	26.82
Level 4	N/A	N/A	N/A	10.20	12.24	14.28	9.24	8.40	24.39

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.47	32.35	35.29	35.55	26.66	43.75
Level 2	N/A	N/A	N/A	41.17	26.47	11.76	35.55	40.00	18.75
Level 3	N/A	N/A	N/A	23.52	38.23	47.05	22.22	24.44	18.75
Level 4	N/A	N/A	N/A	8.82	2.94	5.88	6.66	8.88	18.75

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	57.14	64.28	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	35.71	14.28	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	7.14	21.42	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

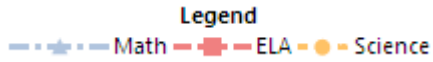
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

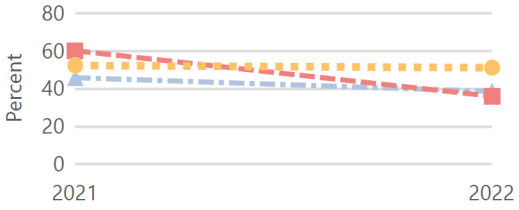
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

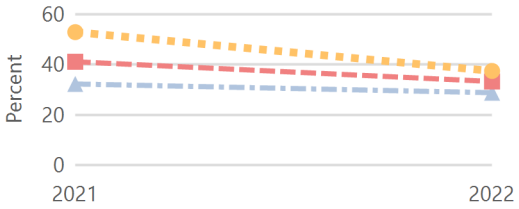
Academically Prepared for Postsecondary Success



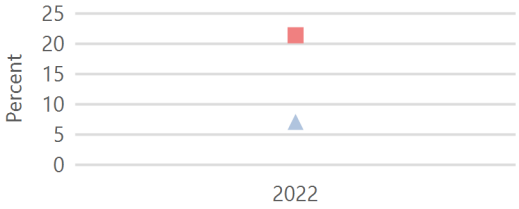
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

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

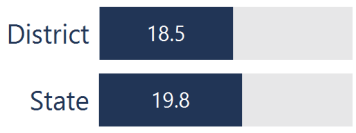
Percent at Levels 3 and 4

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

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 11/20/2019

System: D0353 Wellington (0000)

City: Wellington

Superintendent: Adam Hatfield

OVT Chair: Joel Hudson

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support: USD 353, with the support of TASN, was able to address district-wide needs related to MTSS. The district began at the elementary level and then added MTSS to the secondary level the past year. The district also limited class sizes to 22 at the secondary level. At both the middle school and the high school, they have set aside an hour for "mentoring" and homework help.

Family, Business, and Community Partnerships: The number of students participating in community internships related to CTE pathways continued to grow throughout the 5-year cycle. USD 353 has partnered with Cowley College, including a campus that was constructed near the high school. This has allowed USD 353 students to increase the number of college credits earned. The district is also working with community daycares and parents to address kindergarten readiness.

Diversity, Equity, and Access: The OVT report shared that USD 353 has invested time and other resources to ensure that all student populations have the support they need to feel safe, included, and successful regardless of their abilities, ethnicity, or socioeconomic status. The social-emotional curriculum includes the topics of dignity and respect.

Communication and Basic Skills:

Civic and Social Engagement: This is evident at all levels in USD 353 both within the curriculum and in their community partnerships. There are various student groups at the elementary level, a civics club at the middle level, and a service workday and internships at the high school.

Physical and Mental Health: All buildings in USD 353 have access to Sumner Mental Health experts as part of their Mental Health Initiative. This allows students to receive services during the school day. The district also utilizes Second Step and EverFi curricula as resources.

Arts and Cultural Appreciation: The district utilizes field trips for elementary students to Wichita museums and theaters to expose the students to the arts beyond what is presented within the schools.

Postsecondary and Career Preparation: Work in the area of postsecondary success has been a priority. The district has implemented programs and activities at all grade levels to support postsecondary

success.

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

ARC Comment

Goal Area 1: The district will increase scores on FastBridge Assessments, State Assessments, and ACT Assessments through the adoption and alignment of a K-12 evidence-based curriculum.

During this five-year cycle, the Wellington School District completed a curriculum adoption in all core content areas (ELA, Math, HGSS, and Science). This change was a direct result of an outdated curriculum that did not match up with the Kansas College & Career Ready Standards (KCCRS). This resulted in the majority of their district choosing the same vendor and aligning not only to the KCCRS, but also their district grade level progression.

With any new curriculum, there is bound to be an implementation dip that reflects in test scores. This change, paired with the recent pandemic has added new obstacles for the district to overcome. As a result, Wellington is still working to increase state assessment scores in the areas of Reading and Math. The most recent state assessment data shows an increase in scores for grades 3rd, 5th, and 6th in Math. The most recent state assessment data shows an increase in scores for grade 4th in Reading.

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

ARC Comment

Goal Area 2: USD 353 will increase postsecondary success by increasing the number of students who participate in CTE Pathways, college credits, and internships, CTE Completers.

With a heavier emphasis on postsecondary success districtwide, the Wellington School District has seen a considerable increase in college credits and CTE Completers as well as increased enrollment in CTE Pathways and internships. The district credits its partnership with Cowley County Community College for its increase in college credits. With a campus built near the high school, students have access to classes they did not have in the past. As a result, a total of 4,538 college credits have been earned by Wellington High School students; 469 of those credits were earned in the fall of 2022 alone.

Wellington High School has worked to ensure that a pathway is offered in each cluster area recommended by the state of Kansas. This gives students the opportunity to explore a variety of future-focused fields of study to assist with their post-secondary plans. The number of CTE Pathway Concentrators, students earning two or more credits in a single program of study, and CTE Pathway Completers, students completing three credits of CTE coursework, have continued to increase each year.

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

Information presented to the OVT in years 4 and 5 clearly detailed the system's commitment to continuous improvement. Time and resources have been devoted to developing a vision and plans, and this has been followed up with realistic action plans supported by the training and coaching of staff.

USD 353's alignment of board goals and strategic plan with KESA initiatives should significantly impact student success. It is clear the leadership team is committed to a model that ensures congruent

improvement efforts throughout the system.

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 data for the district shows some State Board outcomes are at or above expectations. There are some that are below expectations and the district has idenified these areas and are working to address those areas.

Board Outcomes

Social-Emotional Growth	The district has seen an increase in concerning behaviors and in the past few years has focused on providing professional development for staff to address these concerns. This includes Safe and Civil Schools training with CHAMPS, ESSDACK presentations on Social Emotional Learning, 8 to Great training, and the implementation of General Education Intervention teams to work with students who are experiencing deficits due to behavior issues. In addition, each building has a dedicated Counselor and Social Worker focused on addressing the SEL needs of students. The district, in partnership with Sumner County Mental Health, has added a full-time Mental Health Therapist for Middle and High School to provide on-site services for students in need.
Kindergarten Readiness	This is one of the main improvement goals for Wellington. Data shows a slight improvement in Math Readiness from 59% to 60% and a major increase in Reading Readiness from 36% to 53% over the past three years. Wellington has demonstrated a focus on improving in this area and data shows progress. In the 22-23 Futures partnered with USD 353 to offer two additional pre-K classrooms at Kennedy Elementary School. This doubled the number of slots for Pre-K students in the district. Using existing community partners, Wellington is actively working to increase the total number of Pre-K students who are provided services.
Individual Plans of Study	Wellington provides students opportunities for students 6-12 to develop Individual Plans of Study. Students in middle grades 6-8 have access to a staff mentor daily and begin career exploration using Xello and the plan is captured digitally to provide students with a portable portfolio for post-secondary use. At the high school level, students are provided with a mentor during the Cru-Con period of advisement. Students have the same mentor for all four years of high school. At the high school level, students conduct Student Led Conferences with their mentors and parents. This includes looking ahead at enrollment and post-secondary planning.

High School Graduation Rate	Wellington is aware of and concerned about how to increase the graduation rate. The High School staff has created a Fresh Start Program to provide alternative credit options to help students impacted by the pandemic with additional opportunities to earn credits needed for graduation. Wellington is also offering an online program to assist students with high school graduation options.
Postsecondary Success	KSDE's predicted postsecondary success number is 41 and Wellington's current score is 36. In order to increase postsecondary success, Wellington is developing a strong partnership with Cowley College Sumner Campus located near the High School. Data shows an increase from 542 college credits earned in 2018 to currently 1300 college credits earned in 21-22. In addition, the number of internships has increased from 0 in 2017 to 34 in 22-23, Data shows Wellington has also shown consistent improvement in CTE enrollment, concentrators, and completers. Wellington's effort in this area also reaches down to the middle school where students can begin introductory CTE courses in three pathways. This should result in increasing numbers of concentrators and completers.

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

ARC Comment

The OVT reported that the district demonstrates robust stakeholder involvement with many ongoing opportunities for students, staff, parents, and the community to be connected and provide meaningful input.

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

ARC Comment

The OVT team continues to be impressed and appreciative of the USD 353 and their targeted effort to respond to our recommendations.
Specifically, the system has responded to our recommendations concerning:
Expanded pre-k access for district 3 and 4-year-olds.
Aligning professional development to increase district focus on improvement efforts. Staff presenting during our year 5 visit clearly know the district plan and focus and
are enthusiastically pursuing improvement efforts.
Improved data collection and analysis of data concerning student incidents. The system has developed a data dashboard via their Building Leadership Teams using this data to drive professional development.

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

ARC Comment

The district utilized many outside resources to help them along the way during the KESA process.

ARC Recommendation

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

Justification

USD 353 has much to be proud of and can celebrate many successes. These include but are not limited to a high overall graduation rate, increased postsecondary options for high school students, increases in college credits earned by students, and a great resource and partnership with the Cowley Sumner Campus. Wellington also can celebrate a tremendous amount of positive work done to implement a new curriculum districtwide that aligns with state standards.

Strengths

Through their many focused efforts and dedication to continuous improvement, the OVT Team highlights the following strengths:

Wellington, using an IPS process and its partnership with the Cowley College Sumner Campus, has created a robust post-secondary program to offer expanded college and career opportunities.

Expanded Pre-K options.

Upgraded Pre-K-12 curriculum aligned with state standards.

Development and implementation of the Walk-Through Tool and Building Leadership teams to analyze the data and improve instructional practices.

Hands-on commitment by leadership to deploy improvement initiatives at all levels.

Streamlined common practices, policies, procedures, and vocabulary.

Challenges

As with many districts in Kansas, USD353 will want to carefully examine its capacity to continue and sustain multiple improvement efforts without additional resources. (Ending of additional funds related to the pandemic.) A focus on three (3) major improvement areas that the OVT stated for the next cycle will be key to helping achieve district goals.

When there are many district and building initiatives both new and existing, it can be difficult for staff to prioritize and understand what matters most. It is critical to the success of these initiatives that there is clarity and modeling from leaders.

Finally, the district needs to look into why their chronic absenteeism is high. They may want to institute an attendance incentive.

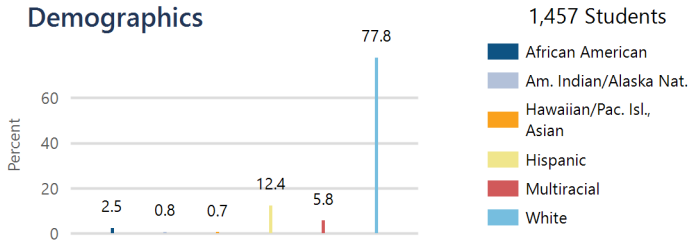
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Wellington USD 353

221 South Washington, Wellington, KS 67152-0648
(620) 326-4300
http://www.usd353.com/

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12**
Superintendent: **Adam Hatfield**

Demographics

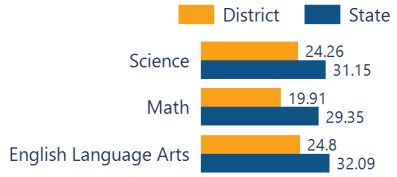


District Kansans Can Star Recognition

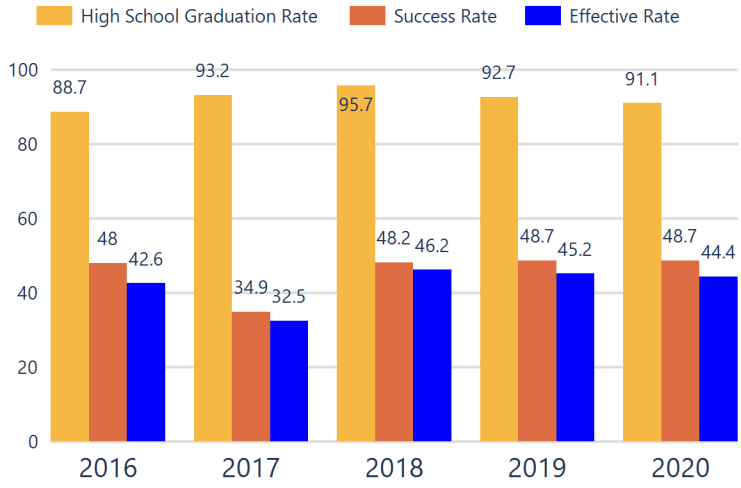
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
92.3%

Five-Year Success Avg
45.7%

Five-Year Effective Avg
42.2%

95% Confidence Interval for the Predicted Effectiveness Rate
45.5 - 49.1%

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

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

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

90.9% State: 89.3

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

90.9% State: 92.1

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

32.4% State: 25.4

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

1.1% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$13,050
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Wellington USD 353

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.14	34.97	42.81	41.58	39.57	47.68
Level 2	N/A	N/A	N/A	36.38	38.82	32.50	38.49	35.60	28.03
Level 3	N/A	N/A	N/A	16.36	21.67	17.81	15.34	21.46	18.20
Level 4	N/A	N/A	N/A	5.10	4.52	6.87	4.57	3.34	6.06

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.88	43.79	46.03	47.32	45.17	55.10
Level 2	N/A	N/A	N/A	38.01	40.19	30.95	38.16	35.78	29.93
Level 3	N/A	N/A	N/A	9.58	13.39	20.63	10.94	16.75	12.24
Level 4	N/A	N/A	N/A	3.51	2.61	2.38	3.56	2.28	2.72

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	66.19	59.55	63.07	63.88	60.33	66.12
Level 2	N/A	N/A	N/A	24.64	29.41	27.69	25.55	30.16	20.96
Level 3	N/A	N/A	N/A	5.63	9.55	9.23	6.11	9.49	9.67
Level 4	N/A	N/A	N/A	3.52	1.47	0.00	4.44	0.00	3.22

AFRICAN-AMERICAN STUDENTS

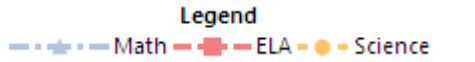
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.63	36.84	N/A	52.63	42.10	54.54
Level 2	N/A	N/A	N/A	47.36	52.63	N/A	47.36	42.10	45.45
Level 3	N/A	N/A	N/A	0.00	10.52	N/A	0.00	15.78	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	0.00

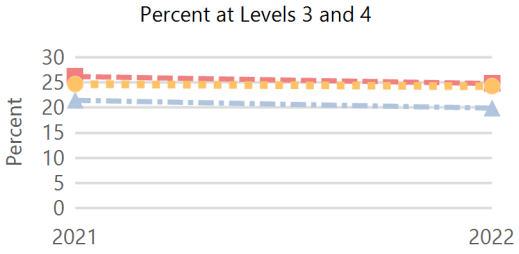
HISPANIC STUDENTS

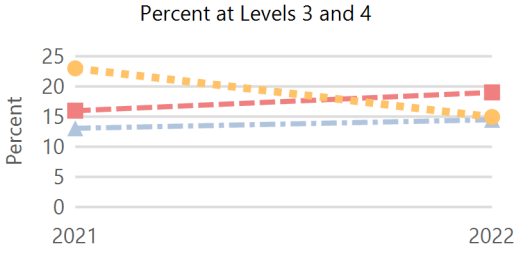
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.69	40.25	48.57	46.31	45.26	64.28
Level 2	N/A	N/A	N/A	32.91	46.75	34.28	38.94	45.26	21.42
Level 3	N/A	N/A	N/A	10.12	11.68	17.14	12.63	9.47	9.52
Level 4	N/A	N/A	N/A	1.26	1.29	0.00	2.10	0.00	4.76

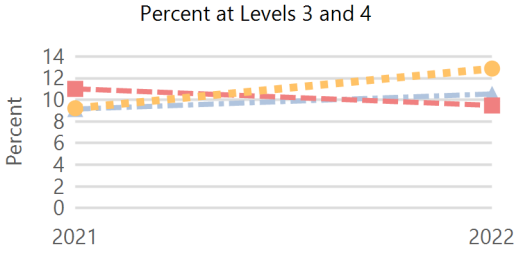
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

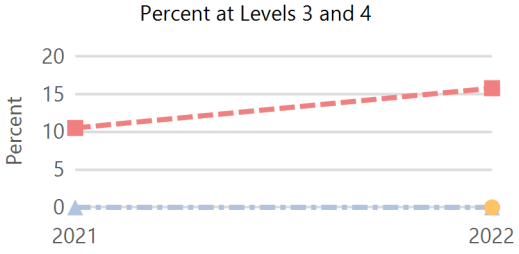
Academically Prepared for Postsecondary Success

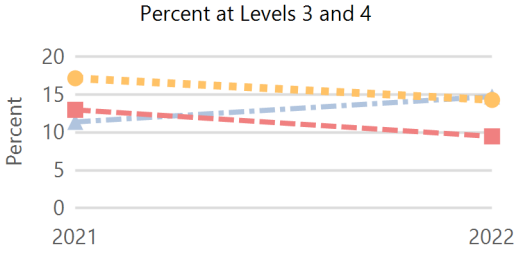








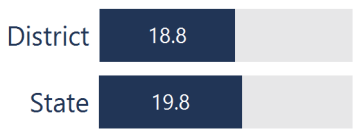




ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/10/2023

System: D0387 Altoona-Midway (0000)

City: Buffalo

Superintendent: John West

OVT Chair: Susan Gorman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The district has taken the necessary steps to structure in ways that benefit students.

Tiered Framework of Support
Like many districts, Altoona-Midway has a strong tiered system of supports for elementary students, and less so at the secondary level. Title 1 program staff have taken a stronger role in supporting tiered instruction in grades K-5. There is a screener for grades K-12 and data is being collected and analyzed to drive decision-making. The district has increased staff knowledge which has also led to better student achievement. In grades 6-12, the district has been analyzing data to drive instruction and is talking about students and working on ways to provide improved interventions.

Family, Business, and Community Partnerships
During this KESA cycle, the district has focused on increasing and improving its partnerships with families and the community. Due to their remote location and small staff, they have been very strategic in planning activities that engage both extended family and other community partners. They have increased their participation in grandparent's night, and science, math, and reading nights. Additionally, the district has been intentional in seeking out regional and state opportunities for students and families to participate such as a partnership for learning with the Wilson Co. Soil and Water Conservation District.

Diversity, Equity, and Access
Some student group needs are represented in the improvement process. Systems and schools' cultures are reflected in the vision and improvement process. The largest area of diversity that affects equity and access is poverty. Seventy percent of the student qualify for free or reduced lunch status. The district has a number of supports for students such as 1 to 1 computers, a clothes closet for special events, and participation in T-Mobile's hot spot program for the internet.

Communication and Basic Skills:
The system is working on ways to streamline resources to best meet the needs of students. Their efforts will help in time, but right now they do not see the student achievement they desire.

Civic and Social Engagement
The district has worked to provide students with opportunities that connect classroom learning to real-

life applications. Examples of these opportunities include conducting mock elections and debates where open and respectful dialogue is modeled and encouraged and providing the structure for student government through the Student Council, National Honor Society, FFA, FCCLA, and class meetings that model the protocol of the governing process.

Physical and Mental Health
Curricula that support the structures in Physical and Mental Health are evident. Specifically, there is a grate that provides additional physical education opportunities such as bowling, yoga, disc golf, and summer sports camps. There are partnerships within the community for mental health support as well as a curricular resource to address the SECD standards.

Arts and Cultural Appreciation
The district recognizes that its location limits opportunities for students in this area so staff is encouraged to take field trips within the community and outside the community to give students exposure to various arts and cultural opportunities. This includes trips to art shows, theater productions, and offering art classes. The district has tried but has not been able to fill its music teacher vacancy. The 21st CCLC grant after-school program plays an important role in filling this gap by providing classes and instruments for piano, violin, and vocal performance.

Postsecondary and Career Preparation
The district recognizes that its students need opportunities to develop their career awareness and postsecondary plan. Students have the opportunity to participate in job shadowing, internships, dual credit courses, college, and military opportunities, to name a few. There is an avenue for students to develop their awareness of their talents and interests.

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

ARC Comment

Goal 1 was to increase student achievement through the use of materials and resources. The criteria for success was reducing the number of students who score a 1 on the state assessments. The district reported that they had scattered curricular resources and processes at the beginning of the cycle. There had been many efforts to streamline their resources, provide relevant professional development, and focus on the standards through MTSS processes. Additionally, to continue this work the district has hired a full-time curriculum director to oversee the continuation of the work. There has not been significant improvement in reducing the number of students in level 1, however, the district should expect to see improvement if they continue on their current path. On a related assessment, the district is showing that 71% of students are successful in basic skills as shown on AIMS Web assessments.

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

ARC Comment

The second goal is to improve communication between and among all stakeholders. The district has worked hard, utilizing some digital resources, to improve communication. This includes the district website, Facebook, text messaging, Apptegy, and KickBoard. There have been some challenges during the cycle (district fire and COVID) that made it difficult to create the formal collaboration schedules they desire. However, because of the fire, the students are temporarily all under one roof, and staff K-12 have been doing quite a bit of sharing and teaching each other. This will serve them well as they desire to create formal PLC structures in the next 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 system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The BOE has shown its commitment to the work by hiring an experienced Title 1 professional as well as a curriculum director. They understand and have addressed their frequent turnover by defining and communicating expectations and responsibilities of the various roles and responsibilities in the district. Job descriptions outlining responsibilities and day-to-day duties have been created. Processes have also been defined and communicated for purchasing, communication, etc. A district-level staff handbook has been created.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	Curricular resources have been identified and implemented in grades K-12. During the restructuring process, other duties have been removed from the counselor so that position can focus more directly on students SEL needs. There has been strong efforts around behavior and connecting students and families to information.
Kindergarten Readiness	The system has implemented the use of the ASQ data collection tool to identify factors that may put students at risk of not reaching their potential in preschool and kindergarten. The ANW Special Ed. Cooperative also completes a preschool screening on each student before they enter preschool. Birth-3 services are also available through the Greenbush Service Center. Kindergarten and Preschool staff develop their curriculum around state early childhood standards. Data is reviewed frequently and there is an established Student Intervention Team process and it is utilized as needed to provide support to students.
Individual Plans of Study	The district has students participate in career and college exploration through lessons, job shadowing, college/career tours, and guest speakers from the business community. There is communication with families about financial aid and scholarships. Students have an assigned advisor to assist with this process.

High School Graduation Rate	Small numbers of students makes a big impact on graduation rates and therefore trends are hard to see. Overall the system is working to have students graduate from high school. The high school has teamed with agencies such as Kansas Works and services such as the Greenbush Virtual Academy for assistance in helping students overcome barriers and complete their high school graduation requirements.
Postsecondary Success	On the current Accountability Report, the district is above the 95% confidence interval for the predicted effectiveness rate. Similar to the high school graduation rate, small numbers of students can cause big swings in these numbers. The district is working to connect students with their future with the IPS process as well as their efforts in raising the graduation rate.

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

ARC Comment

Some stakeholders feedback is gathered and progress is shared randomly on improvement in some goal areas. Some stakeholder groups are represented and involved in the KESA process. Some evidence that some stakeholder groups provide input to the system with regard to KESA. Information was shared with site councils and the Board of Education. Changes to administration was sited as reasons why input might be limited.

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

ARC Comment

Despite the change in leadership there is a core team that has continued to work and adjust to meet their obstacles and take advice from the OVT team during this cycle. Their work has helped the district make some gains. The OVT team has been a part of the work and the district has responded appropriately.

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

ARC Comment

This district has been through a number of obstacles this cycle – a fire in their elementary building making it unusable, a pandemic, and then the resulting shut down and learning loss. Along the way they have also had many changes in administration. They are trying to understand the KESA process and make progress. The progress is slow. They met their goal of communication and have a plan to meet the academic goal.

ARC Recommendation

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

Justification

The district has the processes in place to make meaningful progress. Despite challenges, they are committed to helping their students and looking for ways to improve.

Strengths

Their foundational structures are solid. The elementary school is teaching the secondary school about MTSS and this will support growth in time. The district is small and can focus on each student. The district has greatly increased their means of communication and are more connected to families, students and each other. they have a core team that is keeping the working moving forward.

Challenges

The system has low academic preparedness with 25% or less in levels 3 and 4 on state assessments. The district should work to improve these scores and the ARC will complete another review of this system after January 15, 2024, when the new accountability report is posted.

A strength is their size, but it is also a challenge. Trend data is hard to create when a few students can swing the numbers widely. Also with as much administrative turnover as they have had, the district staff will need to create a very solid plan that all stakeholders have ownership with. They can not afford to start and stop with each new administrator. Also be sure that your goals are stated as smart goals.

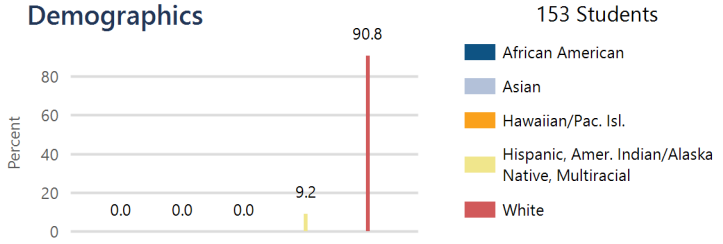
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Altoona-Midway USD 387

20584 US 75 Hwy, Buffalo, KS 66717
(620) 537-7721
www.usd387.org

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

Demographics

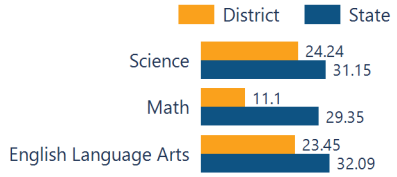


District Kansans Can Star Recognition

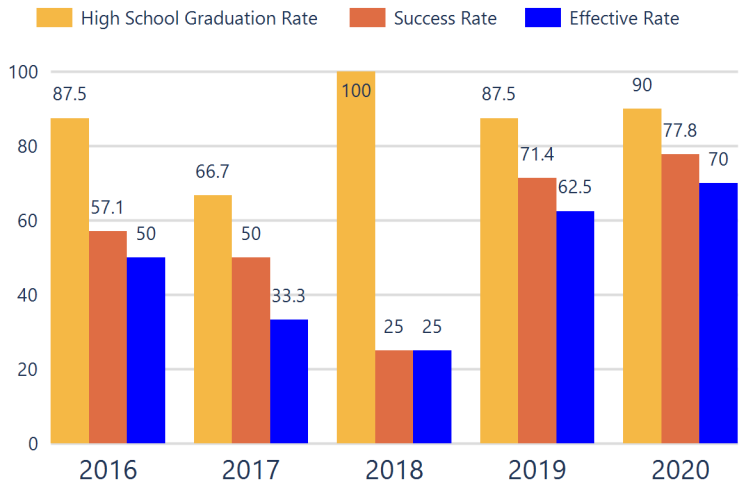
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **84.9%**

Five-Year Success Avg **53.3%**

Five-Year Effective Avg **45.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **40.8 - 43.9%**

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

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

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

93.8% State: 89.3

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

91.2% State: 92.1

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

34.4% State: 25.4

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

1.2% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,197
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Altoona-Midway USD 387

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.44	41.97	38.88	44.44	41.97	45.45
Level 2	N/A	N/A	N/A	39.50	35.80	36.11	44.44	34.56	30.30
Level 3	N/A	N/A	N/A	14.81	19.75	25.00	9.87	19.75	15.15
Level 4	N/A	N/A	N/A	1.23	2.46	0.00	1.23	3.70	9.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.13	41.17	47.82	41.81	41.81	52.17
Level 2	N/A	N/A	N/A	45.09	41.17	43.47	45.45	32.72	26.08
Level 3	N/A	N/A	N/A	11.76	17.64	8.69	10.90	21.81	13.04
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	1.81	3.63	8.69

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	82.35	64.70	N/A	63.15	73.68	N/A
Level 2	N/A	N/A	N/A	17.64	23.52	N/A	36.84	15.78	N/A
Level 3	N/A	N/A	N/A	0.00	11.76	N/A	0.00	10.52	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

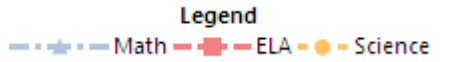
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

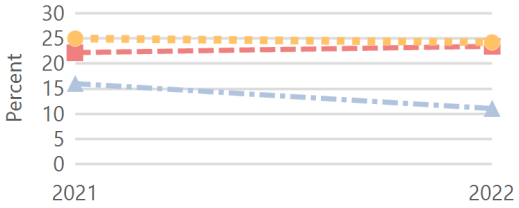
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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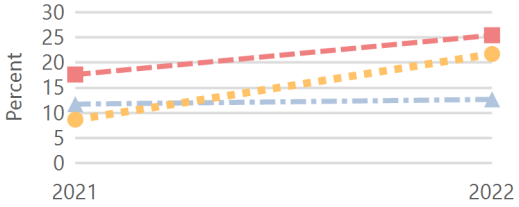

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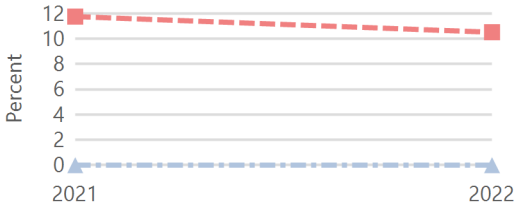

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Percent at Levels 3 and 4

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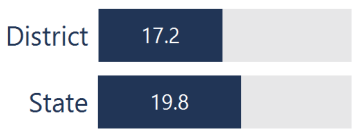
ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/16/2023

System: D0407 Russell County (0000)

City: Russell

Superintendent: Jordan Perez

OVT Chair: Monte Couchman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support
Assuredly –All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. The district has focused on a tiered system of support for students and had moved from emerging to modeling in this 5-year cycle. With a partnership with TASN, they have created a district MTSS team to evaluate processes, remove ineffective initiatives, and plan for the future. They have added collaboration time for teachers to dig into data and learn more about their board-adopted curricular resources. This occurs during a 30 min period at the end of each school day. Additionally, the district has added a reading interventionist and intervention time into all schools other than the high school (which will occur in the 2023-24 school year). There are also many tutoring opportunities for students.

Family, Business, and Community Partnerships
Assuredly – System-wide practice of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. While they have remained at the implementing level, they are headed toward transitioning with the inclusion of two-way communication with groups such as the Russell Rotary, Russell Public Library, local businesses, parents, and students. They are working on a student-centered business to help support the community.

Diversity, Equity, and Access
Generally – All student group needs are represented in the improvement process. System and schools' cultures are not reflected in the vision and mission statement but there are plans to include this moving forward. They began the cycle in the emerging category and remain there until the vision and mission statement are revised. There is evidence that the improvement process does include all groups and they are concerned about equity. For subgroups, they give the KELPA screener and have 4 ESOL certified staff members but there is currently no program to address the needs of second language learners.
Communication and Basic Skills
Assuredly – Curricula that support the structures in communication and basic skills are evident. The system has a process in place for curriculum review and adoption. A professional development plan is included. Their state assessment scores are a concern and this is a result of having a hard time staffing core content areas at the middle and high school levels.

Civic and Social Engagement
Assuredly –Curricula that support the structures in civic and social engagement are evident. Civic engagement starts in the classroom with social studies standards and continues outside of the school in all buildings throughout the district. Some examples are a Partnership with Midway Extension, CREW groups with the community, Family engagement nights, a science recycling unit, OWLS projects, Porch visits, and student leadership groups.

Physical and Mental Health
Assuredly – Curricula that support the structures in Physical and Mental Health are evident. The system has moved from emerging to transitioning during this KESA cycle. Highlights include morning meetings with zones of regulation, character trait focus, hiring a full-time social worker/counselor and partnership with High Plains Mental Health.

Arts and Cultural Appreciation
Assuredly – Curricula that support the structures in Arts and Cultural Appreciation are evident. During this cycle, the district has moved from implementing to transitioning as they work toward a more extensive understanding of arts and culture from historical perspectives. There is equal access to the fine arts for students based on daily music and art opportunities, as well as outside experiences for students. Some highlights include the Hays Arts Council, Annual art show, Weihnachtsfest buttons, Russell's Original Art Show, and many more.

Postsecondary and Career Preparation
Assuredly– Curricula that support the structures in Postsecondary and Career Preparation are evident. There are many opportunities for students to participate in career exposure, exploration, and experience from PreK to 12th grade. Some of these include Career on Wheels Day, community speakers, reality U, College Fairs, senior portfolios, and curricular experiences through Xello.

The district has earned a copper star in postsecondary as they scored above their predicted rate. The number of students engaged in internships has risen from 19 students in 2018 to 32 students in 2022-23. Additionally, the number of students engaging in tech programs and dual credit courses has increased as well. They have grown from 9 pathways with 38 concentrators to 11 pathways and 116 concentrators. This has been a strong area of growth for the district. There has been an improvement in graduation rates from 72.7% to 89.9% in this cycle.

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

ARC Comment

Goal 1 was that the district would develop and implement action plans with a focus on building relationships while increasing student engagement using the SECD standards. The system entered Year 5 with a developed system goal and the strategies and plans in place to positively impact student achievements. The district collected quite a bit of data but was not able to determine trends due to insufficient administration of the same assessment. Specifically, the measurement was to show 80% or better on Panorama surveys. The district reported data that showed 90% in supportive relationships, 78% in classroom effort, 61% in a growth mindset, and 42% in emotional regulation. Therefore they did not meet their targets in 3 of the four areas. The district shared quite a bit of data, however, they are encouraged to address the goal statement that they have written and put emphasis on it.

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

ARC Comment

Russell USD 407 will improve student achievement in ELA and Math by the Spring of 2023 with a target of 10% growth for students at or above grade level in ELA and Math as determined by building

assessments and state assessments scores in levels 3 & 4. This will include a focus on the Kansas Curricular Standards with alignment, tiered interventions, and other opportunities to support student achievement. The district has a fully developed action plan around this goal area. The data shows growth in the elementary building, but not the middle school and the high school on state assessments. A strength is that on average the elementary school increased the percentage of students scoring in categories 3 and 4 by an average of 9%. In middle school and high school, there have been efforts to improve curriculum alignment, resources, and instruction. The district is aware that its high chronic absenteeism is impacting its growth and are taking steps with its strategic plan to address this. The district has done quite a bit of work to attempt to address the issue of decreasing achievement in secondary schools.

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

ARC Comment

The system works with the local school board to ensure there are structures and resources to support the improvement plans. This has been done by quarterly reports to the board, the alignment of the strategic plan to the work of KESA, and moving from a school-centered approach to a building-centered approach. This is effective for the district has high turnover had caused buildings to lose momentum with each change. A district-wide group has kept the work moving forward and the shift to a district approach is helping them gain momentum.

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 done well in addressing the needs of students in these areas. They are building structures that will assist them as they move into the next cycle.

Board Outcomes

Social-Emotional Growth	There is a curricular resource in place as well as an assessment to show progress. Data is trending in positive directions. The district collects quite a bit of data and might consider narrowing to what shows direct correlation.
Kindergarten Readiness	There is a high completion rate for the Kindergarten screeners that is informing the decisions that are being made for Kindergarten Readiness. Specifically, the district has a need for expanded pre-K opportunities for students and families. Additionally, the screeners are providing data on emerging needs and the district is using this data to intervene early. This should pay off in student success in the coming years.

Individual Plans of Study	The KESA process has been a catalyst for the work of IPS in the district. The system uses advisory time and resources such as Xello to help students develop an IPS. The district has developed a scope and sequence of required lessons and activities while also creating an electronic portfolio for students to collect their work. During this KESA cycle, the district has moved from no evidence on a majority of the rubric to transitioning and modeling. The district has made tremendous progress in this area.
High School Graduation Rate	The system has improved its graduation rate by focusing on social-emotional connections and chronic absenteeism. Additionally, they are focused on making school more relevant for students. They have seen a 5.7% increase in graduation rates and are now just slightly below the state average.
Postsecondary Success	The system's 5-year effectiveness rate has risen and the district has earned a Copper Star recognition for 3 years. They have increased the number of pathways from 9 to 12.

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

ARC Comment

The system engaged internal and external stakeholder groups in traditional ways including targeted surveying, site council meetings, CTE Advisory Board meetings, Early Childhood Advisory Board meetings, etc. The system shared challenges with building engagement with stakeholders due to a lack of attendance and participation with these formats and that COVID restrictions disrupted the ability to meet with groups. The system is open to developing creative ways to build partnerships.

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

ARC Comment

Early in the KESA cycle, work was not smooth, but the OVT team chair said, "Folks were doing the best they could". Beginning in year 3, the system started embracing direct feedback from the OVT team and started making real progress. The waiver year was used very effectively by the district. They embraced the OVT feedback and made great strides.

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

ARC Comment

Once the team gained a big-picture understanding of the process and put enough items in place to mitigate administrative turnover, the district put a solid effort into following the KESA process. This is evident in the structures they currently have. Those structures include ways to support students in academics, SEL, the IPS process, and chronic absenteeism.

ARC Recommendation

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

Justification

While the system has not met all of its goals, they have created systems to support the work that they are doing. They have a correct focus and are monitoring their data. They are addressing their low scores on the state assessment and in SEL measurements in secondary schools. The elementary school shows increasing scores. They have increased opportunities for students in their pathways and alignment of academics through MTSS. They have created a system, based on their data, for addressing their chronic absenteeism. They have created ways to participate in the KESA process despite the high turnover of district-level administration as well as all positions.

Strengths

The district has embraced the KESA process and has used it to help structure its efforts. They are working with TASN, their OVT, and other groups to gain understanding and hold themselves accountable. They are focusing on professional development that is intentional and focused on MTSS, which is positive. They are aware of their opportunities to grow and seem to be embracing the next steps. Growth is shown at the elementary level.

Challenges

There is a high turnover rate of administration in Russell County. The district is encouraged to focus energy on how to keep initiatives and direction despite these changes. Additionally, the district has academic and attendance concerns at the middle and high schools that should continue to be addressed. The district also did not meet either of its KESA goals and is encouraged to consider ways to continue this work. Be sure that all goals are written as smart goals.

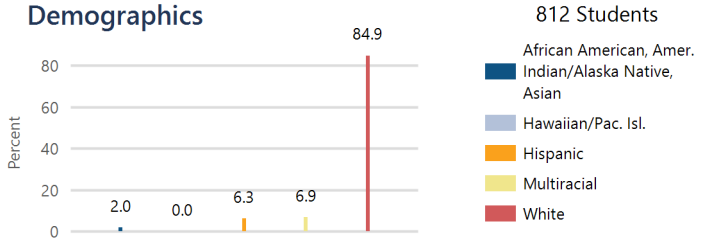
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Russell County USD 407

802 N Main St, Russell, KS 67665-1966
(785) 483-2173
http://www.usd407.org

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

Demographics

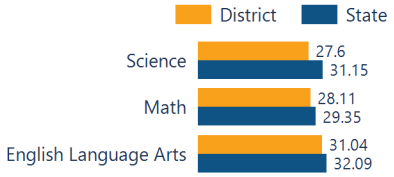


District Kansans Can Star Recognition

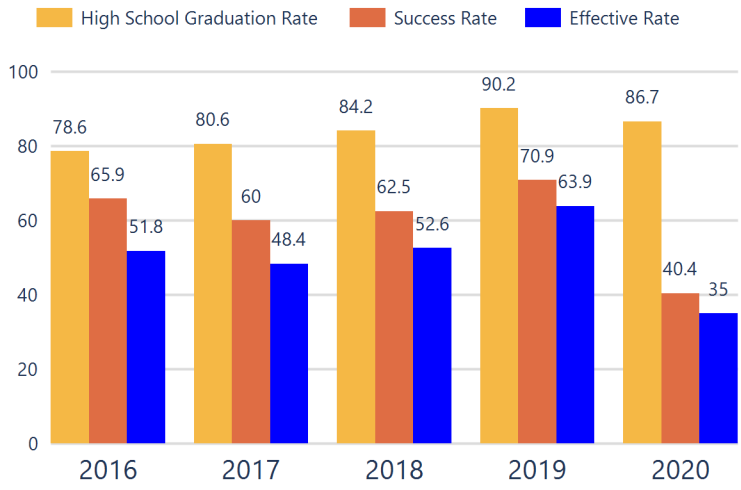
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **84.1%**

Five-Year Success Avg **59.8%**

Five-Year Effective Avg **50.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **49.5 - 52.7%**

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

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89.9% State: 89.3

ATTENDANCE RATE
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91.2% State: 92.1

CHRONIC ABSENTEEISM
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2.0% State: 1.4

District ESSA Operating Expenditures Per Pupil

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$18,439
State: $13,830

Click here for State Financial Accountability.

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	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.09	32.38	49.21	31.29	29.82	37.42
Level 2	N/A	N/A	N/A	39.31	41.42	26.70	40.58	39.11	34.96
Level 3	N/A	N/A	N/A	17.72	21.42	18.32	22.98	25.67	20.24
Level 4	N/A	N/A	N/A	3.86	4.76	5.75	5.13	5.37	7.36

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.93	39.82	57.89	36.66	34.16	42.52
Level 2	N/A	N/A	N/A	37.14	40.25	24.21	41.25	40.83	33.33
Level 3	N/A	N/A	N/A	15.10	17.31	12.63	20.00	21.66	13.79
Level 4	N/A	N/A	N/A	0.81	2.59	5.26	2.08	3.33	10.34

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.29	50.76	79.31	47.12	52.87	48.27
Level 2	N/A	N/A	N/A	29.41	27.69	10.34	32.18	35.63	41.37
Level 3	N/A	N/A	N/A	11.76	18.46	10.34	14.94	9.19	6.89
Level 4	N/A	N/A	N/A	3.52	3.07	0.00	5.74	2.29	3.44

AFRICAN-AMERICAN STUDENTS

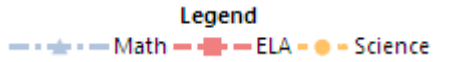
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

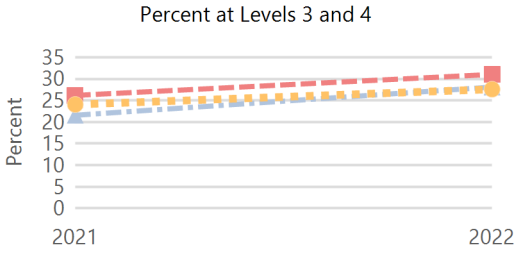
HISPANIC STUDENTS

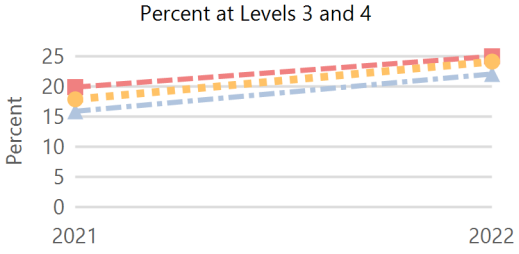
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.83	39.13	N/A	29.16	37.50	N/A
Level 2	N/A	N/A	N/A	29.16	43.47	N/A	50.00	50.00	N/A
Level 3	N/A	N/A	N/A	25.00	17.39	N/A	16.66	8.33	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	4.16	4.16	N/A

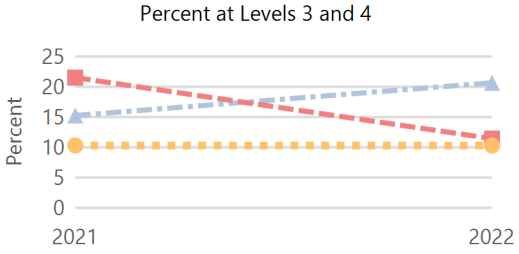
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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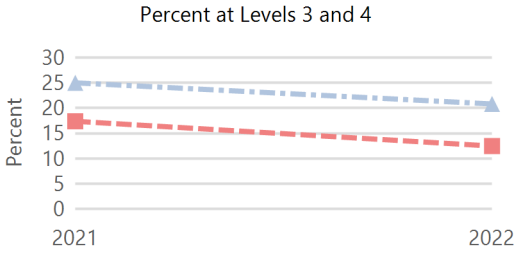
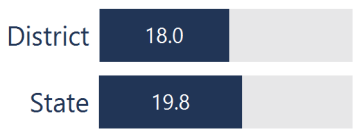


ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/27/2023

System: D0423 Moundridge (0000)

City: Moundridge

Superintendent: Cody Rierson

OVT Chair: Scott Boden

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall USD 423 has addressed each of the foundational structures. There are areas where more growth is occurring and areas that need to be addressed moving into the next KESA cycle.

Tired System of Supports- USD 423 has added interventionists in all grade levels for both math and reading during this current KESA cycle. A universal screener has also been implemented with a pointed look at data to recognize the students that need assistance.

Family, Business, and Community Partnerships- USD 423 administers a family engagement survey every year and uses that data to drive changes. They also have created partnerships with local businesses for job shadows and internship opportunities for their high school students.

Diversity, Equity, and Access- A new social worker was hired due to need during this KESA cycle. The staff has also been trained in understanding poverty as that is prevalent in their community. Clubs and activities are offered to all students.

Communication and Basic Skills- The system has focused on communication with families and send a survey out each year. The system has also made sure that all teachers are trained to help students with dyslexia.

Civic and Social Engagement- System-wide there has been an increase in work with community and area businesses. The students have activity opportunities to partner with the local nursing home and safety workers.

Physical and Mental Health- USD 423 added a social worker to meet the needs of students. Small groups have been established, along with a new SEL curriculum.

Arts and Cultural Appreciation- USD 423 provides art instruction for all elementary kids. There is strong community support for the choir which is available K-12 and band beginning in middle school.

Postsecondary and Career Preparation- Interest inventories are used in freshmen year followed by job shadow and internship opportunities.

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

ARC Comment

Relevance
To prepare our students for post-secondary success, USD 423 will improve our curricular options, resources, and technology. (KESA - rigor, responsive culture, relevance)
By May 2023, 70% of our students will be at grade level and above on academic data screener data and 75% of our graduates will demonstrate post-secondary success as measured by our local data.
75% of K-8 students are at or above grade level in mathematics, but reading falls a little short of this goal as does high school students. There is a process and plan in place to provide interventions to continue to work toward this goal.
The second part of their goal for 75% of their graduates to demonstrate post-secondary success as measured by their local data is very ambiguous as we do not know the parameters they are using as a definition. That being said, USD 423 is slightly below their confidence interval as a five-year average, but their 2020 effective rate was 71.4%
The system received a Copper star in recognition of being academically prepared for postsecondary.

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

ARC Comment

Relationships
To assist in meeting our student's academic, cognitive, and social/emotional needs, USD 423 will implement district-wide, systematic resilience-building processes with students, staff, families, and the community. (KESA - rigor, relationships, relevance, responsive culture)
By May 2023, the district will score a 4.0 or higher overall score on the Family Engagement Survey, and USD 423 will demonstrate a 95% or higher graduation rate each year.
The system set a goal of being above a 4 on their family engagement survey and last year they met and exceeded that goal with a 4.17.
USD 423 five-year graduation average is at 96.8% with 100% in 2020 and 93.5% in 2022. With only 468 students K-12 a small number of students can derail graduation rates quickly. It is apparent that USD 423 has made graduation a priority.

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 hired new positions with ESSER funds but has already created a plan to sustain those additions after ESSER funds are gone. The BOE of USD 423 has aligned its goals with those of KESA and makes those goals a priority.

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

ARC Comment

USD 423 has made improvements in every area, but some areas still need to show more significant growth. They have Copper Kansans Can Star recognition in Social-emotional growth, kindergarten readiness as well as academically prepared for postsecondary.

Board Outcomes

Social-Emotional Growth	USD 423 recognized the need for additional support for their students and hired a social worker using ESSER funds and have found funding to continue that position once those funds are depleted. The system has implemented a new SEL curriculum along with a baseline screener for each student.
Kindergarten Readiness	USD 423 has experienced growth within its preschool program. They have from 1 full-time teacher to 2 over the cycle. Data shows the improvement in kindergarten readiness for the students that attend preschool.
Individual Plans of Study	Individual plans of study are an area where improvement is needed. While setting up real-world job shadows and internships is a great start, each student needs to have an IPS in place for high school and beyond.
High School Graduation Rate	USD 423 is a small district where even 1 student can shift data considerably. With that being said, they are consistently above the state average and range from 94% to 100%.
Postsecondary Success	USD 423 has built partnerships with local businesses to provide job shadow and internship opportunities for their students. The 2020 effective rate was 71.4% while their five-year average is 54.1%, which is slightly below their confidence interval.

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

ARC Comment

The board of education, site council, parent organizations, and student groups have all been involved in the process and have been kept updated throughout the cycle. District site councils were involved in the needs assessment and creating areas for growth.

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

ARC Comment

The OVT team reported that there is a clear desire to look critically at the schools and to make changes for improvement. The OVT reported that the system has been responsive in every area.

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

ARC Comment

The district leadership team has worked to create system-wide goals for improvement and accountability. Even with turnover in the district, they have continued to make positive changes in order to meet their goals.

ARC Recommendation

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

Justification

USD 423 has shown improvement in its accountability report as well as other indicators. The system has done a good job of learning to evaluate data, see needs and address those needs in ways that work for their district. Additional staff and data-driven decision-making will help them achieve more of their goals moving into the next KESA cycle.

Strengths

USD 423 has shown improvement in most areas including academically prepared for postsecondary and graduation rate. The system has received 3 Copper Kansans Can Star recognitions, social-emotional growth, kindergarten readiness, and academically prepared for postsecondary. The system has done a good job of evaluating its current data and then setting goals for improvement.

Challenges

USD 423 recognizes that they have areas to grow in, academic achievement in math and reading is not where they hoped they would be, but they do have a plan in place to hopefully surpass their goals in the next cycle. Staffing changes will also become a challenge as many staff are nearing retirement. Individual plans of study should become a priority moving into the next cycle.

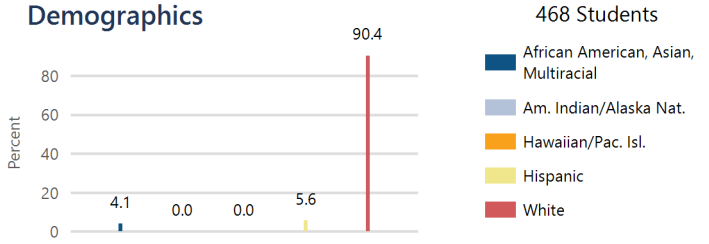
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Moundridge USD 423

526 E. Cole, Moundridge, KS 67107-0588
(620) 345-5500
www.usd423.org

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

Demographics

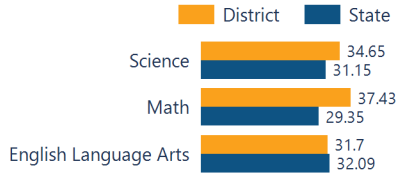


District Kansans Can Star Recognition

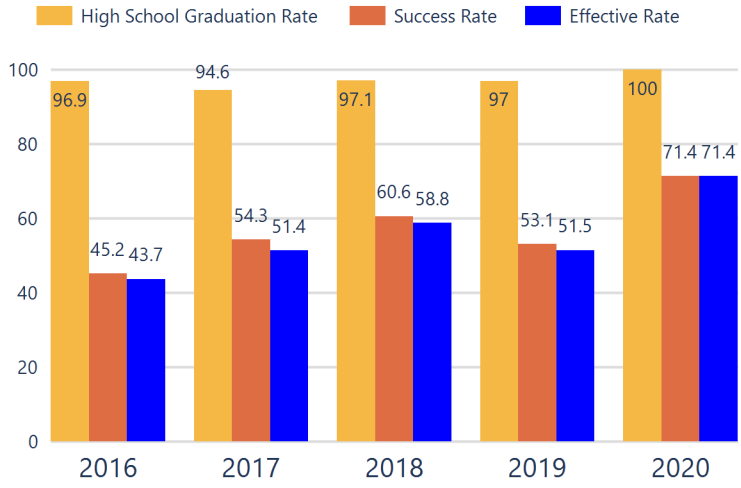
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				✶
Kindergarten Readiness				✶
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **96.8%**

Five-Year Success Avg **55.9%**

Five-Year Effective Avg **54.1%**

95% Confidence Interval for the Predicted Effectiveness Rate **57.7 - 60.3%**

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

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

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

93.5% State: 89.3

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

93.4% State: 92.1

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

19.7% State: 25.4

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

0.5% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$13,222
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Moundridge USD 423

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	24.26	34.45	23.59	20.26	32.59	38.61
Level 2	N/A	N/A	N/A	45.18	37.39	40.44	42.29	35.68	26.73
Level 3	N/A	N/A	N/A	25.10	21.84	26.96	29.51	23.78	21.78
Level 4	N/A	N/A	N/A	5.43	6.30	8.98	7.92	7.92	12.87

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.33	42.25	38.46	35.71	41.42	56.52
Level 2	N/A	N/A	N/A	45.83	39.43	30.76	45.71	44.28	21.73
Level 3	N/A	N/A	N/A	18.05	16.90	26.92	15.71	14.28	8.69
Level 4	N/A	N/A	N/A	2.77	1.40	3.84	2.85	0.00	13.04

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	72.72	75.00	46.66	54.76	57.14	84.61
Level 2	N/A	N/A	N/A	15.15	15.62	26.66	38.09	30.95	15.38
Level 3	N/A	N/A	N/A	9.09	6.25	13.33	2.38	4.76	0.00
Level 4	N/A	N/A	N/A	3.03	3.12	13.33	4.76	7.14	0.00

AFRICAN-AMERICAN STUDENTS

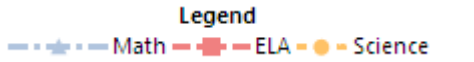
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

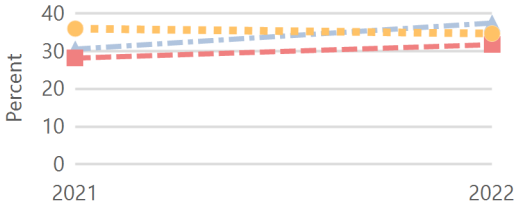
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.66	40.00	N/A	38.46	53.84	N/A
Level 2	N/A	N/A	N/A	26.66	20.00	N/A	38.46	15.38	N/A
Level 3	N/A	N/A	N/A	13.33	40.00	N/A	23.07	30.76	N/A
Level 4	N/A	N/A	N/A	13.33	0.00	N/A	0.00	0.00	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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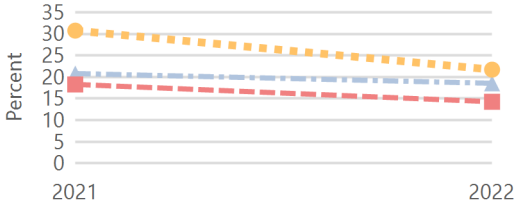

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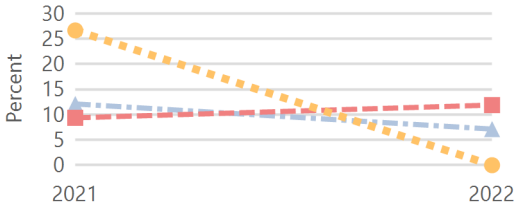

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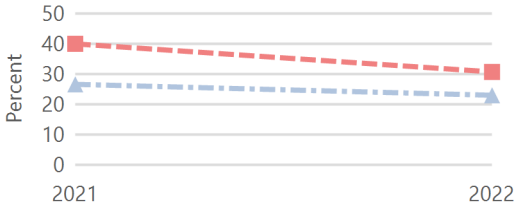

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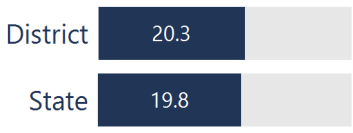
Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 01/30/2023

System: D0432 Victoria (0000)

City: Victoria

Superintendent: Kimberly Woolf

OVT Chair: Jennifer Elsen

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

• Tiered Framework of Support

The OVT report showed that in year one they were using screeners but had no consistent manner of reporting that data. Now they are using FastBridge to do all their screening K-10. They have reduced High Risk in Reading by 3%, but their Math increased by 11% in the same year. They will be looking at a full-time interventionist at the elementary, a part-time interventionist for 7-12, and changing their math curriculum in this next cycle.

• Family, Business, and Community Partnerships

The system has a rich history of community, business, and family involvement. They are, like most systems, building back after Covid. The OVT report gave examples of many business, and community events, as well as family nights, civic projects, and district and building site councils.

• Diversity, Equity, and Access

Due to the size and area this system covers they have limited opportunities for diversity, however according to the OVT students have access to fine arts daily in the curriculum, foreign language classes, and on-the-job training for future careers. The school uses an SEL curriculum that brings up opportunities for diversity discussions. This is a very homogenous community, so the system focuses more on access to opportunities since there is not much diversity to deal with in the community.

• Communication and Basic Skills

The OVT noted that the system is helping students learn their digital communication with Schoology and emails. The improvement of curriculum and instruction has been a focus of this system since the start. They have staff participation in PLC+ to get classroom-level improvement on instructional practices and are doing early releases to provide time for it. Professional development in areas of instruction has increased as well.

• Civic and Social Engagement

The system has a charity that annually works within the Ronald McDonald House. They also realized their community needed library access, so they got the Hays Public Library Bookmobile to come to Victoria. They brought back their Veteran's Day celebration too. The high school has 98.2% of students involved in some sort of extracurricular activities according to the OVT report.

• Physical and Mental Health

As noted by the OVT, the system has two full-time PE teachers for K-12 to have more options in health

classes. They offer a second chance breakfast in the JH/HS for students who might be limited on food access at home. SEL is provided by classroom curriculum with teachers PK-6 as well as bi-weekly with the counselor. Small group counseling is available PK-12 twice a month. The school also collaborates with High Plains Mental Health for therapy via Zoom.

• Arts and Cultural Appreciation

Due to size and location, some limitations are present. However, the OVT noted that the system expanded music, art, and band options for more students in their system. PK gets vocal and art now, as well as the 6th band and a JH/HS Jazz ensemble. A student graphic design business was started in year 3 and is going strong. Spanish is taught by an in-person teacher shared with a neighboring district instead of an online class like so many small schools

• Postsecondary and Career Preparation

According to the OVT the system offers seven concurrent credit classes. The school utilizes SB155 to increase opportunities for CTE classes for free. 18 students are in these courses, and another 12 take automotive classes. The school has increased the number of students who do on-the-job training by partnering with Kansas WorkforceONE to liaise with area employers. The school started the Apply Kansas Event in year 4 to help improve college admissions processes as well as FAFSA/Financial aid nights.

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

ARC Comment

Goal 1 - By May 2024 Victoria schools will improve the relationships between students and stakeholders as measured by the 3-5 Perception Survey and the 6-12 Kansas Communities That Care Survey (KCTC) in key areas marked higher than the state average.

ARC Comment: According to the OVT report the system has KCTC data for 20-21 and then a local climate survey for 21- 22. The questions are similar, but not exactly addressing the same basic question. Through three changes of administration, some data collection has been difficult to access or was not completed by the system. They have done a building needs assessment and ESSER III survey in Year 5 to help them better understand what the stakeholders see as areas to improve. There have been more parents attending Board Meetings and their SITE councils have been re-established with student representation.

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

ARC Comment

Goal 2 - USD 432 will increase the percentage of students districtwide performing at Levels 3 and 4 on the KAP in ELA and Math to 50% by 2027. (2017: ELA 36.43% and Math 36.42%)

ARC Comment: The system provided their KAP scores for the 2020-21 and 2021-22 assessments. The data showed a slight improvement but did not meet their stated goal of 50% in levels 3 and 4. The system is looking at other screener data to help provide more holistic looks at student progress beyond a one-time test. Also noted in the OVT report, Formative assessment within the classrooms is being utilized to assess the impact at the student level. The decision to learn more about implementing a true MTSS model for data-driven instruction will be a focus in the next cycle. Textbook adoptions have slowed the process to the gains they hoped to achieve. Since the curriculum is new, they are focusing on good Professional Development for a better implementation of successful instruction for all tier 1 students.

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

ARC Comment

As stated in the OVT report the system will continue to use the committee process with representation from a wide variety of stakeholders so that no matter who is in a role, the process will continue. They do have concerns about the financial and human resources they are seeing that might be necessary to move forward as their needs become identified. Especially if they want to utilize MTSS procedures to address the concerns they have for student academic progress.

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 showed some Data for the State Board outcomes which are at or above expectations. The system is working to improve its data collection and dissection of that information.

Board Outcomes

Social-Emotional Growth	ARC Comment: As noted in the OVT report the system has data that they use such as a perception survey given grades PK-12. They are doing monitoring through the mySAEBRS for building small groups that have specific skills that need addressed.
Kindergarten Readiness	ARC Comment: SQ-3 screeners are given in a pre-school round-up. They screen 100% of incoming Kindergarteners. The ASQ looks at physical, emotional, and social progress. The areas of concern were identified as fine motor skills and problem solving, so the system made sure that a physical therapist has access to flagged students.
Individual Plans of Study	ARC Comment: The system transitioned from Career Cruising to Xello for data collection. 100% of students have completed a career plan by the time they graduate and have been given the opportunity to gain experiences in their chosen path. Through student interest inventories they have changed some community business partnerships and added more Career and Technical Education pathways which include industry certifications. They use the National Student Clearinghouse and locally gathered data to monitor college enrollment that can be tied to their college visit schedule sponsored by the guidance counselor, as noted by the OVT report.
High School Graduation Rate	ARC Comment: The system works with families to maintain a high graduation rate and preparedness of their students They use the state report card to show high school graduation rates and then disaggregate the data based on their knowledge of dropouts, transfers, and dismissals from the district. With understanding the small number of students in their district can make a great difference in their percent's.

Postsecondary Success	ARC Comment: The system has students enrolled in Guided Personal Studies with a teacher that has experience in their chosen profession path. The school counselor tracks how many students go on to those careers after high school. This data shows that approximately 80% end up in careers that are tied to the pathway they chose in high school according to the OVT report.

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

ARC Comment

The OVT noted that the system produces weekly and monthly newsletters as well as utilizing a notification app that parents can register for at enrollment Through Board meeting minutes, Site council meetings, Staff meetings, and creating a District Leadership Team, Building Leadership Team, and social media devices like FaceBook, Twitter, See Saw, and Schoology. The system has done several surveys of parents, community, and the site councils to gain information. Academic Skills Focuses on the state definition area of Rigor by offering concurrent credit classes and CTE courses. The school also arranges the college entrance preparation exams to help students gauge their readiness for the ACT/SAT. Summarize the evidence observed to support the Definition of a Successful High School graduate in each of the following areas.
Cognitive Preparations Stakeholder Involvement Fidelity of Implementation How was feedback obtained from stakeholder groups across the full cycle? Perception and ESSERIII surveys were administered. Parents also voiced feedback at Board Meetings and through SITE council meetings. Describe any strengths, concerns, or suggestions for the system about fidelity to the KESA process and timelines. SMART goals are taught to students in CTE courses. All students use Xello to assess early goal concepts and can apply them in Elementary through AR and Lexia experiences. FastBridge also helps students know if they are on track for future academic requirements.
Technical Skills The system is a 1to1 school for technological device access. HS students have a variety of pathways that require and teach technical skills applied to future occupations.
Employability OJT and job shadowing help students learn what is necessary from a future employer, the FCS has practical education courses that teach soft skills for employability. 80% of freshmen take a course that gives them interview and resume skills.
Civic Engagement Elementary students learn about multi-generational connections through letter writing and programs with senior citizens in their community. Through clubs and organizations in JH and HS, 98.2% of the student body engages with some other community organization.

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

ARC Comment

Their committee process is good and has reps from multiple areas. The OVT did note that they are moving forward from the admin merry-go-round. But collected data along the way to work the process.

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

ARC Comment

The OVT stated that the system was very open to our suggestions, and they believe in the process and want to see something similar continue even though it's hard times. The system understands the importance of moving forward as a team/committee so losing one person won't cause the same issues as in the past. The Board, administration, staff, and community seem to be working well together as the tackle the next cycle.

ARC Recommendation

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

Justification

- The system has continually worked as a team approach to the problems as they arose.
- Growth of programs implemented and continual growth in most areas of the State Board Outcomes.

Strengths

- The first area they recognized was more consistent work on tiered systems and they are using research-based screeners and materials to move forward.
- The professional development they are involved in will only make them stronger.
- The system seems to have shared goals now and is working on plans to reach them.

Challenges

- The system will need to continue the team approach, not get sidetracked by personal attachments to programs.
- Write SMART Goals for the next cycle
- The system will need to use their data to point to needs.
- Work for continuity with administration and barriers of cooperation system-wide might be their biggest obstacle

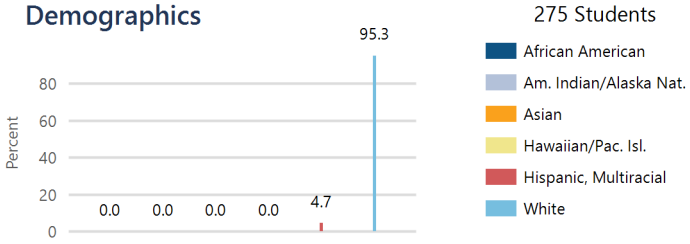
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Victoria USD 432

1105 10th Street, Victoria, KS 67671
(785) 735-9212
www.usd432.org

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

Demographics

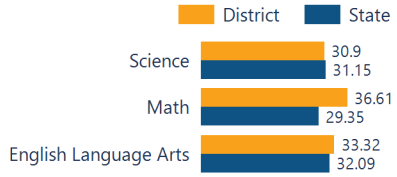


District Kansans Can Star Recognition

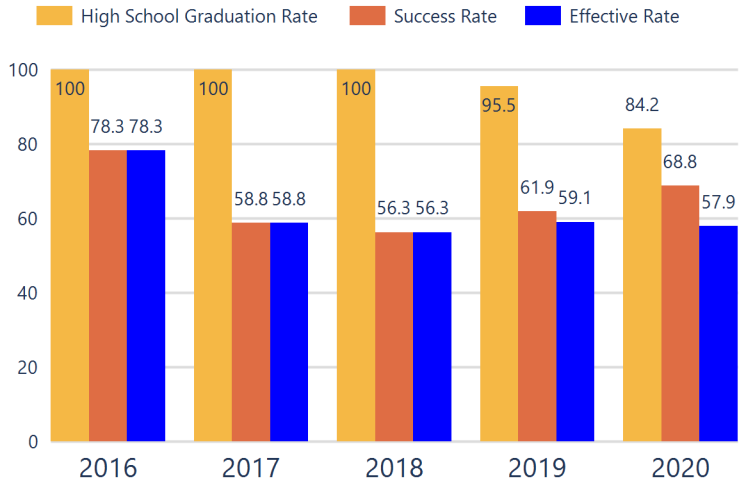
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **95.9%**

Five-Year Success Avg **65.6%**

Five-Year Effective Avg **62.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **62.0 - 65.8%**

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

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

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

95.0% State: 89.3

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

95.3% State: 92.1

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

8.7% State: 25.4

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

0.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,019
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Victoria USD 432

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	19.44	24.82	27.94	20.42	26.95	27.27
Level 2	N/A	N/A	N/A	47.22	44.13	29.41	42.95	39.71	41.81
Level 3	N/A	N/A	N/A	22.91	25.51	30.88	23.23	27.65	21.81
Level 4	N/A	N/A	N/A	10.41	5.51	11.76	13.38	5.67	9.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.80	26.19	25.00	33.33	39.28	N/A
Level 2	N/A	N/A	N/A	54.76	52.38	35.00	48.14	35.71	N/A
Level 3	N/A	N/A	N/A	9.52	21.42	35.00	11.11	25.00	N/A
Level 4	N/A	N/A	N/A	11.90	0.00	5.00	7.40	0.00	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	54.54	63.63	46.15	44.44	55.55	N/A
Level 2	N/A	N/A	N/A	36.36	36.36	30.76	50.00	27.77	N/A
Level 3	N/A	N/A	N/A	9.09	0.00	23.07	5.55	16.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

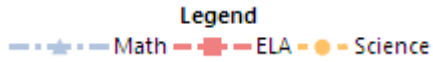
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

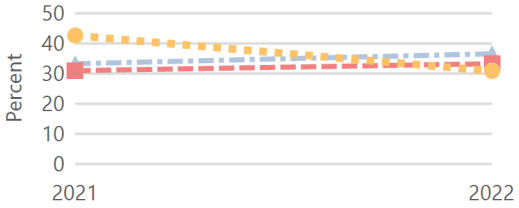
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

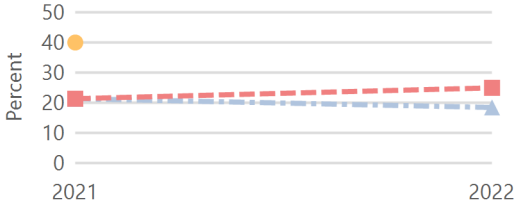
Academically Prepared for Postsecondary Success



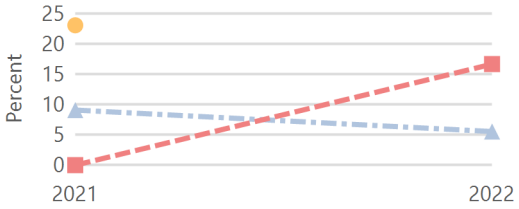
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

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

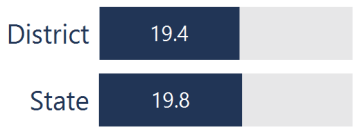
Percent at Levels 3 and 4

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

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/17/2023

System: D0439 Sedgwick Public Schools (0000)

City: Sedgwick

Superintendent: Greg Lehr

OVT Chair: Joan Simoneau

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.
Tiered Framework of Support
According to the System report, a tiered framework of supports is in place at the elementary level. FastBridge is utilized as a screener, and two interventionists continue to work with the most at-risk students based on iReady scores. A partial framework is in place at the secondary level. The system has created intervention classes for students based on FastBridge data and continue their summer school program to support struggling students. An extended day learning program (EDL) has also been implemented where students stay after school to receive help on particular skills or assignments in order to receive additional supports.
Family, Business, and Community Partnerships
The System report indicates that with new leadership, they are in the middle of a strategic planning process. Multiple meetings have been held that include staff, students, parents, and community members who have given input and feedback. Themes have been identified and include increased opportunities for students and staff, communication, safety, curriculum, intentional community engagement, and social-emotional support. In order to ensure all stakeholders are up to date on district activities and processes, a quarterly newsletter is sent to all patrons. Stakeholder involvement was also evident in the passage of the bond issue in 2021, with 67% of voters in favor or expanding and updating schools. The system also hosts many events that encourage stakeholder involvement including a Back-to-School BBQ, community open house, Grandparents' Day, concerts, sporting events, Veterans' Day Program, etc. Volunteer opportunities for parents and students are also offered including The Meeting house, a small coffee shop where many high school students volunteer. After school snacks are offered at the Meeting House, and there are often as many as 75 students in line for the snacks.
Diversity, Equity, and Access
The Accountability Report indicates there are very few students in the system who qualify as subgroups. However, the subgroups that are identified have outperformed the state on most assessments shown in this report. Only 22% of students in the Free and Reduced category were in Level 1 on the Math assessment compared to the state which had an average of 48%. Only 17% of these same students were in Level 1 on the ELA assessment and 9% in science. The system feels like this data shows their commitment to the success of these students. In order to meet additional needs,

the system has added two additional counselors since the KESA plan was created five years ago. They are also looking to partner with Prairie View Mental Health Center to ensure student needs are better met. The system reports it has added Second Step at the K-6 level and Character Strong at 7-12 in an effort to help students be accepting and inclusive of everyone. Meeting the needs of students with disabilities has also been a focus. The number of students scoring in Levels 3 and 4 have increased in both ELA and Science and the number of students in Level 1 in Math have shown a significant decline. The system has become part of a special cooperative in an effort to increase their ability to meet the needs of students with disabilities. The system has one student who qualifies for ELL services. They are reviewing all protocols to ensure the needs of this new student are met.

Communication and Basic Skills

According to the OVT report, strong FastBridge data, a new PreK program and additional staff have all contributed to demonstrating evidence of commitment to this area. Core Knowledge Language Arts has been adopted to increase literacy. This resource was chosen due to its grounding in the Science of Reading. The system feels the biggest impact in this area is the addition of the PreK program which includes 20 students who are receiving basic skills in not only academics but social-emotional areas as well to ensure they are kindergarten ready. Test scores indicate significant increases in basic skills since this new program has been implemented.

Civic and Social Engagement

According to the System report, they look at this as a concept not just reserved for social studies classrooms and have embedded it in other classes and activities to aid in expansion. One group that has been very impactful in terms of civic engagement is their STAND group which empowers young people and gives them skills to reduce substance abuse. This group brought a policy change to the Board in November that asked for the opportunity to counsel offending students instead of just giving a consequence. This policy, brought forward by students, was unanimously approved by the Board. Many volunteer opportunities are provided for students including those on Veteran's Day, at the Meeting House, CHAMPS, etc. Many of these opportunities pair students with others so they are positively and directly impacting the lives of others. Their Cardinal Debate and Forensics program requires students to not only work many hours on their own to perfect their craft, but they must also volunteer outside of school to be a part of the organization. Students also have the opportunity to be a part of the Superintendent's Advisory Council which gives them the opportunity to engage in civil and social activities in the future.

Physical and Mental Health

The system reports that this area has been a focus over the KESA cycle. Staff members have been added to support this area, and the system went form one K-12 counselor to one K-6 counselor, one 7-12 counselor and one CTE/Career counselor. Their SABERES numbers continue to fluctuate but regularly hover around 90% for Tier 1. This is a solid base, but their goal is to have 100% in Tier 1 showing a commitment to the needs of students in this area. Second Step and Character Strong has been added to provide resources for instruction. There is also a plan to partner with Prairie View Mental Health Center to ensure they are meeting the social-emotional needs of all of their students. A new gym, walking track, weight and cardio rooms approved in their last bond issue will not only help students and staff with physical well-being but will be available to the community as well.

Arts and Cultural Appreciation

The System report indicates a commitment to this area in several ways. A new music teacher was added for K-12. A music appreciation class was also added. Various classes display artwork in the community, and the debate and forensics team has performed for the community, as well. The preschool puts on an arts and music showcase, and various field trips are taken to strengthen this focus. They hope to strengthen this focus even further by expanding the media center with bond construction funds to expand the number of culturally diverse materials for student use and engagement.

Postsecondary and Career Preparation

According to the system report, they believe this is an area of significant growth during this cycle. They have added a CTE/career counselor which has made a positive impact in providing for student needs. The addition of this position allowed them to focus on Individual Plans of Study more closely and better meet the needs of all students. They have continued to increase college class offerings, and

participation in these dual credit classes have continued to grow. The system has begun offering transportation so students can pursue college visits. A FAFSA night has been implemented during parent/teacher conferences so parents can receive any needed help while filling out these forms. Xello is used at the secondary level, as well.

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

ARC Comment

Goal 1 – By the end of the 2022-2023 school year, 90% of students in USD 439 will have a positive relationship with a staff member to help each student reach their full potential.

The system has shared a lot of data that indicate growth in this area including:
School Domain of the Kansas Communities that Cares survey:
- 50% of students have teachers ask to work on special projects, up from 44% in 2018
- 94% of students have lots of chances to be part of class discussions or activities, up from 81% in 2018
- 63% of students are praised by teachers when they work hard in school, up from 54% in 2018
- 3% of students believe that the work assigned to them is not meaningful and important, down from 7% in 2018
- 94% of students say they have lots of chances to get involved in sports, clubs, and other school activities outside of class, up from 88% in 2018
- 93% of students feel there are lots of chances for students in our school to talk with a teacher one-on-one, up from 84%

Attendance data also has remained strong and stable even with the effects of the pandemic. They believe they are making progress regarding positive staff relationships as evidenced by the passing of the bond issue, the out-of-district-enrollment data, and the fact that the Kansas Communities that Care survey data are above the state and county averages when it comes to multiple areas of the school domain area. SAEBRES data shows around 90% of students are in Tier 1.
The district has utilized a number of systems that have impacted this goal, but they recognize there is still a need for a plan to build a system that is more comprehensive and ensures everyone is utilizing the data and responding to it. They have purchased Ion, a program that will keep data in one place, easing the impact on the system in years to come. Professional development has also been planned to ensure consistency with data conversations and collaboration.
Strong progress has been made toward this goal, however, the goal needs to be reworded to be more specific. It is implied, by looking at the data, that students have positive interactions with staff members. However, it is difficult to prove "90% of students in USD 439 will have a positive relationship with a staff member". The goal of positive interactions is one that will have impact on all areas of a student's school experience. This just needs to be stated as a SMART goal, so it is truly measurable.

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

ARC Comment

Goal 2 – By the end of the 2022-2023 school year, USD 439 will have a post-secondary effectiveness rate of 60%.
In the System report, only Goal 1 was fully presented, although it is possible to see the impacts of Goal 2 in some of the data shared, as well as information shared in Foundational Structures. The OVT report did not provide any information on progress toward goals. It only stated which two goals were chosen. This goal is written as a SMART goal and is measurable. The Accountability Report shows that the goal was reached. The Effective Rate began at 52.8% at the beginning of the KESA cycle and grew to 60.6%. This indicates systems were in place to address this area. The ARC member did have to go back in the report to find information on this goal and recommends that in the future, the second goal be directly addressed in the report in the appropriate section by both the System and the OVT to ensure credit is

properly given to the hard work put in place to reach the goal.

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

ARC Comment

According to the OVT report, the system has put a lot of work and effort into the KESA process. They identified areas of focus and have made some impactful decisions and additions of staff and programs during this KESA cycle. They are in the initial stages of creating a strategic plan with a committee consisting of Board members, community members, and other key stakeholders. It is apparent the system effectively works with its local Board to ensure all needed procedures and policies to support it improvement efforts are instituted. A bond issue recently passed ensuring 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

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

Board Outcomes

Social-Emotional Growth	According to the OVT report, the system has been making progress on improving their understanding of the SEL data, utilizing it to initiate change. The use of screeners, hiring additional counselors, and implementation of wellness activities are all resources to help move the needle in a positive direction for staff and students. Second Step and Character Strong have provided needed curriculum in this area. There are many positive data points that indicate progress in this area. The system reports they intend to have a more measurable social-emotional goal during the next KESA cycle that will make it easier for them to track and identify progress made.
Kindergarten Readiness	The system implemented a Pre-k program in 2020 to promote early learning and increase kindergarten readiness for learners within their community. The program accommodates up to 20 students and includes students with disabilities as well as students who are not identified as at-risk. Cardinal Kids PreK incorporates academic and motor experiences aligned with the Kansas Early Learning Standards. Data from the Dial 4 confirms the positive impact of this program on kindergarten readiness. In addition, the system joined the Harvey County Parents as Teachers organization in order to provide additional parenting support. This is a free program for parents of children from pregnancy to age three.

Individual Plans of Study	According to the System report, the IPS process has grown and evolved during this KESA cycle. Progress has been made specifically with the additional hire of a CTE/Career counselor. While students have completed interest inventories and pathways information, the plan is to provide more real-world opportunities in internships and business partnerships. Hiring a CTE/Career counselor has already had a positive impact and the system reports they want to continue to expand her role to ensure student needs are being met. The system also plans to use the Kansas Career Advising Model and the Career Development Cycle to help with this path. The OVT report suggests providing more opportunities for students in elementary grades for career exploration would strengthen the system even more.
High School Graduation Rate	The OVT report shares that with graduation class sizes ranging from 32 to 46, the loss of even one student can cause a large fluctuation in the Graduation Rate. The district consistently stays above 90% in Graduation Rate with the goal of returning to and maintaining a 100% rate. The Accountability Report indicates the average Graduation Rate is 93.8% which is 4.5% higher than the state average. This is still an area of strength.
Postsecondary Success	This is an area of strength. According to the OVT report, the continued growth of the system's post-secondary success data indicates the work they are doing is having a positive impact on learning. Their belief that one data point encompasses multiple items that are impacted by their work shows their dedication to students and their growth. The system believes if they are successful with students both socially-emotionally and academically, the postsecondary rate will continue to increase. The district received copper stars in Postsecondary Success and Academically Prepared for Postsecondary from the District Kansans Can Star Recognition program.

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

ARC Comment

According to the OVT report, during the KESA cycle, the system engaged stakeholders to give input to the district, pass a bond issue, and give input into new leadership for the district. With strategic planning in the works, even more stakeholders will become involved in the coming cycle. Building and district site councils, as well as the Board, were utilized to work on the KESA process. The upcoming strategic planning meetings will help continue their use of a communication loop that effectively involves all stakeholders.

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

ARC Comment

According to the OVT report, the system has been responsive to feedback given by the OVT and have refined their process to be more in line with the KESA process, with the involvement of a new superintendent. The OVT report indicates the system is doing even more to positively impact students than what is outlined in this report.

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

According to the OVT report, the system has made big strides to address areas raised with their needs assessment. They have been responsive to feedback given by the OVT and have refined their process to be more in line with the KESA process, with the involvement of a new superintendent. They regularly provide updates to their Board and involve them in strategic planning. The process is being evaluated with data, and the system is refining this even more with the purchase of a new program. The OVT report indicates the system is doing even more to positively impact students than what is outlined in this report.

ARC Recommendation

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

Justification

- The system is committed to this process and sets high goals to ensure positive impact for students
- Continued work for improvement through a strategic plan that incorporates many stakeholders in the planning and the process
- Data that shows student growth both academically and in SEL

Strengths

- A focus on and growth in Kindergarten Readiness with the addition of the Cardinal Kid Pre-K program
- Growth in Postsecondary Effectiveness and career preparation
- Above the state average for the percentage of students who scored at Levels 3 and 4 in all tested subjects
- Analysis of data to drive improvements

Challenges

- Design a SMART Goal for SEL that is measurable and trackable
- Continue to strengthen Tiered Framework for secondary level
- Continue to utilize needs assessment to allocate resources where needed

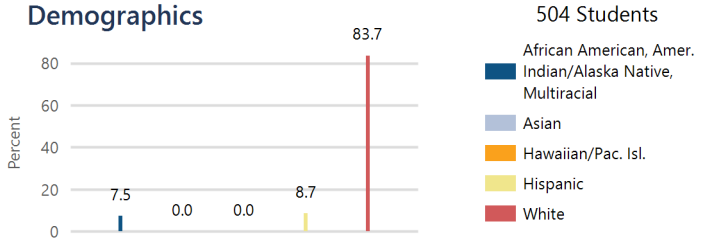
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Sedgwick Public Schools USD 439

400 W 4th St, Sedgwick, KS 67135-1559
(316) 772-5783
http://www.usd439.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12**
Superintendent: **Greg Lehr**

Demographics

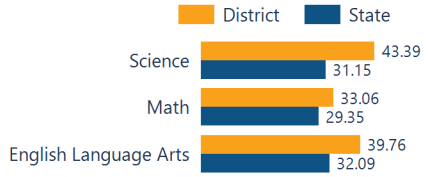


District Kansans Can Star Recognition

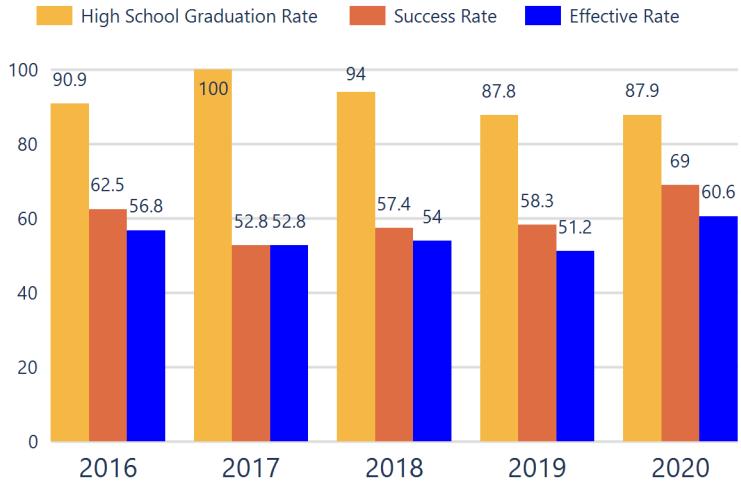
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **92.2%**

Five-Year Success Avg **59.6%**

Five-Year Effective Avg **54.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **49.0 - 55.1%**

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

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

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

93.8% State: 89.3

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

93.5% State: 92.1

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

19.0% State: 25.4

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

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$15,184
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Sedgwick Public Schools USD 439

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	24.42	13.63	27.43	20.07	22.04	19.81
Level 2	N/A	N/A	N/A	43.51	41.73	31.85	46.85	38.18	36.79
Level 3	N/A	N/A	N/A	25.95	35.12	30.08	25.19	33.07	32.07
Level 4	N/A	N/A	N/A	6.10	9.50	10.61	7.87	6.69	11.32

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.37	25.00	48.00	21.66	16.66	9.52
Level 2	N/A	N/A	N/A	45.56	44.44	20.00	48.33	48.33	42.85
Level 3	N/A	N/A	N/A	21.51	29.16	20.00	21.66	30.00	38.09
Level 4	N/A	N/A	N/A	2.53	1.38	12.00	8.33	5.00	9.52

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.38	13.04	63.63	44.18	55.81	41.17
Level 2	N/A	N/A	N/A	38.09	65.21	27.27	41.86	27.90	23.52
Level 3	N/A	N/A	N/A	2.38	8.69	0.00	9.30	9.30	23.52
Level 4	N/A	N/A	N/A	7.14	13.04	9.09	4.65	6.97	11.76

AFRICAN-AMERICAN STUDENTS

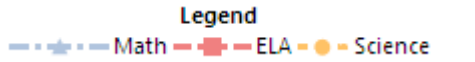
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

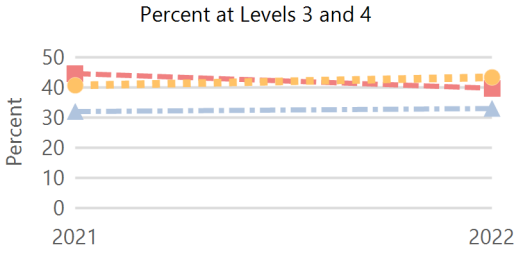
HISPANIC STUDENTS

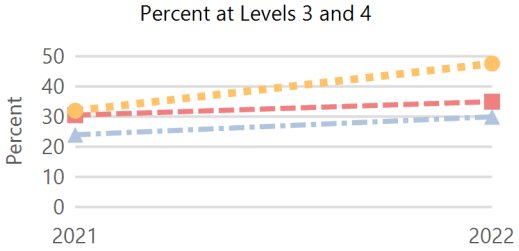
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.57	14.28	30.76	15.38	15.38	N/A
Level 2	N/A	N/A	N/A	50.00	42.85	7.69	53.84	57.69	N/A
Level 3	N/A	N/A	N/A	21.42	32.14	53.84	26.92	23.07	N/A
Level 4	N/A	N/A	N/A	0.00	10.71	7.69	3.84	3.84	N/A

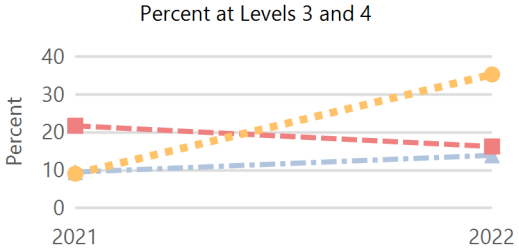
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



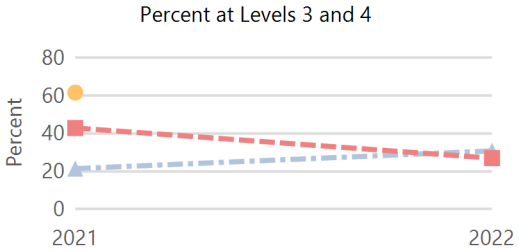






Percent at Levels 3 and 4

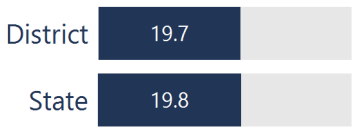
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/17/2023

System: D0466 Scott County (0000)

City: Scott City

Superintendent: Jamie Rumford

OVT Chair: Adrian Howie

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively worked with State BOE to achieve compliance (Chair/OVT will list specifics addressed).

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

ARC Comment

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

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

ARC Comment

USD 466 will implement tiered interventions, using assessments (summative, formative, and progress monitoring), data analysis, and intervention practices for all students, with achievement rates of 75% or more in Low Risk on FastBridge, and 50% or more in Levels 3 and 4 on the KAP, by the end of the 2022-23 school year.
While interventions look

different at each level, all buildings have begun looking at data (Fastbridge) to guide them on the amount and types of intervention support to provide. Data is reviewed in PLCs with the district curriculum director as well as with building principals. This has allowed all staff to be on the same page regarding the needs of students.
The district's goal specific to Fastbridge and interventions was to have 75% of students identified as low-risk by the assessment. Students are given five Fastbridge assessments in the Fall, Winter, and Spring testing windows. While the goal of 75% low risk was not achieved in all five assessments, growth towards that goal was made.
Students completing SAEBRS, which assesses an individual's social-emotional risk factors showed a 14% growth in students identified as low-risk from the Winter of 2020 (in the middle of the COVID pandemic) to the Winter of 2022.
In math, districtwide numbers show a growth of 40 students transitioning from some level of risk, to low risk (38% to 43% low risk). While this overall percentage does not meet their goal, it is moving in the right direction. As the district continues to strengthen their protocols around tiered interventions, this number should continue to grow, pushing closer to their intended goal.

The second part of this goal is to have 50% of students achieve at or above level 3 on the KAP assessment. The district acknowledges that the KAP was deemphasized over the last five to seven years, but needs to become more of an emphasis again. USD 466 was not unlike most districts across the state, as they saw a decline in student academic performance on the KAP immediately after the school shut down in the Spring of 2020. In both math and reading, USD 466 saw a decline on average of 3.5% of students achieving at least level 3. Since then, their math has recovered, with the most recent KAP assessment showing a higher percentage of students at level 3 or higher than they saw in 2019. ELA has not seen the same recovery.

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

ARC Comment

USD 466 will implement research-based strategies to address social/emotional and physical safety concerns. All teaching staff will be trained in social/emotional awareness, consistent classroom management procedures, and crisis intervention. Training will be fully implemented by the beginning of the 23-24 school year with ongoing support in future years, with student results scoring at 90% or better in the Low-Risk area of the SAEBRS assessment.
Students completing mySAEBRS, which assesses an individual's social-emotional risk factors, showed a 14% growth in students identified as low risk from the Winter of 2020 (in the middle of the COVID pandemic) to the Winter of 2022.
Students identified on the mySAEBRS as high risk dropped from 4% to 0%. On the SAEBRS, completed by staff, students in the low-risk category increased to 92% at the most recent assessment window. This also showed a decrease in those identified as high risk from 3% to 0%.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The district has new staff hired. Shifting staff workloads to allow for strategic tiered supports. Providing resources for professional learning that addressed the social and emotional needs of students became a priority of the Board. By keeping the focus uniform across all levels of the district, the improvement the process never got lost or bogged down.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	ARC Comment: Students completing mySAEBRS, which assesses an individual's social-emotional risk factors, showed a 14% growth in students identified as low risk from the Winter of 2020 (in the middle of the COVID pandemic) to the Winter of 2022. Students identified on the mySAEBRS as high risk dropped from 4% to 0%. On the SAEBRS, completed by staff, students in the low-risk category increased to 92% at the most recent assessment window. This also showed a decrease in those identified as high risk from 3% to 0%.
Kindergarten Readiness	USD 466 invests heavily in their early childhood development within their community. They have actively led discussions with community daycares and preschools to help streamline kindergarten readiness goals. District staff has worked with community partners to ensure that skills taught in the public school are also taught in private daycares and preschools. The district has worked to ensure that parents fill out the ASQ when they do roundups and screenings. This ASQ data is then evaluated by staff and used to help identify skills to be taught in both the public and private sectors. Because of the partnerships established, this data has become relevant across the entire community. The most recent ASQ data shows a minimal number of students flagged for support.
Individual Plans of Study	The IPS has been a focus in the district. As described earlier in the report, IPS and career exploration begins in the 6th grade. These IPS plans have helped the district incorporate changes to the system for the benefit of students. They have increased their CTE pathway offerings and refined those to fit both community needs and the interest/IPS plans of students. They have increased the number of students participating in work-based learning experiences. These are based on each student's IPS. This Fall, 30 students were placed in experiential learning experiences with local professionals in student-identified interests. There were also 19 students in CTE-based internships. Without the IPS, these opportunities would not be as focused for students.

High School Graduation Rate	The district's 5 year graduation rate has risen from 89% to 94%, being just short of the overall state goal of 95%.
Postsecondary Success	The increase in graduation rate, when paired with an emphasis on IPS and career exploration, has seen the district begin to exceed their predicted Postsecondary success rate. The district's predicted range is between 55.7% and 59.2%. The most recent data shows the district's Postsecondary Success Rate at 61%.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The district has established strong stakeholder groups in which they could share information and receive feedback. BLTs, DLTs, site councils, community focus groups, PLCs, and advisory committees have all been established and consulted at various times in the KESA process.

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

ARC Comment

The district has always been receptive and responsive to feedback provided by the OVT team. When suggestions have been made regarding data collection or refining goals, they have always gone back and evaluated what was being done and considered looking at that differently. This has led to a refined process and one where the district has made data-driven decisions.

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

ARC Comment

The OVT team had no concerns or additional suggestions for the district regarding the fidelity of the KESA process and timelines. They have been very organized and timely in communication. They have been receptive to the feedback provided. The district has done a good job of working to keep all stakeholder groups involved and informed of the progress being made within the district with regard to KESA goals, even if not explicitly stated.

ARC Recommendation

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

Justification

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2, along with maintaining district academic success, postsecondary success, postsecondary effectiveness, and ACT performance while using district funds wisely and maintaining a strategic plan with student outcomes.

Strengths

1. Community Partnerships
2. KESA goals were ingrained within the fabric of the district and not viewed as something additional to do. The BOE incorporated these goals into their strategic plan, helping keep the focus on student growth at all levels of the system.
3. Student needs have remained a priority. Financial resources, as well as focus and time, have centered around ways to meet student needs. Additional staff has been added. Schedules have been adjusted. Professional learning has been dedicated to student needs. The entire system has been built around student needs and growth and not on adult needs.

Received a silver in Postsecondary Success and a Bronze in High School Graduation.

Challenges

1. Continue to focus on state board-specific outcomes, in particular, those that have the most impact on postsecondary success.
2. Continue working on increasing the number of students attaining at least an API score of 4 or 5.

Other Challenges

Staff turnover and staff shortages will continue to be a barrier the district must overcome. There was a 15% staff turnover between 2021-2022 and 2022-2023 school years. The district will need to improve their mentoring program.
Legislative policy regulating social-emotional surveys has been identified as a a possible barrier to future mental health and social-emotional support goals.
Demographic changes, as well as a growing migrant population, will pose barriers that the district will need to address.

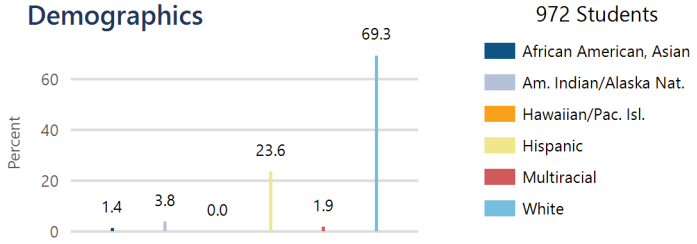
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Scott County USD 466

704 S. College, Scott City, KS 67871
(620) 872-7600
http://www.usd466.com/

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

Demographics



District Kansans Can Star Recognition

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

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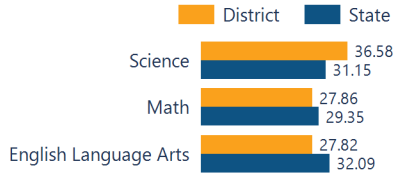
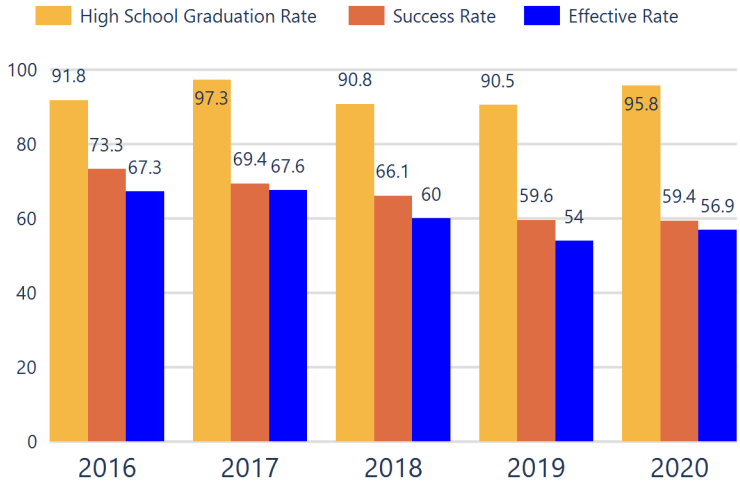
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **93.5%**

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Five-Year Effective Avg **61.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **55.7 - 59.2%**

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- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

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89.4% State: 89.3

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

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0.6% State: 1.4

District ESSA Operating Expenditures Per Pupil

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$12,578
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

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Scott County USD 466

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

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Level 2	N/A	N/A	N/A	46.16	39.65	26.97	42.29	41.55	30.24
Level 3	N/A	N/A	N/A	19.43	22.63	29.30	21.34	22.66	21.46
Level 4	N/A	N/A	N/A	4.67	5.41	13.48	6.52	5.16	15.12

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.09	41.50	40.00	39.81	41.93	49.39
Level 2	N/A	N/A	N/A	48.19	41.50	26.25	39.81	38.24	26.50
Level 3	N/A	N/A	N/A	9.90	16.03	22.50	18.51	16.12	16.86
Level 4	N/A	N/A	N/A	1.80	0.94	11.25	1.85	3.68	7.22

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.66	53.48	72.72	52.54	55.93	71.42
Level 2	N/A	N/A	N/A	26.66	18.60	18.18	23.72	20.33	9.52
Level 3	N/A	N/A	N/A	10.00	18.60	9.09	8.47	16.94	0.00
Level 4	N/A	N/A	N/A	11.66	9.30	0.00	15.25	6.77	19.04

AFRICAN-AMERICAN STUDENTS

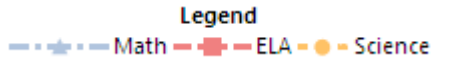
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

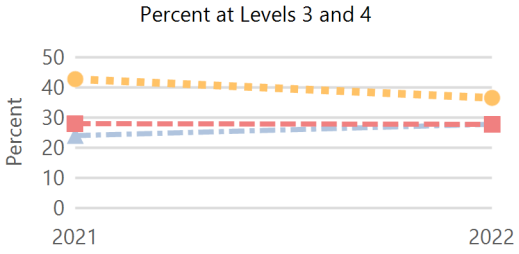
HISPANIC STUDENTS

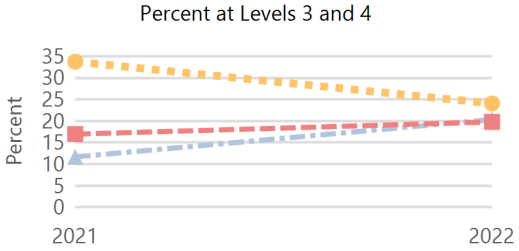
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.64	43.80	29.41	43.63	44.85	52.17
Level 2	N/A	N/A	N/A	44.14	41.90	32.35	41.81	41.12	30.43
Level 3	N/A	N/A	N/A	6.30	14.28	32.35	11.81	13.08	13.04
Level 4	N/A	N/A	N/A	0.90	0.00	5.88	2.72	0.93	4.34

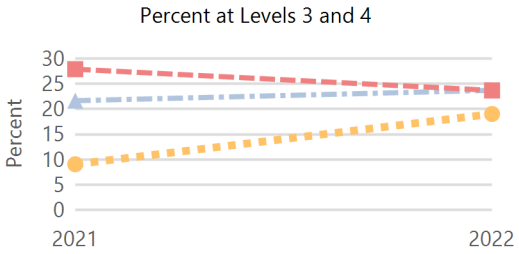
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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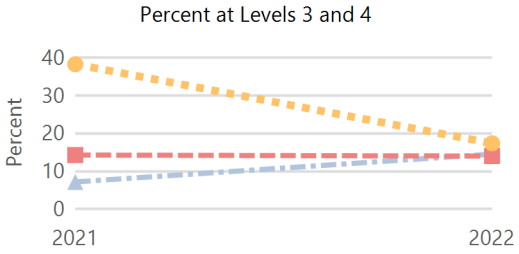
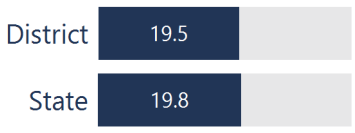


ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/17/2023

System: D0470 Arkansas City (0000)

City: Arkansas City

Superintendent: Ron Ballard

OVT Chair: Charlene Laramore

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively worked with State BOE to achieve compliance (Chair/OVT will list specifics addressed).

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

ARC Comment

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

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

ARC Comment

By the spring of 2023, USD 470 will provide rich opportunities to ensure individual achievement and post-secondary success for all students, with a five-year average graduation rate of 95%.

The system is disappointed that they have not reached there graduation rate goal of 95%. However, as they monitor the data, they are pleased that the students that are graduating are being successful in postsecondary success. The five-year effective average has increased from 37% in 2018-19 to 43% in 2021-2022. The 43% for the 21-22 school year is on the high end of the predicted effectiveness rate of 39.6-43.3%. This data shows that students who graduate from USD 470 overcome numerous obstacles to be successful after graduation. They are committed to better understanding why we have so many students not graduating and addressing those barriers.

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

ARC Comment

USD 470 will align with state and national norms in the identification of students who are in need of support; 80% tier 1, 15% tier 2, & 5% tier 3 by embedding a core social-emotional curriculum and screeners by the spring of 2023.

SAs buildings have implemented new SEL curriculum in year 5 of the KESA cycle, the system predicts that schools will see a decline in office referral numbers in the next two to three years. The fidelity of implementation and widely held expectations for this tier 1 curriculum will be a critical component of that success. A large factor in that is the professional development of not only teachers but support staff as well.

A system-wide approach to data for this area was implemented in Year 4. This school year, schools are using SAEBRS and mySAEBRS across the district. These screeners are completed on each student three times per year. Schools monitor the progress of students on these assessment tools to provide interventions as needed.

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

ARC Comment

The district has had a consistent focus on district goals, and the data connected to them has helped us to make more informed, strategic decisions regarding our allocation of resources.
For example, our district has partnered with Greenbush Service Center and the School Improvement Services Consortium. USD 470 has leveraged Greenbush in the following ways:
New Teacher Mentoring Program
Weekly virtual meetings for admin, coaches,
and counselors
Participation in textbook and vendor fairs
LETRS training
Teacher Leader Cadre
Literacy Leader Cadre
Structured Literacy Support
High-Impact Instructional Strategies Support
Needs Assessment and Data Analysis Support
Assessment Tools Support: Fastbride, NWEA
USD 470 Board of Education is invested in providing quality education to students and families.

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

Board Outcomes

Social-Emotional Growth

The KESA process has helped is being more intentional and data-informed regarding social-emotional growth in the district.
While targeted areas to focus upon in supporting students socially and emotionally have been selected, the KESA cycle aided in creating systems that would allow data-informed decisions about how to support students' SEL needs to be made. Based on these systems, key practices at each building to promote social-emotional growth have occurred:

Tier 1 SEL instruction at all grade levels
Tiered supports that include small group and individual counseling support
Contract therapists available with whom parents can schedule appointments for their students during the school day
Bi-weekly elementary counselor classroom visits
Recognition systems for positive student behaviors
Consistent behavior expectations and instruction across buildings
Conscious Discipline implemented in early childhood

Prioritization of students' social-emotional needs has led to significant re-allocations of resources and staffing by adding to counseling staff at all elementary and secondary buildings. Contract therapists are also available to students who need support beyond what the school counselors are able to provide.
Efforts are also reflected in professional development topics, which have delved into trauma-informed practices, inclusive practices, and relationship-building strategies.
The KESA cycle has helped the district to be more systematic, data-informed, and strategic in our approach to addressing the social-emotional needs of students.

Kindergarten Readiness	USD 470 has been using TS Gold curriculum-based assessment for the past two years. The data shows that program-wide, students make tremendous gains from entry to exit of the program. Close to 80% of students are meeting or exceeding the widely held expectations in all areas by the end of the program year. That number is not as high when one looks at disaggregated data for students on an IEP or dual language learners. They are digging deeper into the current practices to make adjustments for those subgroups.
Individual Plans of Study	Over the course of this KESA cycle, they have made significant improvements to the IPS system-wide. At the beginning of the cycle, students and staff used Academic Innovations to provide lessons and track progress. While this program initially met needs and was ahead of the curve, they realized through an evaluation of the program and others available that they could make improvements by switching. In year 4 of the KESA cycle, Xello was piloted, which is used in 98% of Kansas districts. In year 5, Xello was adopted and began implementing the program at the middle school and high school. Previously, Academic Innovations was only available for high school students and staff. This change has enabled students to have a more clear picture of what it means to be future-ready. The plan over the next two-three years is to bring Xello to elementary school students as well. Adjustments are continually made to help students prepare for their futures during and post-high school.

High School Graduation Rate	The high school graduation rate is a focus area/goal at the building. Data tracking student's entering/exiting the system is updated weekly. A new focus on attendance rate and pass/failure rate to track which students are on schedule to graduate. Any student wanting to drop out completes an exit interview with an administrator to gather data about why students are dropping out and how the system/school can better meet student needs. Tracking students has been tough as families move or leave the area. Location is not always available.
Postsecondary Success	Post-secondary success has made significant gains over the past four years. 2021-2022 5 year effective average - 43.0% Predicted effective range - 39.6-43.3% 2020-2021 5 year effective average - 40.4% Predicted effective range - 37.9-41.7% 2019-2020 5-year effective average - 38% Predicted effective range - 35.8-39.1% 2018-2019 5 year effective average - 37% Predicted effective range - 36.0-39.0% The most up-to-date data tells us that the work towards preparing students for postsecondary success is making progress. USD 470 views postsecondary success for each student not as a high school challenge, but rather as a system-wide, birth through high school challenge that they must collectively impact through the work each day.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The school district has shared their processes through conferences and newsletters. It was openly discussed at board meetings

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

ARC Comment

The district struggled in the first three years of this cycle with three different superintendents. The turnover created issues with fidelity. The more recent consistency with the administration has led to a

more focused process, and the fidelity seems to be very good now.

The district has been open and receptive to feedback. The administrative team seems committed to the process and fully acknowledges their areas of improvement. It was a difficult process to get to this point, but they have developed a cohesive plan of improvement and a solid team dedicated to making it work

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

ARC Comment

USD 470 has been responsive to the KESA process and timelines. One of the strengths has been that during the 5 year period, several changes have been made to the district level as well as building-level personnel. The district has been able to work through these changes without missing any processes or timelines.
USD 470 has been very responsive to feedback and advice provided by the OVT team and Chair. One of the recommendations from the OVT was to expand on the data more. Since then, they have been much more intentional about analyzing the data in all that they do.

ARC Recommendation

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

Justification

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2, along with maintaining district academic success, postsecondary success, postsecondary effectiveness, and ACT performance while using district funds wisely and maintaining a strategic plan with student outcomes.

Strengths

USD 470 area of strength for this district is the effective rate which is consistently ten points over the predicted rate. The district has strong programs for pathways, shadowing, and business engagement. Although turnover at the administrative level was a weakness that slowed their progress early, The current administrative team is strong and committed to the process. They have changed from the early years of doing KESA as a separate obligation to get through, to using the KESA framework as an integral part of their school improvement process. They now have a solid team in place with a vision of where this is taking them.

Challenges

The area they will need the most growth is being data-driven. They have changed some of their assessments which caused a break in the data this is due to being in the initial implementation of programs and supports. They will need to narrow down their focus on what data is important and build out the trend line to monitor progress. Like most districts, they have an overwhelming amount of data available to them, and they need to prioritize what is most meaningful. The system realizes this and will continue to make it a priority.

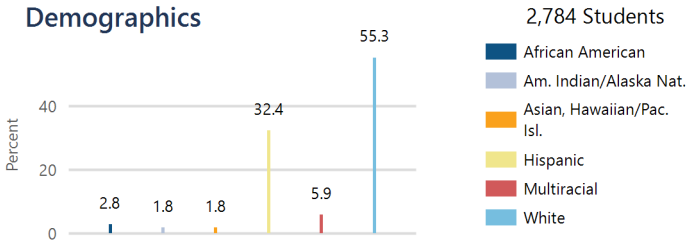
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Arkansas City USD 470

2545 Greenway, Arkansas City, KS 67005
(620) 441-2000
http://www.usd470.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12**
Superintendent: **Ron Ballard**

Demographics

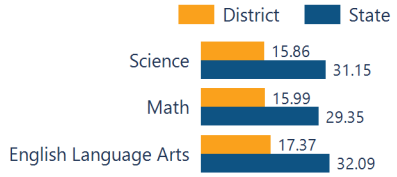


District Kansans Can Star Recognition

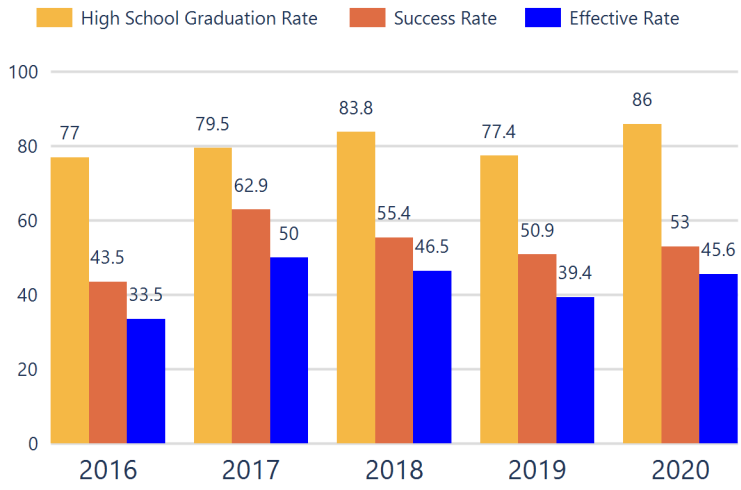
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **80.7%**

Five-Year Success Avg **53.3%**

Five-Year Effective Avg **43.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **39.6 - 43.3%**

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

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

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

81.2% State: 89.3

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

89.1% State: 92.1

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

43.2% State: 25.4

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

2.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

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

$11,569
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Arkansas City USD 470

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

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.97	45.99	49.75	48.30	48.29	56.38
Level 2	N/A	N/A	N/A	35.72	36.17	29.85	35.69	34.33	27.73
Level 3	N/A	N/A	N/A	10.63	15.20	16.41	12.67	15.24	12.22
Level 4	N/A	N/A	N/A	1.65	2.62	3.98	3.32	2.13	3.64

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	59.61	53.01	56.23	54.07	54.38	61.44
Level 2	N/A	N/A	N/A	33.29	35.04	28.24	35.06	33.75	27.27
Level 3	N/A	N/A	N/A	6.34	11.04	13.23	9.16	11.17	9.71
Level 4	N/A	N/A	N/A	0.73	0.89	2.29	1.69	0.68	1.56

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	74.36	73.03	70.79	71.29	74.09	72.13
Level 2	N/A	N/A	N/A	22.46	20.22	18.58	21.75	18.37	25.40
Level 3	N/A	N/A	N/A	2.53	5.99	9.73	5.74	6.02	1.63
Level 4	N/A	N/A	N/A	0.63	0.74	0.88	1.20	1.50	0.81

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	74.19	53.57	62.50	46.15	52.50	53.33
Level 2	N/A	N/A	N/A	19.35	28.57	25.00	48.71	35.00	46.66
Level 3	N/A	N/A	N/A	6.45	17.85	6.25	5.12	12.50	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	6.25	0.00	0.00	0.00

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	59.06	55.95	59.77	56.09	57.79	65.06
Level 2	N/A	N/A	N/A	33.78	33.80	25.13	33.40	31.81	25.90
Level 3	N/A	N/A	N/A	6.71	9.04	14.52	10.08	9.95	9.03
Level 4	N/A	N/A	N/A	0.44	1.19	0.55	0.42	0.43	0.00

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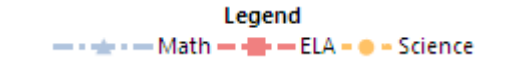
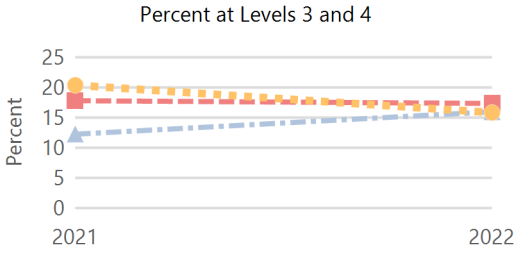
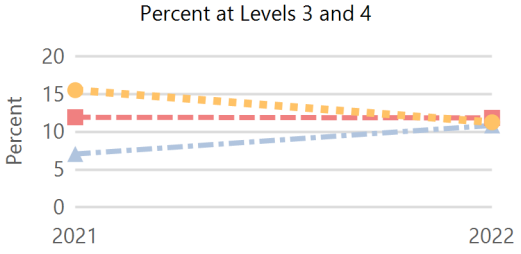
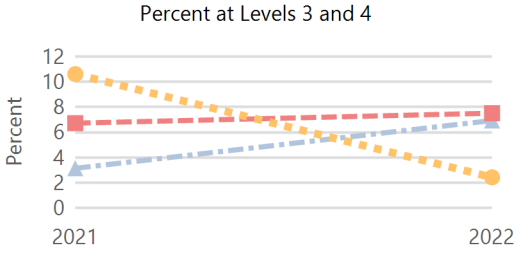
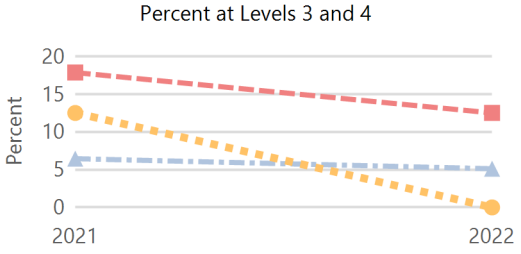
Academically Prepared for Postsecondary Success

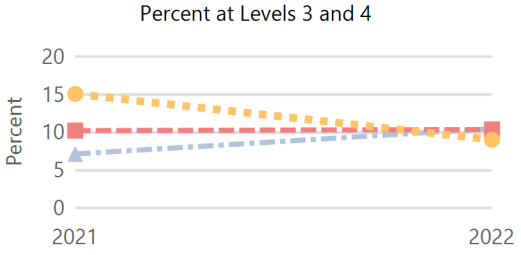












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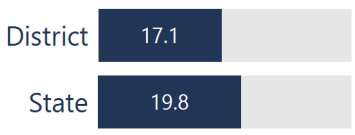

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Date: 04/17/2023

System: D0473 Chapman (0000)

City: Chapman

Superintendent: Kevin Suther

OVT Chair: Matt Dunning

Executive Summary/AFI

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

ARC Comment

All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture, and efforts are being made to maintain, embed, and improve quality.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

USD 473 will focus on a comprehensive literacy structure that will support all students, so there is an increase of 80% of our students with the Fastbridge data to read at or above grade level.

USD 473 continues to focus its effort on increasing rigor within the district. Specific evidence includes the development of multi-tiered systems of support, the utilization of Fastbridge to develop data-driven decisions for strategies regarding student success, consistent progress monitoring, and the adoption of a comprehensive PreK curriculum. The results of their effort indicate that USD 473 has improved rigor throughout the district. 75% of students exhibit typical to accelerated growth in ELA, Sophomore improved scores on the State assessment, especially when compared to schools in similar situations. They have decreased the need for class-wide support from 27 out of 32 classrooms to 6 out of 32 classrooms. There is strong evidence that points towards system-wide improvement.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

USD 473 will focus on a comprehensive social-emotional structure to develop supports to flip the MTSS triangle to reach 80% with Fastbridge data in tier 1 level.

USD 473 focused on the social emotional supports provided district-wide. Through the accreditation

process, USD 473 realized that they needed to streamline their efforts to identify areas of support that were most effective. Through their efforts, they have adopted a CharacterStrong Pre-K through 12 curriculum, weekly meetings Pre-K through 12 focused on SEL issues and continuing to hire counselors as social workers to support SEL growth throughout the district. USD 473 has worked with the Technical Assistance System Network (TASN) to continue to develop a plan to move forward using data from attendance, behavior, surveys, and grades to make decisions to ensure its effectiveness.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

USD 473 eliminated redundant surveys and assessments and began focusing efforts. Through the accreditation process, they decided to utilize Fastbrigde as a main assessment tool to monitor student progress in multiple areas. Additionally, they are in the process of working with TASN to continue to identify areas of
improvement, develop strategies that will be most effective, and then monitor progress. Evidence indicates that USD 473 allocated resources, prioritized processes, and developed a culture of improvement that will allow USD 473 to continuously identify areas of improvement, and develop and execute plans for improvement, and assess their effectiveness.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, and data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	The system is using the SAEBRS system to track social-emotional growth. Implementation of a full tutoring system has been at the high school level and is continuing to develop in middle school. The system also identified the targeted top 10 students in each elementary school for students that need additional support. Additionally, these student support teams began identifying Tier 1 strategies to support students already available in our schools and when to utilize them. Other supports provided by the system include: -Kansas Community Care Survey -SAEBRS & MYSAEBRS Survey -Central Kansas Mental Health Liaison and Therapists directly in the buildings -District Wellness Committee - Example Workout Wednesdays -Adding Employees Assistance Program - Greenbush -DK Fitness discount locally for working out -Inservice Focus Series on Mental Health.

Kindergarten Readiness	The system has an evidence-based preschool curriculum, Frog Street, adopted in 2021-22 and implemented in the fall of 2022. In addition to an evidence-based curriculum, the preschool has partnered with TASN's MTSS Preschool Support Specialist to work on Embedded Learning Opportunities. Embedded Learning Opportunities have provided intentional instructional opportunities for the earliest learners. Preschool also began a preschool pilot through FastBridge during the 2021-22 school year, which has also allowed the system to continue to collect data systematically from PreK-12th grade. In addition, all Kindergarten students are screened through FastBridge three times per year, and diagnostic assessments have been formally implemented through the use of the PAST assessment. Additional support: -ASQ assessments increased participation to over 98% -New Pre-K curriculum comprehensive approach Frog Street -Increased from DIBELS 26% ready skills for kindergarten to 54% on FastBridge -28 of 76 attended district preschool, which shows over 30% higher performing scores from FastBridge starting out. The system is trying to increase the Pre-K opportunities in next cycle to over 30 students in the 3-year-old program.
Individual Plans of Study	The system has established IPS for all students. The students starting in 6th grade now build an electronic portfolio that follows them until they graduate as a senior. This is coupled with: *Half day attendance during the junior and senior year at Salina Area Technical College to gain certification in the areas: of automotive, construction, and welding. *Started a new end-of-the-pathway opportunity for Health Science for a two-hour block at the end of their senior year for internships in the local hospitals. *CNA and CMA nurses come directly to the school for gaining certifications *College Fair for all juniors and seniors that have representatives from over 40 schools *Multiple colleges come each month to talk with future students about their majors, experiences, and financial needs during the advisory period. *Work Based Learning was just started for the 2022-23 school year
High School Graduation Rate	The system has consistently been in the 95% or higher range for graduation and is currently at 96.3% for the four-year adjusted cohort for the newest report in 2022. The Kansas Department of Education recognized the district for the Kansas Can Star Recognition with a Silver in the graduation category for 2021-22.

Postsecondary Success	The system has a post-secondary success that has been consistent in the mid-sixties, making significant gains moving from 47.9% to 63.2% in the past four years. They earned a Cooper star in this area. This is supported by the increase in post-secondary opportunities while still in high school with the increase in pathways and participation at the area colleges near the system.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. USD 473 implemented a feedback loop that successfully creates a culture in which all stakeholders are not only informed but are also empowered to have a voice. These stakeholders include the BOE, DLT, BLT, PLC, and individuals in the classrooms. Additionally, USD 473 conducts an annual family engagement survey, and surveys from Fastbridge and ACT, whose results are communicated not only through the feedback loop, but also to the general public via Public BoardDocs.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Though out this process, USD 473 has had an open line of communication with the the OVT team and has been proactive in not only the process, but also the needs of the district.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

USD 473 has grown and truly focused its efforts as a result of the accreditation process. Through their work, they have streamlined processes to better utilize resources to provide a larger impact on student learning. USD 473 is responsive to the community that it serves, and it is evident through this process that it will continue to improve as they evaluate its system and needs.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2 along with maintaining district academic success, postsecondary success, postsecondary effectiveness, and ACT performance while using district funds wisely and maintaining a strategic plan with student outcomes.

Strengths

The biggest strength of USD 473 is engaging with students and families to maintain a high graduation rate. They have accomplished this by focusing on individual student needs and providing programs and support for each. These supports and programs range from MTSS and reading partners to student-run businesses. USD 473 realistically prepares a student for post-secondary success.
USD 473 did receive silver in High School Graduation, Copper in both Academically Prepared and Postsecondary Success.

Challenges

USD 473 has committed to improving ELA results and should continue this focus in the future. They have also indicated that they intend to focus on Math skills in the future as they would like to see gains in this area as well. Additionally, they would like to increase kindergarten readiness to help with both of these goals.

USD 473 has many of the same limitations/barriers as many other districts. None will prevent them from improving due to the fact that they are able to identify needs, developed plans to improve within the boundaries of their limitations, and increase support for student success. As USD 473 refines this process, they will continue to improve.

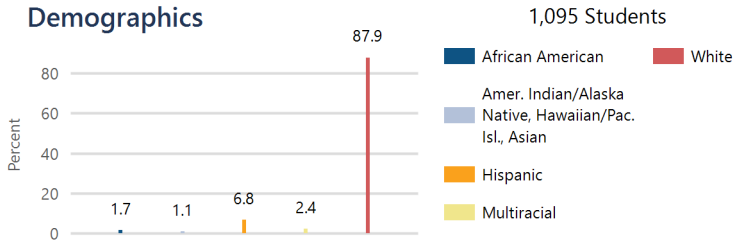
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Chapman USD 473

822 N Marshall, Chapman, KS 67431-0249
(785) 922-6521
http://usd473.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Kevin Suther**

Demographics

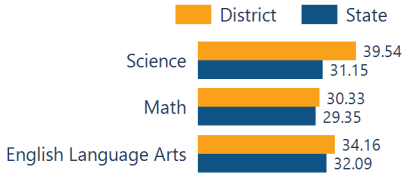


District Kansans Can Star Recognition

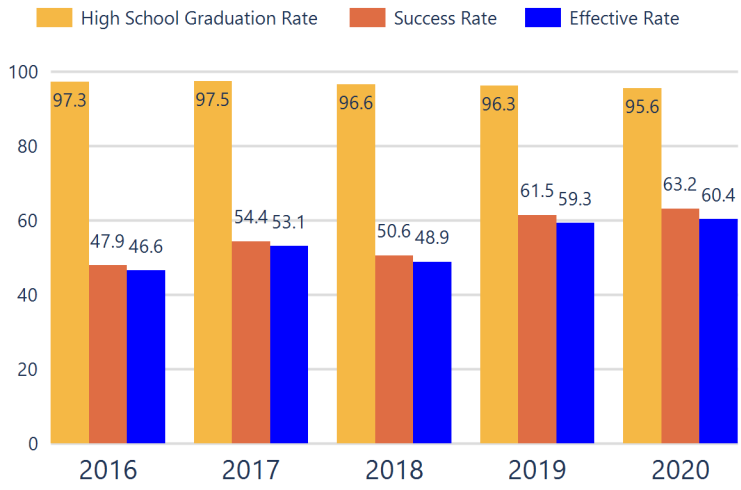
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **96.6%**

Five-Year Success Avg **55.8%**

Five-Year Effective Avg **53.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **55.4 - 57.9%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

96.3% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

92.2% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

21.5% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

0.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$13,056
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Chapman USD 473

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.76	26.10	23.28	27.98	25.03	28.73
Level 2	N/A	N/A	N/A	47.52	36.86	33.20	41.66	40.78	31.71
Level 3	N/A	N/A	N/A	21.88	30.03	30.15	22.16	27.24	25.74
Level 4	N/A	N/A	N/A	6.83	6.99	13.35	8.17	6.92	13.80

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.23	35.44	26.92	40.29	33.66	39.02
Level 2	N/A	N/A	N/A	50.00	41.77	35.57	40.29	46.73	34.14
Level 3	N/A	N/A	N/A	17.79	19.83	28.84	15.42	17.08	15.85
Level 4	N/A	N/A	N/A	2.96	2.95	8.65	3.98	2.51	10.97

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.93	57.14	55.26	55.35	53.57	55.81
Level 2	N/A	N/A	N/A	32.65	19.38	18.42	24.10	25.00	27.90
Level 3	N/A	N/A	N/A	12.24	17.34	15.78	9.82	16.07	9.30
Level 4	N/A	N/A	N/A	8.16	6.12	10.52	10.71	5.35	6.97

AFRICAN-AMERICAN STUDENTS

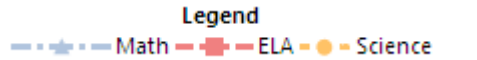
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	9.09	18.18	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	54.54	45.45	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	36.36	27.27	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	9.09	N/A	N/A	N/A	N/A

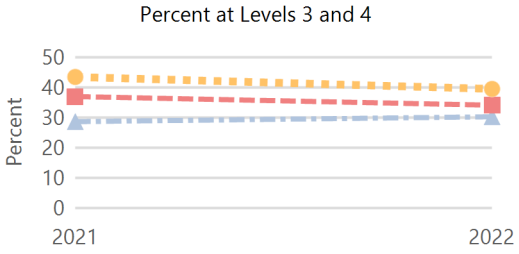
HISPANIC STUDENTS

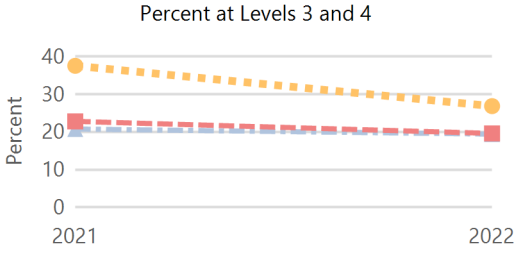
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.02	26.31	33.33	29.62	26.92	46.66
Level 2	N/A	N/A	N/A	56.75	57.89	27.77	51.85	40.38	40.00
Level 3	N/A	N/A	N/A	13.51	15.78	27.77	12.96	28.84	6.66
Level 4	N/A	N/A	N/A	2.70	0.00	11.11	5.55	3.84	6.66

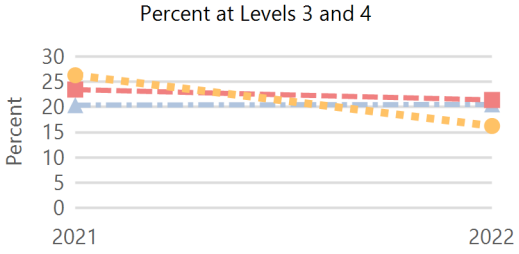
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

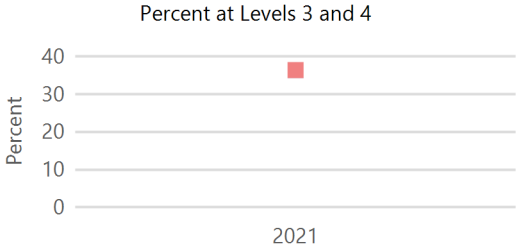
Academically Prepared for Postsecondary Success

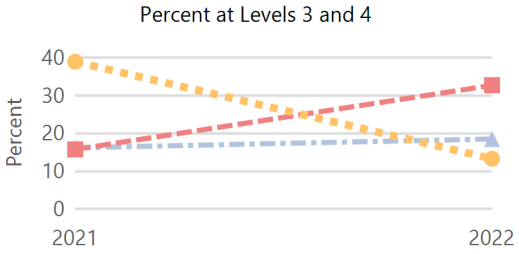








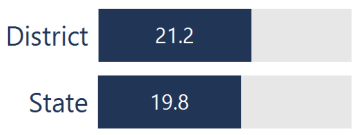




ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Kansans CAN

Accreditation Summary

Date: 04/17/2023

System: D0479 Crest (0000)

City: Colony

Superintendent: Shane Walter

OVT Chair: Ted Hessong

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

The system fulfilled official applicable requirements and deadlines and/or timelines or, actively worked with State BOE to achieve compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture, and efforts are being made to maintain, embed, and improve quality.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

To Increase in district climate and perception of the district through increased communication, leadership empowerment within the staff, the formation of a five-year strategic plan, crisis training, and investment in safety and security measures
to keep students and staff safe.

Major safety and security initiatives have been enacted to improve the safety district-wide measured by (ALICE training for all staff, rekeying every interior and exterior door/door knob installation, labeling every interior/exterior door, controlled entry and access technology, installation of 18 security cameras, and CPR and First Aid training for all staff and two HS classes bi-annually.
Improve safety/security throughout the district for students, staff, and all stakeholders, as evidenced by additional security resources and improved data on the KCTC survey.
The best piece of data to illustrate improved climate, perception, and growth of district culture is our enrollment numbers. Enrollment has grown from 213 to 245 district-wide within this KESA cycle during the era of declining enrollment in Kansas and nationwide due to COVID-19.
The recommendation for the next cycle would be to establish goals that are SMART goal format with evidence to show growth over the cycle.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Positively impact student/staff relationships and engagement by increasing the connection between our students, staff, and community to the school.

The KCTC Climate report illustrates the deep connection students have with staff. PD has centered around attacking the depression data witnessed county-wide within USD 479 schools, as witnessed by seminar planning / ANW COOP training for depression/warning signs in August 2021 and October 2021.
The district has enacted a summer food service program and served 100 students on average for the last three summers. The district has also partnered with local farmers to provide locally raised beef "farm to table" wellness initiatives in the district (2022).
Student participation and engagement in school activities (particularly leadership and extracurricular opportunities) have increased, as illustrated in participation data.
Student CTSO groups (FFA, FCCLA, FBLA, and FCA) created social media pages to keep students engaged and informed of student opportunities.
Communication has improved via mail, school messaging platforms, the creation of a school-operated Facebook page, and a district smartphone app to broadcast news of all things Crest to all community stakeholders.

The recommendation for the next cycle would be to establish goals that are SMART goal format with evidence to show growth over the 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

In the process of this KESA Cycle, the importance of transparency amongst their staff in regard to goals and progress toward goals became of extreme importance. Once everyone understood what the district was trying to accomplish and why, buy-in became easier to obtain and retain.
This process has caused their staff to continually adjust and adapt to meet the needs that came about as part of discussions and evaluation of the improvements. As evidenced by professional development opportunities for collaboration to retool the seminar, IPS, while attaching curriculum needs at the elementary level / middle school level.
Progress towards their goals is frequently communicated with their local board.
Support from their local school board has allowed them to reach their goals.
The district allocated the following resources in regard to staffing, facilities, and technology:
The addition of a full-time technology position, a part-time school resource officer, two classroom learning loss aides, one full-time certified teacher, and reassigned positions to include one middle school full-time ELA teacher.
Technology, iPads, Chromebooks, Chrome boxes, and mobile hot spots were allocated building-wide as technology upgrades.
In order to retain quality staff, the district allocated a one-time retention stipend as well as longevity pay incorporated into the negotiated agreement.
Facility improvements include four remodeled bathrooms, district-wide flooring, ADA / sidewalk improvements, bleachers, comprehensive ag shop renovation, greenhouse improvements, and new magnetic whiteboards for every classroom.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas

Vision for Education and State Board Outcomes.

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, and data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	Depression and Mental Health Target - 20 clients (Therapy and Class Management). The school district profile illustrates there is a need to create more community outreach in the area of mental health due to county depression numbers. Local demographic data shows high depression numbers for all age groups. At-risk households provide at-risk student populations.
Kindergarten Readiness	Lack of daycare locally. Lack of community resources to promote Kindergarten Readiness in the Community. Continue to increase availability, resources, and learning opportunities for birth to 5. The district has a teacher on-site that works with Greenbush to plan opportunities in the school, in daycare's, and in the home. Recommendation, this area needs to be an area of focus with outcomes.
Individual Plans of Study	The district has established IPS for all students. All teachers have implemented the use of Xello during seminar time-- all students 6-12 grade. All staff attended training over IPS and XELLO. The district created a seminar class that connects teachers in a mentor group with students for four years. Within this class, the students work on social/emotional skills, IPS, community service, and team building.

High School Graduation Rate	USD 479 had to identify process flaws locally through reporting. They identified the need for KIDS system training and the need to implement safeguards to avoid making mistakes on state reports (SGSR). They identified policy needs to protect the district from foreign exchange exit procedures, out-of-district acceptance procedures, and home-school exit procedures. In short, during this five-year cycle, their dropout data is skewed because foreign exchange students exited improperly and were not identified, not allowing full-year early graduation, and accepting out-of-district students NOT on track to graduate with their cohort group. In the 5 year cycle of KESA, they have identified three dropouts historically that would not fit the previously mentioned criteria. They were informed that two of the three foreign exchange students would be removed from the cohort. However, they were not when accountability reports were released.
Postsecondary Success	USD 479 data shows -the 5-year Effectiveness average is higher than the predicted rate -60% of students met the effectiveness metric -Yearly percentages vary widely based upon very low-class sizes; 1 or 2 students make a big difference in percentages -Consider any years that seem low; would it make a difference to give the number of students who did or did not achieve that measure that year They earned a silver star in this area.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The district regularly received feedback from stakeholders to assist in the KESA process. They spent extensive time with their needs assessment with staff to establish goals and a direction at the beginning of the cycle. The superintendent regularly updated the board of education on the progress and reports from the OVT.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The district has always been receptive to feedback, questions, and suggestions during OVT visits. The OVT and the DLT learned from each other during this process which has been valuable for both groups. The Superintendent and the DLT are to be commended for their leadership and communication with stakeholders, school board members, and the OVT.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The systems DLT was effective in their leadership with district staff and stakeholders, as well as with the OVT. The DLT followed the guidance of KSDE to implement the KESA process. The district utilized outside resources such as Greenbush to provide KESA support. The DLT consistently met deadlines and took the KESA process seriously in managing academic and social/emotional growth.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The district has maintained steady growth to strive for improvement to meet Goal 1 and Goal 2 along with maintaining or addressing district academic success, postsecondary success, postsecondary effectiveness, ACT working to improve performance while using district funds wisely and maintaining a strategic plan with student outcomes.

Strengths

At the beginning of the cycle, USD 479 did extensive work with their needs assessment to identify focus areas for KESA. During the cycle, that focus has changed due to a global pandemic, changes within the KESA process, and growth locally through the KESA process. The DLT adapted to these changes to meet the needs of the district and their students.
Based on the information and data shared during the KESA cycle,
USD 479 is committed to student improvement, their focus on the KSBOE Outcomes, and the data used to do what is best for their district.

Challenges

USD 479 established an MTSS process with the use of local assessments (iReady, STAR360, and Lexia) to provide relevant data and to provide individual academic support for students. While their state assessment scores are below the state average, the district is making a concerted effort to address not only State Assessments but ACT and WorkKeys as well.
Also, during the cycle, the district has had a major focus on Social/Emotional Learning for their students. Due to a student tragedy at the beginning of the KESA cycle, the district recognized the need to put social and emotional support in place for their students. The district created a relationship with SEK Mental Health to help provide support for students and staff, which is still effective at the end of the cycle.
Working with the school board, the district provided the financial resources to add additional key staff members, provide updated technology and make improvements in the safety and security of the district's facilities.
USD 479 did receive silver in the Postsecondary Success.

The need for SMART goals to be implemented in the next cycle focusing on student achievement along with the concern for absenteeism is recommended.

Other recommendations:
• Continue to focus on Social and Emotional Learning in the district to support students and staff.
• Continue to provide MTSS supports for students using established assessment measures to improve learning for individual students.
• Continue to establish a formalized IPS process to best meet the needs of individual students.
• Provide a plan moving forward to address Chronic Absenteeism

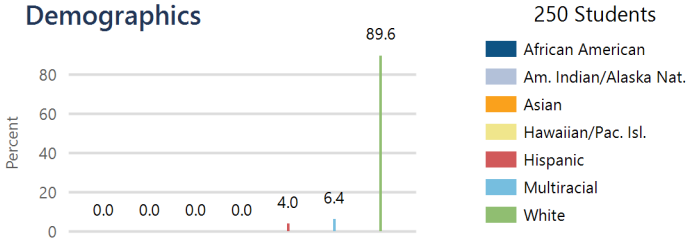
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Crest USD 479

603 E. Broad, Colony, KS 66015-0305
(620) 852-3540
http://www.usd479.org/

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Shane Walter**

Demographics

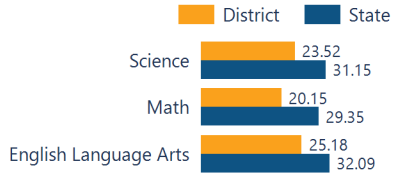


District Kansans Can Star Recognition

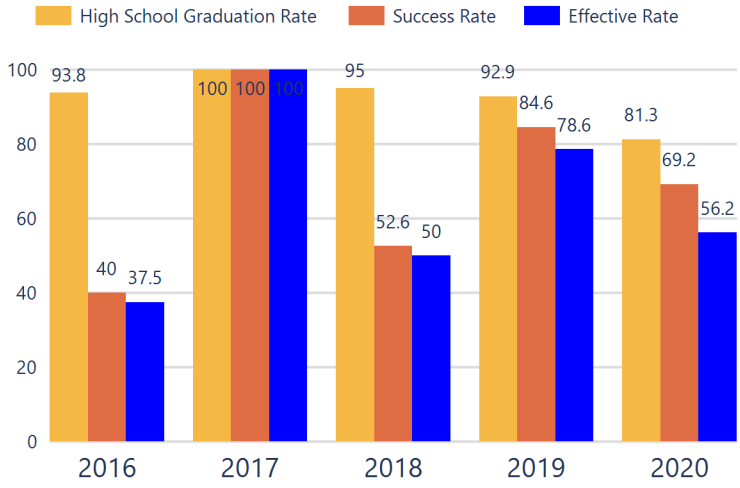
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
92.0%

Five-Year Success Avg
65.2%

Five-Year Effective Avg
60.0%

95% Confidence Interval for the Predicted Effectiveness Rate
49.2 - 52.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

81.3% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

91.7% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

31.9% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$16,403
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Crest USD 479

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.81	31.70	39.58	41.86	33.85	38.23
Level 2	N/A	N/A	N/A	47.72	44.71	33.33	37.98	40.94	38.23
Level 3	N/A	N/A	N/A	18.93	19.51	20.83	20.15	18.89	17.64
Level 4	N/A	N/A	N/A	1.51	4.06	6.25	0.00	6.29	5.88

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.62	41.50	34.78	45.90	42.37	48.14
Level 2	N/A	N/A	N/A	42.62	35.84	47.82	39.34	33.89	29.62
Level 3	N/A	N/A	N/A	13.11	18.86	8.69	14.75	16.94	18.51
Level 4	N/A	N/A	N/A	1.63	3.77	8.69	0.00	6.77	3.70

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	93.75	N/A	N/A	68.75	62.50	N/A
Level 2	N/A	N/A	N/A	6.25	N/A	N/A	25.00	31.25	N/A
Level 3	N/A	N/A	N/A	0.00	N/A	N/A	6.25	6.25	N/A
Level 4	N/A	N/A	N/A	0.00	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

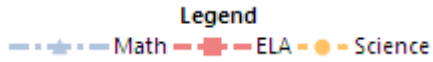
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

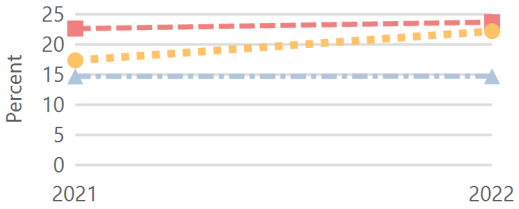
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success

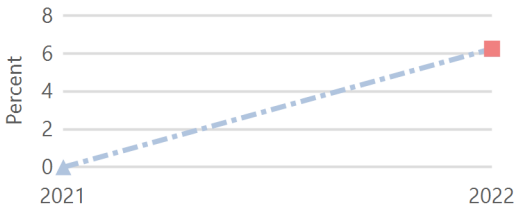


Percent at Levels 3 and 4

Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

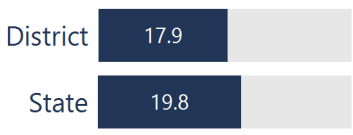
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 02/16/2023

System: D0482 Dighton (0000)

City: Dighton

Superintendent: Angela Lawrence

OVT Chair: Derek Reinhardt

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

According to the OVT report, the system has made great strides in advancing the programs they have put in place since year one. They have increased tiered support at most levels, increased family and community involvement in their schools, added physical and mental health to their system, and increased opportunities for postsecondary and career preparation.

• Tiered Framework of Support

ARC Comment: The System has moved from MAP to Fastbridge assessment data to identify their Tier 2/3 students this year and looks forward to better utilizing this stream of data to make stronger interventions and instructional decisions.

The system has struggled to implement a Tier 2/3 intervention response at the 7-12 level. At the beginning of the cycle, they were utilizing Summit Learning to provide Tiered Intervention at this level, but due to community concern, changes in school administration, and changes in BOE the use of Summit Learning ended. This change required a reassessment of the implementation of Tiered interventions at this level. Through this process, the system adopted a new 7-12 ELA Curriculum Resource. The adoption of this resource has allowed the system to implement targeted interventions in Reading for 30 minutes 4 days a week.

• Family, Business, and Community partnerships

ARC Comment: As noted in the OVT report works hard to build community and stakeholder partnerships and engagement. This stems from a bond issue before this cycle started, but the System has worked hard to continue those partnerships and engagements to improve. The engagement in the community has increased in the last couple of years as concerns with instructional interventions and changes in their BOE occurred. The System used this invigorated involvement to do long-range planning and development of a desired direction for the system. The new administration has worked to continue and grow stakeholder engagement in the school.

• Diversity, Equity, and Access

ARC Comment: The system continues to build opportunities with regard to diversity, equity, and inclusion. Differentiated instruction with specific populations is a definite focus district-wide. Because of the small number of students in various subgroups and overlap in student programming/services, interventions are implemented systemwide to meet the needs of students due to their academic, social emotional, socioeconomic, and physical needs. While this has been a focus on an individual level, it is growing to become a more systemic focus. In half-day professional development, the aim is driven by student data and specific needs. This has helped the system to drive programming based on building equitable and inclusive practices in the classroom.

• Communication and Basic Skills
ARC Comment: The system continually strives to implement and align evidence-based curricula. When adopting a new curriculum, the system values proper training and alignment with Kansas CCSS. The district does review and rely on the information provided by Edreports while reviewing curriculum materials. The review of the curriculum is on a rotation cycle.
• Civic and Social Engagement
ARC Comment: The system offers multiple opportunities for Civic & Social Engagement for all students. Numerous activities are centered around local events and holidays. These activities focus on making student connections to their learning and social issues that affect local, state, and national issues. All students receive specific instruction in responsible decision-making through the 7 Mindsets Curriculum.
• Physical and Mental Health
ARC Comment: The system offers many opportunities for students to be supported in their physical and mental health. Physical health is offered at all levels PreK-12. In 2021, the system focused on improving mental health support for students. They adopted a system-wide social-emotional learning curriculum. All PreK-12 students participate in the 7 Mindsets curriculum. Preschool participates in 7 Mindsets and Second Step.
• Arts and Cultural Appreciation
ARC Comment: Art and music is offered at almost all levels with opportunities when available to participate in league, regional, and State competitions.
• Postsecondary and Career Preparation
ARC Comment: The system offers many opportunities for students to explore careers and areas of interest. 9-12 grade students are encouraged to attend career fairs, technical education workshops, and college recruiting visits. Along with IPS (using Xello) students are given the opportunity to explore their interests and align those interests with their curriculum.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

• Goal 1 - By the Spring of 2023, Dighton USD 482 will have an ELA curriculum, aligned to the KSDE ELA Standards, K-12, to support student learning outcomes in ELA to develop a rigorous and relevant curriculum through a 5% increase in both student progress monitoring scores levels 3 and 4 on the Kansas state assessment.

• Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: During this KESA Cycle USD 482 has faced many challenges. At the beginning of the cycle, they jumped into the KESA process and developed goals based on what they saw as weaknesses. In year two, they entered the Redesign process which changed their focus and therefore their goals. As they progressed through the first couple of years of Redesign, they encountered community concern which led to a change in BOE members and a new administrative team. Because of these concerns and changes, the system dropped the Redesign process and reassessed where they were and where it wanted to go both as a system and a community. This led to the system changing its KESA goals to its current configuration. Since these goals are new, they have limited data on their progress, but they have collected more data over the last year and a half than they had in prior years. Due to the short amount of time left in their initial KESA cycle, the OVT feels that these goals are short-term goals meant to get the system realigned with the community and BOE expectations. As a system, they are more focused and organized, data-driven, and working toward true school improvement instead of the next bright, shiny object.
The items they developed in the or that occurred for their first goal were
• K-2 Aligned Curriculum:
• Pathways to Reading Adopted Super Kids this year K-12
• ELA Curriculum Alignment Developed
• Grade Level Curriculum Maps so teachers are aware of what standards and expectations are for each

grade level 7-12
• Adopted myPerspectives and aligned to KSDE standards 22-23
• Established ELA curriculum committee to resource review 21-22
• Curriculum adoption delayed K-6 due to shipping delays and sub shortages 22-23 Obstacles to finding a 3-6

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

• Goal 2 - USD 482 will ensure that all teachers are provided with and/or attend professional learning opportunities that are relevant to their building-level KESA goal by the Spring of 2023 as measured by an increase of 5% in progress monitoring data and a 5% increase in eWT instructional implementation data.
• Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: Again, note that these goals are their third set in the 5 years KESA cycle. As noted by the OVT, they believe that both goals are valuable, but since they do have a short-term timeline, the OVT believes they will need adjusting as the system moves forward. Also, the system has developed strong short-term goals that will help them to get back on track with their own BOE/Community Long Term Planning/Desires as well as getting them better focused on the true purpose of school improvement through the KESA process

Elementary
• 100% of certified completed pathways year 1 training (K-5)
• 3 completing LETRS training- K-2
• 100% of certified teachers completed Dyslexia training 21-22
• A stronger level of understanding in the Science of Reading will help all teachers better reach all students and improve ELA score
7-12
• 10 Teachers completed Xello training Fall 22-23
• Allowed for stronger fidelity of implementation of an IPS that will have an actual impact
Overall
• K-6 Pathways Training (ELA)
• 7-12 Xello PD in the past has been incredibly open and without direction, no focus, and little fidelity of implementation of PD
• Goal is to drive PD that will specifically align with the KESA Improvement Goal
• This will facilitate a fidelity of PD that will be beneficial to District Growth PD choice aligned with KESA Goals and SBOE Outcomes will help drive improvement
• PD implemented with fidelity will also help drive improvement in KESA Goals and SBOE 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

According to the OVT report the system has developed a strong DLT that allows the voice of all stakeholders a place at the table and allows all those voices to be heard. The OVT believes that this is a positive change from the beginning of the cycle. Throughout the current cycle, the systems KESA process has moved from Administration driven to teacher/staff/outside stakeholder driven. This will help the system to continue positive school improvement growth through additional cycles of KESA, administration changes, BOE changes, and staff changes. Also noted by the OVT, the system has come to better understand the importance of:
• Consistent housing of data throughout the cycle

• Tracking and reporting relevant data in a timely manner that allows for impact and initiative-taking decision-making.
• The importance of having regularly scheduled time and protection for DLT meetings.
• Teacher-led DLT helps bridge the gap in communication between classroom teachers and administration
• Continued focus on bettering student achievement will support District's continuous school improvement
• Even though changes, the focus on student achievement must be the guiding force in goals and processes.
• Ensuring that the BOE is fully aware of the KESA process and the work the system is doing to achieve its goals is imperative to school improvement

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The system has developed and implemented most all the State Board Outcomes. They have limited data available due to the number of changes over this cycle, as noted above. The System is beginning to collect evidence, working on a plan to address all 5 outcomes.

Board Outcomes

Social-Emotional Growth	According to the OVT and system, they have implemented the following programs in this area. Implementation of an evidence-based SEL Curriculum • Second Step PK YR 1-5 • Helping Young People Learn Self-Regulation K-6: • YR 2-3 7 Mindsets 7-12: • YR 4-5 100% of students involved in Tier I • SEL instruction-Y 4-5 • Adding multiple screening & assessments and analyzing data • Habits of Success K-12) YR 2-4 • KCTC 6, 8, 10, 12: YR 3-5 7 • Mindsets pre/post survey 7-12: • YR 5 SAEBRS K-12: • YR 5 100% of students completed mySAEBRS • YR 5 100% of staff completed SAEBRS training-YR 5 • Created SEL Committee to analyze data & determine needs and curriculum adaptation-YR 5

Kindergarten Readiness	ARC Comment: The system has made the following improvement in this cycle, as noted in the OVT report. • Implementation of Kindergarten Explorers for 5-year-olds who are not quite ready for Kindergarten. • Integrated the preschool into the primary grades • Preschool involved in data meetings with K-2 teachers • Kindergarten and preschool teachers have close collaboration on student growth and kindergarten transition • Parents as Teachers Program Learn and Play Program/monthly • Administered the ASQ all five years and discussed data with parents • All of the above has been sustained all five years and will continue into KESA cycle two The system's data indicates that they have strong kindergarten readiness skills Fastbridge Fall 2022 data in kindergarten group in early Reading 0% Tier III 10% Tier II 90% Tier I Fastbridge Fall 2022 data in kindergarten group in early Math 0% Tier III 10% Tier II 90% Tier I
Individual Plans of Study	ARC Comment: The system has grown and evolved its IPS over this cycle. Students review and update their IPS twice a year. They also then highlight their IPS and career interests during Student Led Conferences in the fall. Every student in 7th-12th grade has completed an IPS. Each year starting in the students' 7th-grade year students get their ePortfolio. They add artifacts from their classes each semester. They will add their resumes, cover letters, and letters of recommendation as seniors. Also, the system promotes opportunities to pursue its partnership with Dodge City Community College CTE programs. In the fall of 2022, HS Entrepreneurship opened the "Stingz" Snack Shack- a school store for 7-12 students and all staff. The "Stingz" Snack Shack sells KDHE-approved snacks and drinks, as well as coffee. The store has been a remarkable success in providing work-based learning opportunities for their high school students along with nutritious snacks for their students and teachers. Currently, fifteen high school students work at the "Stingz" Snack Shack throughout the week.
High School Graduation Rate	ARC Comment: Due to the low-class size of the system it is difficult. The System has had a negative trend over the current KESA cycle, systems have been implemented to help build engagement and student retention. SIT teams, credit recovery options, and part-time schedules for seniors have been helpful in building our retention rates. High school juniors and seniors have options to attend certification programs through a local community college, entrepreneurship coursework, or community work study programs in conjunction with their traditional coursework. Through our Market Value Asset programs, DHS works hard to provide students with opportunities that will benefit both them and the community in the future.

Postsecondary Success	ARC Comment: According to the OVT, the system has worked very hard to improve their post-secondary success, by implementing community-based learning experiences for all students, to alternative curriculum pathways, and have improved from 4 students in year one to an average of 14 per year in years 2- 5. They also implemented, alternate high school schedule to allow students to participate in CTE/Tech programs at Dodge City Community College for part of the school day during Year 5.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Again, according to the OVT, not all Stakeholders were not involved at the beginning of the process. However, with the changes that have occurred in the last 3 years involvement of the community, BOE, teachers, and administration has become a joint effort and no longer a top-down decision.

8. System leadership was **generally** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The OVT noted concerns existed in Years 1 through 3 surrounding the use and availability of data, there were also concerns with fidelity to the process through the first three years. With a change in administration, these concerns have disappeared with the work the team and District have done in years 4 and 5. Their use and analysis of Data coupled with their monthly meetings have played huge dividends in their ability to put things together to finish their first cycle strong. Their fidelity to the process is evident in the scheduling of their monthly meetings and the use of data to drive decisions. They have recognized shortcomings and developed goals to get those shortcomings back on track for improvement.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

Their fidelity to the process is evident in the scheduling of their monthly meetings and the use of data to drive decisions. They have recognized shortcomings and developed goals to get those shortcomings back on track for improvement. The OVT suggests that they continue on their path and use the work they have done over the last two years to drive their decision-making and goal development into their new cycle. Also, noted in the OVT report, the new administration team in place and the work they have done to allow their teachers and staff to lead school improvement from the middle, the system has become extremely responsive to the OVT and Chair, and the system has been open to these suggestions and honest in their replies to questions.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

- The system shows growth in all Students in all areas, and some decline in science for Free and Reduced students, and they show growth in Math and ELA for these students. This is a small district where a few students can make a marked difference in their outcomes.
- The system has a plan in place and the support of the community to implement these programs.

Strengths

- Civic engagement in community service and programs k-12
- DLT- established with all stakeholders
- Bi-lingula staff to help with ELL parents and students.
- Renewed commitment to the process

Challenges

- Write SMART Goals for the next cycle
- Continued curriculum alignment
- Tiered Support for K-12 Math
- Recruitment and Retention of Staff
- Social Emotional Learning
- Diversity, Equity, and Inclusion will become a major area of focus due to a strong shift in community demographics

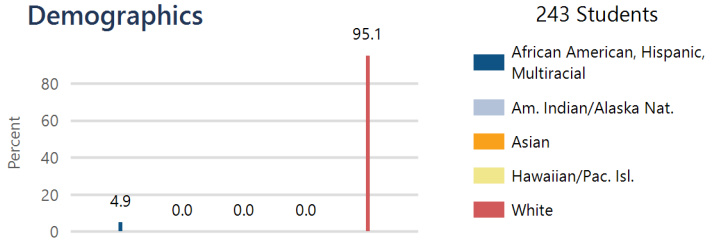
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Dighton USD 482

710 E Lincoln St, Dighton, KS 67839-0878
(620) 397-2835
www.usd482.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12**
Superintendent: **Angela Lawrence**

Demographics



District Kansans Can Star Recognition

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Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
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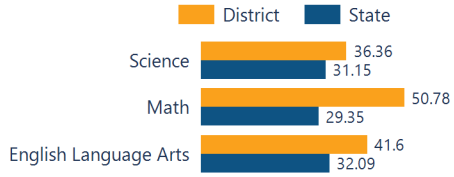
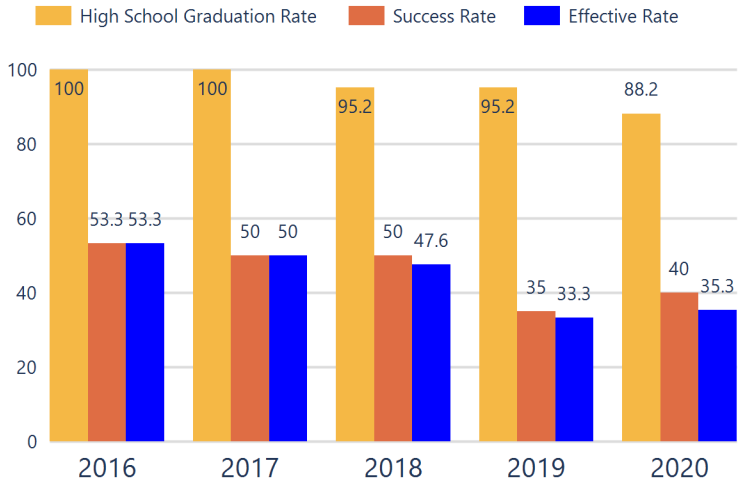
Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
95.5%

Five-Year Success Avg
45.2%

Five-Year Effective Avg
43.2%

95% Confidence Interval for the Predicted Effectiveness Rate
42.9 - 48.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

73.3% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

93.6% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

15.2% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

2.0% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$15,632
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Dighton USD 482

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	17.75	28.03	23.68	19.04	19.20	27.27
Level 2	N/A	N/A	N/A	38.31	35.51	44.73	30.15	39.20	36.36
Level 3	N/A	N/A	N/A	25.23	25.23	26.31	26.98	25.60	29.09
Level 4	N/A	N/A	N/A	18.69	11.21	5.26	23.80	16.00	7.27

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.40	38.77	30.76	26.22	28.33	32.00
Level 2	N/A	N/A	N/A	48.97	34.69	30.76	32.78	41.66	44.00
Level 3	N/A	N/A	N/A	10.20	24.48	30.76	22.95	25.00	20.00
Level 4	N/A	N/A	N/A	20.40	2.04	7.69	18.03	5.00	4.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.85	60.71	N/A	48.27	44.82	N/A
Level 2	N/A	N/A	N/A	35.71	25.00	N/A	27.58	41.37	N/A
Level 3	N/A	N/A	N/A	7.14	14.28	N/A	10.34	10.34	N/A
Level 4	N/A	N/A	N/A	14.28	0.00	N/A	13.79	3.44	N/A

AFRICAN-AMERICAN STUDENTS

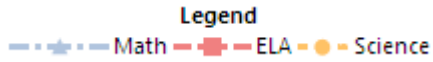
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

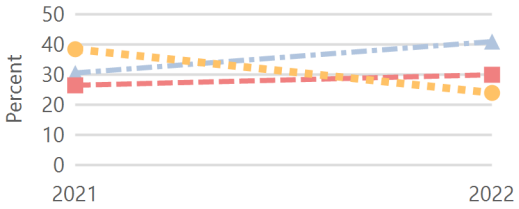
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

Percent at Levels 3 and 4



Percent at Levels 3 and 4

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

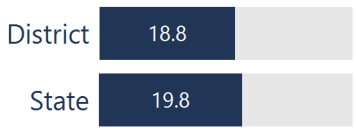
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/17/2023

System: D0483 Kismet-Plains (0000)

City: Kismet

Superintendent: Dan Frisby

OVT Chair: Jason Johnson

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

The system fulfilled official applicable requirements and deadlines and/or timelines or, actively worked with State BOE to achieve compliance

2. Foundational areas are **assuredly** addressed.

ARC Comment

All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Relationships - Kismet Elementary will implement a character education curriculum to decrease office referrals due to self-regulation by 5%. Plains Elementary school staff will implement the SECD standards using daily morning meetings and Character Strong to empower students to create positive relationships with peers and teachers by using the recess survey data and office referrals to decrease recess problems to under 15%. SWH HS/JH parent-teacher conference attendance prior to the implementation of student-led conferences was as low as 37%. We will increase attendance by 20% with a goal of 60% attendance each year.

Relationships: The building-level impacts have been noticed because of the work, at KES, they have seen lower office referrals because of the relationship building. In their data, they noted that office referrals dropped from 45% in 2019-20 down to 6% in 2021-22. They also are only seeing 1% of their students who take SAEBRS in the high-risk category. PES has seen an increase in students being able to handle conflict on their own instead of being sent to the office or having to have an adult mediate the process. Even with changes in leadership at PES during this time, they have seen a 30% decrease in recess office referrals because of the focus on relationship building and conflict management through Character Strong. SWH HS/JH have seen an increase in engagement in homeroom and advisory time by students taking a more active role in their student-led conferences, and students are more aware of their mental and physical health and the impact that positive relationships have on that. They had a goal to get parent attendance at parent-teacher conferences up to 60% during this cycle. Both at the HS and JH level, they have exceeded this goal and are seeing 100% attendance now by parents

A recommendation would be to consider in the next cycle a shorter version of SMART Goals.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Relevance: Kismet Elementary teachers and teacher teams will have knowledge of student strengths and weaknesses in order to differentiate Tier I instruction to reduce the number of students receiving Tier II and Tier III instruction by 10%. At Plains Elementary, student engagement and academic conversations will increase by 20% during core curriculum classes (ELA, math, science, and social studies). Southwestern Heights Junior High and High School will move from the no evidence to modeling on the IPS rubric in the categories of an individual plan of study review and family engagement performance criteria. SWH worked diligently over the course of the cycle to make sure progress was being made toward their relevance goal.

Kismet Elementary started off static at the beginning of the cycle due to many different circumstances. After not getting the desired results with the DIBELs screener and doing extensive research, they decided to switch courses and adopted FastBridge as their screener in addition to Imagine Learning, a supplemental reading/literacy program. Now KES has programs in place to ensure they get the results they are looking for. Since there was a change in the screener during the fourth year of the cycle, the data for comparison of moving students out of Tiers II and III is limited at this time. With the recent implementation of a new universal screener and subsequent professional development for teachers in using it, there is confidence in reducing the number of students in Tier II and Tier III intervention groups. Plains Elementary began focusing on its relevance goal later in the cycle due to the emphasis being placed on the relationship goal but has seen improvement in the limited data they have collected in the current school year (2022-2023). They have reported a 13% increase in intentional academic discussions in class from Fall to Winter 2022. The building expects to see even more growth in student engagement and academic conversations moving forward. Southwestern Heights Junior High and High School have made significant progress in the implementation of Individual Plans of Study (IPS). The building began the cycle with not all students having an IPS and in the No Evidence of the Performance Criteria Rubric to the Modeling identifier on the rubric and having all students in grades 6-12 with some sort of IPS. Over the course of the cycle, the information in the IPS Google Doc has grown to include more artifacts to better serve the students.

A recommendation would be to consider in the next cycle a shorter version of SMART Goals.

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

During the needs assessment, they had opportunities for all staff to give feedback on the goals and did an intense needs assessment. Then during the cycle, the District The leadership team worked on a scheduled basis to implement the plans. The team was consistent for the 5-year cycle, which helped create a more consistent approach. They also created their District Site Council during this cycle, where they met 1 time per semester to be brought up to speed with the goals and their progress toward reaching them while also gaining feedback from them as to the status. They also

included the building site councils during this time for feedback as representatives from the building site council also represented the district site council. Finally, they periodically updated the board as to their goals and the progress being made. Yearly at a board of education meeting, the data was shared with them about the progress toward the goals. They also shared the data with their district site counsel yearly after the completion of their data. They would also use faculty meetings in each building to share the data yearly usually upon completion of the visit.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, and data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	The district used the implementation of FastBridge SAEBRS as a social-emotional screener in year 4 grades K-12, the district plans to identify students that are struggling. This screener will be a sustainable way to help the district work on the social-emotional growth of our students. Based on the Fall 2022 screening for SAEBRS, Kismet showed 27% of students had some risk, while 3% were considered high risk, and Plains showed 6% some risk and 0% high risk. In Year 4, the district also implemented a social-emotional curriculum with CharacterStrong to help address the SECD standards K-12. Referencing the growth measure for office referrals during recess at Plains Elementary School in years 3-5, the data on the chart shows a 30% decrease in overall office referrals during recess.
Kindergarten Readiness	To positively impact ASQ data, offering an all-day preschool program for 4-year-olds has been proposed. At this time, budget limitations are the only barrier to providing language-rich and positive social-emotional learning for pre-kindergarten children all day, 5 days per week. The district has adopted a new play-based preschool curriculum, and, beginning in 2022, is offering a 3-year-old at-risk preschool.
Individual Plans of Study	The district has established IPS for all students. CTE classes are offered to HS students with three different pathways. Students are able to take online courses, outreach, and dual credit classes from Seward County Community College. College and armed forces representatives also visit with high school students. Teachers are paired with students of similar interests to continue the review and update their IPS.

High School Graduation Rate	High School graduation has fluctuated year to year but consistently stayed in the 90% range, one student leaving can impact the percentage, as is common with smaller schools where one or two students can swing the data. They have been above the state average. They have multiple programs in place to monitor groups that are at risk for chronic absenteeism that could result in a student dropping out.
Postsecondary Success	Post-secondary success has been consistent over the past two school years in the mid-fifties, well over the expected top range number of 45%. Although the district has shown a significant drop to 35%, the district will continue to work by the use of IPS to monitor and reinforce programs. This will be seen through the district's efforts to increase the availability of industry-recognized certifications for students while in high school. Also, the district will look to align student postsecondary plans with identified career interests and associated credentials. Based on the annual review of the IPS rubric, the district will consider expanding the IPS to include a plan of study through two years of post secondary education.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The school district has shared its processes through newsletters, site council meetings, and board meetings. It was openly discussed at board meetings all processes along with data.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The system was well-equipped for the OVT team on each visit, and the relationship built between the team and the system was top-notch.

The system has been open and receptive to feedback. The administrative team seems committed to the process and fully acknowledges their areas of improvement. It was a difficult process to get to this point, but they have developed a cohesive plan of improvement and a solid team dedicated to making it work

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The strength of the district is their data and the data they were able to collect to define the success of their goals. The other strength is the continuity of the team. From year 1 in 2017 to today in 2023, there is only 1 new member to the team, and that is due to a Superintendent retiring, their HS principal moving to Superintendent, the elementary principal moving to HS principal, and the new elementary principal joining the team. Therefore a strength is in the consistency to which they approached the goals. They set out on the mission of creating stronger relationships through increased participation in parent teacher conferences and knocked it out of the park. They wanted to increase relevance with a focus on

improving their IPS, and they weaved that into their schedule and into their other KESA goal which creates a stronger foundation for the success of both. They, in a sense, worked smarter, not harder, toward their fidelity to the goals and timeline.

My only suggestion would be for them to think about how in the next cycle, they can adjust mid-cycle if their data suggests the growth they did this year.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2, along with maintaining district academic success, postsecondary success, postsecondary effectiveness, and ACT performance while using district funds wisely and maintaining a strategic plan with student outcomes. Due to the size of the system, goals focused more on individual buildings than on the system as a whole. But the goals because of the size of the building will impact the system as a whole.

Strengths

The major strength of the system is its consistent approach and its lack of turnover in staff, especially in leadership positions. Since 1963 they have only had 6 superintendents. Each of those superintendents had been a principal in the system before becoming the district leader. This has led and will continue to lead to a culture that is stable and focused on the next step ahead.
Community support and engagement is a strength that many systems don't have the benefit of. When the system proposes new items and shifts from the past with approval from the BOE, there is rarely a challenge to the change. This is a testament to their communication with the community and the trust the community has in the system, especially after COVID.

Challenges

An area of growth will be to focus on how to connect the impact of their Tiered System of Support to higher outcomes on state assessments as well as graduation rates and post-secondary success.

NOTE: PLEASE NOTE: Our Chronic Absenteeism report at the HS is not accurate for the 2021-2022 school year. We went from 20% in 2019-2020 and 17% in 2020-2021 to 59% in 2021-2022. When this data was uploaded, the person doing the upload inadvertently marked all attendance categories, including our Activity Absence (AA). Even though she was told to only upload specific attendance codes, she selected all. We use this absence code to track which students leave during the school day for activities. It is not used to count against our students but for tracking purposes only.
Activities include but are not limited to, sports, clubs, and organizations that have events or activities during the school day. After this was uploaded, it was not double-checked for accuracy. Due to the addition of new staff and new roles, no one was clear on whose responsibility it was to double-check the data on that report. We have since made sure the correct people will look over that data when it becomes available to check. We hope this does not put us in jeopardy of not receiving accreditation due to miscommunication.

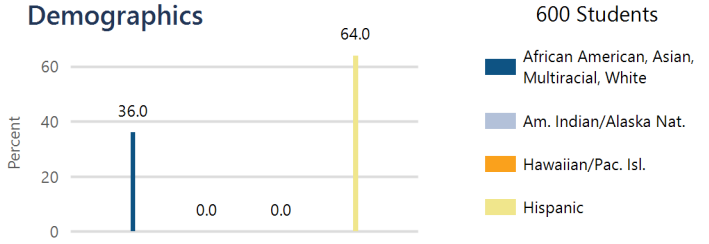
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Kismet-Plains USD 483

17222 Mustang Drive, Kismet, KS 67859-9712
(620) 563-7103
www.usd483.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12**
Superintendent: **Dan Frisby**

Demographics

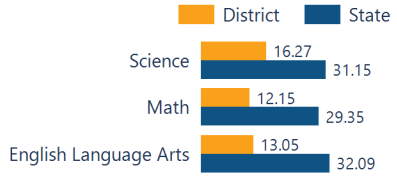


District Kansans Can Star Recognition

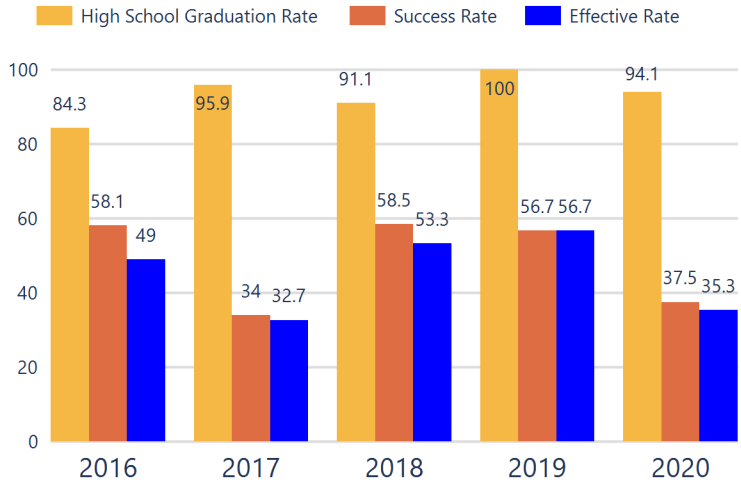
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
92.5%

Five-Year Success Avg
47.8%

Five-Year Effective Avg
44.2%

95% Confidence Interval for the Predicted Effectiveness Rate
39.7 - 45.3%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

92.5% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

92.3% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

27.1% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$17,743
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Kismet-Plains USD 483

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.87	43.04	50.67	44.59	47.76	57.36
Level 2	N/A	N/A	N/A	45.62	41.05	30.40	43.24	39.17	26.35
Level 3	N/A	N/A	N/A	10.93	14.90	13.51	10.47	12.02	15.50
Level 4	N/A	N/A	N/A	1.56	0.99	5.40	1.68	1.03	0.77

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.09	48.90	55.35	45.68	48.73	59.30
Level 2	N/A	N/A	N/A	43.62	41.48	31.25	45.17	41.62	29.06
Level 3	N/A	N/A	N/A	9.05	8.73	10.71	7.61	9.13	10.46
Level 4	N/A	N/A	N/A	1.23	0.87	2.67	1.52	0.50	1.16

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	71.11	56.00	60.00	69.23	74.35	82.35
Level 2	N/A	N/A	N/A	20.00	40.00	33.33	20.51	20.51	11.76
Level 3	N/A	N/A	N/A	6.66	4.00	6.66	10.25	5.12	5.88
Level 4	N/A	N/A	N/A	2.22	0.00	0.00	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

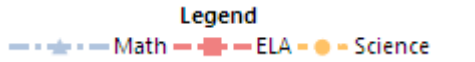
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

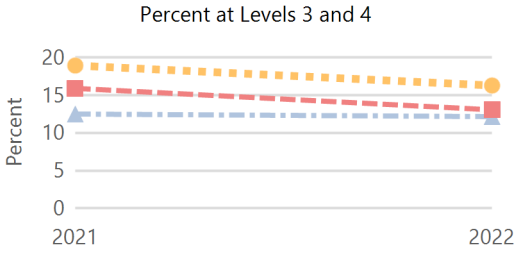
HISPANIC STUDENTS

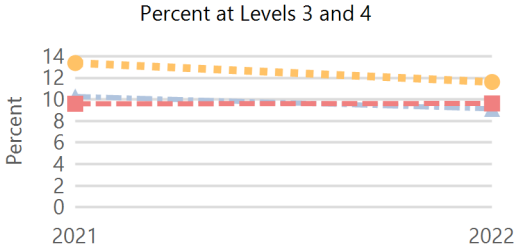
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.66	48.48	55.88	51.91	52.22	64.55
Level 2	N/A	N/A	N/A	45.71	44.44	34.31	40.43	41.11	25.31
Level 3	N/A	N/A	N/A	7.14	7.07	7.84	7.65	6.11	10.12
Level 4	N/A	N/A	N/A	0.47	0.00	1.96	0.00	0.55	0.00

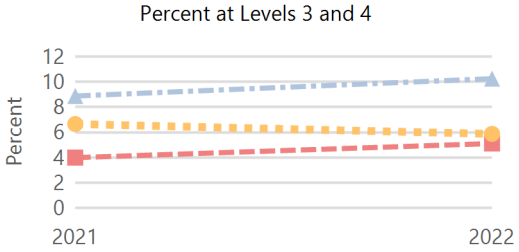
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



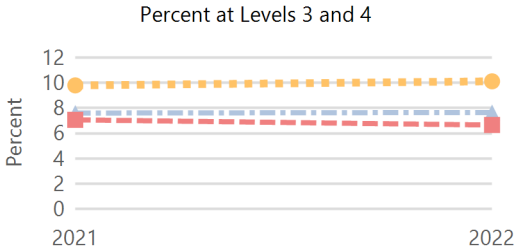






Percent at Levels 3 and 4

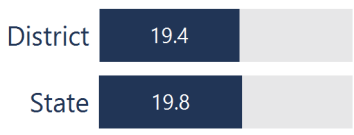
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/12/2023

System: D0492 Flinthills (0000)

City: Rosalia

Superintendent: Sandra Short

OVT Chair: Stacy Coulter

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed and improve quality.
Tiered Framework of Support According to the OVT report, the system became an Apollo II Redesign district. PreK-12 training was provided to all staff to implement MTSS system-wide in 2020. FastBridge was incorporated as a universal screener for grades K-12. TASN has provided at least four sessions per year of professional development for teachers and administration in MTSS data drives and training on MTSS implementation. Student needs Pk-12 are being addressed through a three-tiered framework of support in math and ELA. The system has baseline data and is working to incorporate the tiered system for social-emotional needs. The middle school was the recipient of the Challenge Award which is given to districts with 41.6 percent of at-risk students who have shown improvement in state ELA and math scores.
Family, Business, and Community Partnerships According to the System report, in Year One of the KESA process, the system collaborated with Greenbush to complete a district needs assessment involving all stakeholders that resulted in a five-year strategic plan. During this cycle, additional site council meetings were added in an effort to gain more feedback and support in the growth process. Regularly scheduled pathways advisory meetings are held, and community voice is encouraged. Families are welcomed into the schools as evidenced by numerous offerings at the elementary level and at the secondary level.
Diversity, Equity, and Access The System report indicates the system has a professional development plan in place and has now added curriculum and additional professional development that addresses the needs of the district regarding diversity , equity and inclusion and aligns resources with goals. Evidence-based curriculum, Character Strong, has been added to address student social-emotional needs. Teachers at the intermediate level use the Youhue app and a Google form in grades 2-5 to assess improvement in SEL areas. Since the district switched to FastBridge, it was decided that the SABRES and mySABERS data along with the KCTC data would be analyzed for a more consistent progress monitoring system. Two professional development sessions were provided by Rebecca Lewis-Pankdratz from ESSDACK. These sessions were not only open to staff, but included community partners, parents and Board members
Communication and Basic Skills According to the OVT report, in Year One of the KESA cycle, the district was primarily using textbook resources more than a defined curriculum to drive instructional decisions. Curriculum guides are now being developed, and curriculum mapping began two years ago along with

the MTSS process. As a part of the professional development plan based on needs assessment data, a curriculum specialist was hired to work with all staff to develop a curriculum map to horizontally and vertically align curriculum in the system. Additionally, staff members work on MTSS data or on curriculum mapping during inservice time. ELA is the focus for the elementary levels. At the secondary levels, scheduling has been modified to include seminar time for character development, IPS and MTSS implementation. They system also received two Perkins Reserve Grants that have provided funding for professional development to increase staff knowledge in providing more opportunities for students. In order to graduate, students are required to take speech class, and Choice classes have also been offered giving students opportunities to learn unique skills from community members. Technology in Year One was not one-to-one, but since 2020, students PreK-12 have computers or iPads. The elementary grades have had additional communication goals, as well. The data shared provided evidence that this goal has also been accomplished.

Civic and Social Engagement The OVT report presents multiple pieces of evidence to show this is an area of focus. Many opportunities exist for student leadership including Student Council, Student Advisory Group, School Elections, etc. In these roles, student have opportunities to have a voice in policies and processes. The last two years, every senior graduate from the system has become a registered voter. Seniors take an annual field trip to Butler County Government Day where they interact with the Butler County Health Department, Emergency Management Services, the Public Works Department, the County Clerk's Office, the Department of Motor Vehicles, the Treasurer, Butler County Commissioners and the County Attorney. Professional development has occurred to train staff members in the area, and community members were invited to participate as well. Even though the district covers a lot of square miles, parent teacher participation is on the incline.

Physical and Mental Health According to the System report, the district has implemented a universal screener, mySABERS to better track and analyze social-emotional data. Other data is also gleaned from KCTC, YouHue and Maintenance Mondays. Maintenance Mondays were implemented in grades 6-12 and allow middle and high school students to receive help from the counselor or administration concerning both events at school and issues at home. Grades 3-5 utilize YouHue by using classroom iPads where they choose between nine feelings, as well as indicating why they feel a certain way. These results are sent to teachers, counselors and administrators who can respond immediately, if needed. Character Strong was implemented as a K-12 social-emotional learning curricula. Students in grades 3-12 participate in lessons utilizing this resource. Within the last year, the system now has a counselor at every grade level. Prior to 2021-2022, the district did not have school nurses. Financial grant opportunities allowed the district to hire two nurses to support students and staff. The system also implemented a second chance breakfast option and is 100% compliant with the USDA Smart Snacks in Schools Program.

Arts and Cultural Appreciation According to the OVT report, the system has a strong Fine Arts Department. Three teachers from this department have represented the district as Kansas Teacher of the Year candidates in the past five years, and two were inducted into the Kansas Teacher Hall of Fame this past year. Students in grades 3-5 rotate between vocal music, visual arts, and theater with opportunities to continue these classes in higher grades. Students in the middle school are required to take vocal music or band. Students in grades 3-8 have performed in high school theater productions and in the last theater performance, 66 students were actively involved in the play. The system's forensics students continuously place high at competitions with several students going on to compete at Nationals. The visual arts program is also strong, and students have competed at the Scholastic Art Competition as well as the Congressional Art Competition.

Postsecondary and Career Preparation According to the OVT report, the system is making gains in the area of Postsecondary and Career Preparation. In Year One there were a total of 30 students and that number has increased each year. Currently in Year Five, there are 37 students enrolled in pathways which is a 19% increase from Year One. The number of concentrators has also increased slightly over the five-year cycle. In Year One, there were 18 concentrators. That has increased to 21 in 2022. The number of college visits for high school students has also increased. Intermediate students in grades 3-5 have had speakers come in to discuss their jobs/careers to expose the students to the different opportunities as they grow. Xello was also implemented.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

• Goal 1 – USD 492 will utilize an evidence-based strategy to support appropriate student-teacher relationships and enhance personalized learning in order to improve academic and social-emotional growth data.

The system provided multiple pieces of data as evidence in meeting this goal as well as the action plan that was developed. The system implemented several resources in order to address social-emotional needs. FastBridge was adopted as a universal screener for ELA, Math, and SEL. SAEBRS and mySAEBRS along with the KCTC also provided SEL data. The district adopted Character Strong as the SEL curriculum district wide and plans to utilize the Kansas Communities that Care surveys to address the social-emotional needs of students in grades 6-12. Baseline data from mySAEBRS was collected and the initial results are promising. From Fall to Winter the number of students in Tier 2 and Tier 3 declined. KCTC data from the last three years also shows growth in students' feelings of safety, ability to respond to bullying and a decrease in drug use of students. Results from "The Flinthills Family Questionnaire" were very positive and provided other evidence of meeting this goal. The survey was sent out to all stakeholders at the end of the five-year cycle. Results include:
--90% of stakeholders believe students are the top priority
--90% of stakeholders believe that every student can learn and be successful in the system
--86% of stakeholders believe that the system is a positive, safe and caring place
--94% believe that education is a collaborative process involving students, parents, staff and community
--94% believe we must ensure resources are utilized to provide a quality education
--86% believe the system values every student as an individual with unique needs, interests and abilities
--92% believe the school is the hub of the community
The system has much to celebrate in the growth that has occurred in this area. Continued analysis of and response to SEL data over time will even further strengthen this area of focus. The goal as written is lofty but broad, including both SEL and academics. In the next cycle, the recommendation would be to write this as a more specific SMART goal that is easily measurable and trackable.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

• Goal 2 – USD 492 will utilize Kansas Multi-Tiered System of Supports and Alignment to provide a responsive culture, relevant to our students' needs in math and ELA in order to improve growth data.
At the beginning of the KESA cycle, the MTSS Framework was not fully implemented within the system. During the cycle, the system recognized the need to implement Kansas Multi-Systems of Support with fidelity, including evidence-based instructional strategies and curricula in all tiers and began that process. The system became an Apollo II Redesign district. PreK-12 training was provided to all staff to implement MTSS system-wide in 2020. FastBridge was incorporated as a universal screener for grades K-12. TASN has provided at least four sessions per year of professional development for teachers and administration in MTSS data drives and training on MTSS implementation. The system has added eight late start days for staff to have common time to review data and refine plans for students in reading and math. Student needs Pk-12 are being addressed through a three-tiered framework of support in math and ELA. The middle school was the recipient of the Challenge Award which is given to districts with 41.6 percent of at-risk students who have shown improvement in state ELA and math scores. The award is only given to 100 schools across the state and is evidence that the tiered systems of support are working to meet the needs of these students. The system created a goal to have 80% of students score in Tier 1, 15% in Tier 2, and 5% in Tier 3. Some classes have reached this goal, and work continues towards making this true of all students. While the percentage of students who scored at Levels 3 and 4 on the state assessment are below the state average in Math and ELA, some growth was

seen in the 2021-2022 scores in Math and more significant growth occurred in the Math and ELA scores of Students with Disabilities and Free and Reduced Lunch Students indicating interventions are beginning to move scores in the right direction.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. According to the OVT report, there has been a lot of turnover in all leadership positions during this KESA cycle, so the topic of sustainability has been a very important discussion. The OVT believes that the KESA process has had a positive impact on the improvement process, but with the help of Redesign Apollo II, the district has had more resources and professional development which has created the greatest improvement. With the addition of invested leadership, effective social-emotional supports and resources, and continued evaluation of district needs, the system is much more confident in their ability to sustain their mission, vision and core values to continually grow in the cyclic process of improvement. The system has 100% support from the Board as evidenced by the fact that their strategic plan and Board goals are being reviewed and updated based on needs and Board approval of the action plan created in January of 2023.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes. System is collecting evidence, data and is working on a plan to address all five State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth	Over this KESA cycle, the OVT report states that the system has seen great growth in the Social-Emotional State Board Outcomes. Resources to support this area have been purchased for all grade levels and professional development has occurred to ensure staff have knowledge and expertise to meet student needs. A universal screener was added so data is readily available for analysis and response to needs presented. Baseline data from mySAEBRS was collected and the initial results were promising. From Fall to Winter the number of students in Tier 2 and Tier 3 declined. KCTC data from the last three years also showed growth in students' feelings of safety, ability to respond to bullying and a decrease in drug use of students. Results from "The Flinthills Family Questionnaire" were very positive and provide other evidence of growth in this area.

Kindergarten Readiness	At the beginning of this KESA cycle, a preschool program did not exist. A PreK program was added in 2018-2019, and the system has continued to refine it each year since. In Year 5, 19 students now attend this program. The system hired a licensed Early Childhood Unified teacher, one full-time para, and one part-time para. Significant growth occurred in the number of students in Tier 1 utilizing the AimsWeb Plus Reading Data for Kindergarten. Data was shared that compared the scores of students attending the system's preschool and those who did not. Students who attended the district PreK program scored significantly higher than those who did not. A high percentage of parents fill out the ASQ-SE-2 questionnaire to provide social-emotional and behavioral information on their children. The percentage of respondents has been declining. The system feels this was due to changes in faculty and administration and is putting processes in place to raise that number. The system also holds a Kindergarten Round-Up where informal assessments are given to gather more information on development and readiness.
Individual Plans of Study	According to the OVT report, gains have been made in this area. At the beginning of the cycle, the system was not doing individual plans of study. The system is now in its fourth year of IPS implementation and has made refinements each year. IPS portfolios include: IPS checklists, senior exit interviews that are part of the graduation requirements, post-secondary financial plans, practice interviews, online platform, IPS outlines, weekly time slots during seminar to work on their IPS, assessment scores (ACT, ASVAB, WorkKeys, PreACT scores), and career exploration opportunities and interests. During the 2021-2022 school year, they had 100% completion of the senior IPS process which included the senior exit interview. The system has made recent changes to improve the IPS process including the addition of practice interviews for juniors, senior exit interviews being a graduation requirement, lessons during seminar for assessment scores and review, training and implementation of individual staff members to work with individual students on IPS and having designated teachers who teach lessons on concepts related to IPS.
High School Graduation Rate	According to the Accountability Report, the Graduation Rate is at 96.9% which is well above the State average of 89.3%. Work has been done to ensure students do graduate including the IPS process, identifying students who are at risk and might not graduate, early opportunity to take college classes while attending high school, scholarship opportunities, FAFSA night, and ensuring families understand the importance of graduation. Graduation statistics for the last five years are as follows: 2018—95% 2019—91.7% 2020—100% 2021—95% 2022—100%

Postsecondary Success	According to the OVT report, the system has made progress in the last 5 years. In the last four years, their five-year graduation rate has increased from 88% in 2019 to 93.9% in 2022. The district's five-year success average has increased from 46% in 2019 to 49.5% in 2022. In 2019, the five- year effective average was at 41% and increased to 46.5% in 2022. The goal is to continue the trend upward with improvement in all areas. The system has hired a new Industrial Arts teacher who has just become trained and certified with NCCER and will be teaching all eighth-grade students the spring 2023 semester. In addition, the system hired an Ag teacher who has enhanced the Ag science pathways working to provide students with postsecondary success opportunities and work towards increasing pathway completion. Throughout the last five years, the Graduation Rate has increased by 5.9%. The Success Rate has increased by 3.5%. The five-year Effective Rate has also increased by 5.5%. The system has implemented a variety of strategies and opportunities in an effort to increase postsecondary success including FAFSA nights for families, Apply Kansas initiative for seniors, ACT and PreACT for students (9-11 grades), ASVAB assessment, WorkKeys assessment, ACT assessment for juniors, and college and career ready activities/field trips for students. They are also providing career focused activities for students in grades 3-5. The Accountability Report showed a decline in both the Success Rate and the Effective Rate as of 2020, but the last two years of data indicate that these two areas are now moving in a positive direction.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The OVT believes that the system has demonstrated value and respect for community stakeholders by providing transparency and two-way communication as evidenced by inviting all stakeholders to provide input on improvements they wanted to see in the district. In addition, Greenbush consultants were hired to help with needs and Greenbush held community forums that included all stakeholders including students. Feedback was also received during the cycle through Board meetings, Site Council Meetings, PTO meetings and staff meetings as well as student voice and choice opportunities. The improvement process was regularly shared with stakeholders at Board of Education meetings, Site Council Meetings as well as throught the Flinthills Flyer Superintendent Report. The system continued to be connected with their stakeholders by sending a post survey to all 6-12 students, parents, teachers, site council members and other community members in an effort to receive feedback at the end of the cycle to determine how they've done during the past cycle as well as to determine needs and direction for the future.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The system worked well with the OVT and was responsive to their feedback. The Board was involved in the process, and the system has added universal screeners to promote even stronger data analysis and response to needs.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

There were leadership changes that occurred during the cycle as well as changes in the OVT. According to the OVT report, these transitions affected the process at first, but the system became stronger and was able to redefine goals, improve processes and programs, and increase stakeholder involvement. The OVT stated they did not see any concerns in regard to the fidelity of the KESA process or timelines.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

- Work toward continuing initiatives implemented, refining as needed to ensure student success
- As reported, the system has been responsive to feedback from the OVT, indicating a desire for growth and improvement

Strengths

- Graduation Rate is well above the state average
- Increase in assessment scores in Math and ELA for Students with Disabilities and Free and Reduced Lunch Students
- Active involvement of all stakeholders in the KESA improvement process
- Implementation of a Tiered Framework of Supports that is enhanced by continuous process of mapping and alignment of curriculum

Challenges

- Write SMART goals that are measurable and trackable
- Continue to work on Postsecondary Effectiveness to ensure the Success Rate and Effective Rate continue to be on the incline
- Continue working to address the issue of chronic absenteeism which is above the state average
- Continue to work on efforts to raise the percentages of All Students who scored at Levels 3 and 4 on the state assessment in Math and ELA. These are currently below the state average.

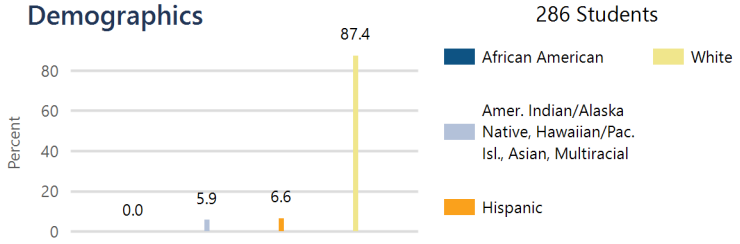
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Flinthills USD 492

806 SE Rosalia, Rosalia, KS 67132-0188
(620) 476-2237
www.usd492.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Sandra Short**

Demographics

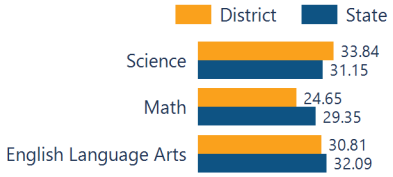


District Kansans Can Star Recognition

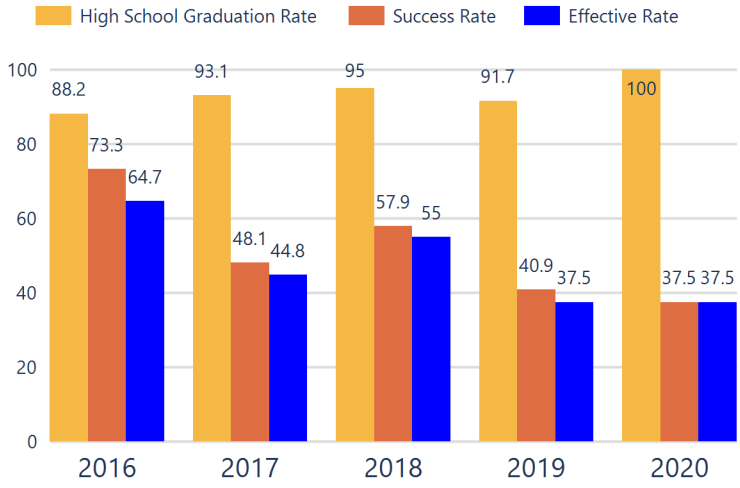
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
93.9%

Five-Year Success Avg
49.5%

Five-Year Effective Avg
46.5%

95% Confidence Interval for the Predicted Effectiveness Rate
53.5 - 55.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

96.9% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

91.5% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

28.1% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

1.3% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$16,580
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Flinthills USD 492

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.05	30.21	39.39	28.76	32.19	29.23
Level 2	N/A	N/A	N/A	49.64	38.84	28.78	46.57	36.98	36.92
Level 3	N/A	N/A	N/A	19.42	26.61	22.72	21.23	26.02	26.15
Level 4	N/A	N/A	N/A	2.87	4.31	9.09	3.42	4.79	7.69

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.55	38.96	50.00	34.17	41.77	42.85
Level 2	N/A	N/A	N/A	46.75	45.45	28.57	49.36	34.17	37.14
Level 3	N/A	N/A	N/A	11.68	15.58	21.42	15.18	24.05	14.28
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	1.26	0.00	5.71

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	67.85	64.28	71.42	60.00	60.00	91.66
Level 2	N/A	N/A	N/A	17.85	25.00	28.57	26.66	23.33	0.00
Level 3	N/A	N/A	N/A	14.28	7.14	0.00	6.66	10.00	8.33
Level 4	N/A	N/A	N/A	0.00	3.57	0.00	6.66	6.66	0.00

AFRICAN-AMERICAN STUDENTS

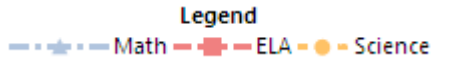
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

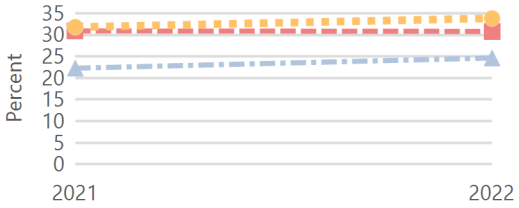
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

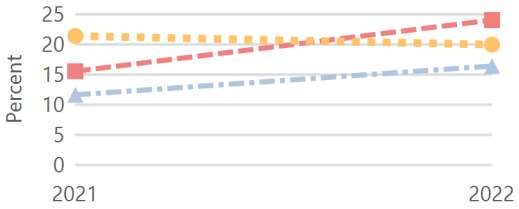
Academically Prepared for Postsecondary Success



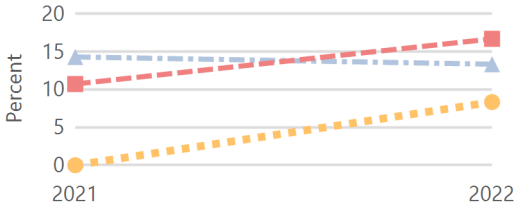
Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

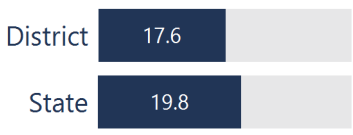
Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/01/2023

System: D0497 Lawrence (0000)

City: Lawrence

Superintendent: Anthony Lewis

OVT Chair: Jill Lachenmayr

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Support: The system provided evidence supporting their report that all buildings now have a tiered framework of supports, that data is disaggregated, and what improvements were made during each year of the cycle. The system has implemented screeners and intervention programming for math, reading, and behavior at all levels to help identify student needs and provide targeted interventions. The system implemented a professional development schedule that provides sufficient time for core and supplemental instruction, and intensive instruction has been established and implemented. The system has implemented the Ci3T (Comprehensive, Integrated, Three-Tiered System of Prevention) for over a decade with the support and partnership of a team at the University of Kansas. The Ci3T Framework is the system with which the district filters decision-making to determine needs at the organizational, building, classroom, and individual student levels.

Family, Business, and Community Partnerships: Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. In 2019, the district initiated a strategic planning process. The system convened four listening and learning sessions for community members to share their thoughts and provide feedback on priorities for the district. Academic data, survey results, and feedback collected during the Superintendent's fall Listening and Learning Tour were analyzed. Next, the district invited students, teachers and staff, school board, parent, and community representatives to a Design Team meeting to review the data analysis and discuss priority student outcomes. Following a review of the mission, priority student outcomes, themes, objectives, and initiatives, as well as the district administration’s phasing plan, the board voted unanimously to approve the Strategic Plan in June 2019.

Diversity, Equity, and Access: The system has implemented a system-wide definition of educational equity taken from the Equity Policy, adopted on May 20, 2020. The definition guides the work in the district as it relates to diversity, equity, and access. The system ensures a diverse, equitable, and accessible environment by establishing safe and supportive classrooms and creating accepting and responsive schools. This process is achieved by focusing on school connectedness and building relationships, reducing inappropriate behaviors, incorporating restorative practices, implementing mental health resources, engaging in social-emotional learning activities, teaching using culturally

responsive instructions, disrupting systemic racism, eliminating inequities, advancing educational equity, facilitating culturally sustaining teaching and learning practices, and by amplifying student's voices.

Communication and Basic Skills: The system adopted the Larry Ainsworth model for rigorous curriculum design that provides a comprehensive framework, is teacher-led, uses flexible modeling, and offers a step-by-step process. The model provided structure as the curriculum teams prioritized standards. Curriculum guides serve as the basis for all instructional/resource decisions. Departments not only identify the priority standards in these curriculum guides, but they also align both the priority and supporting standards as the system continues to develop and update its scope and sequence of curricular units. Each building is required to develop goals that support the development of curriculum. Many buildings have relied on Common Formative Assessments (CFAs) to provide data that supports a cohesive curriculum.

Civic and Social Engagement: The system has continued to expand on civic, economic, social, and political choices throughout the improvement cycle. All students K-12 are engaged in civic engagement through a wide variety of ways. Following the Kansas Standards for History, Government and Social Studies, all students are required to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves. Their Culturally Sustainable Resource Criteria ensures that students see themselves and their values represented while also respecting the values and backgrounds of others. Student leadership opportunities, such as Student Council, are available at every level. Student Council co-presidents at each high school participate in the KSHSAA Summer Leadership Workshop and this past year juniors and seniors in Student Council attended the KSHSAA Regional Student Council Conference.

Physical and Mental Health: The system uses the Student Risk Screening Scale to measure Social and Emotional factors locally. The district has policies, practices, and professional learning in place that support programs and services to help students understand and manage their personal health including social, emotional, mental, and physical wellness. Social-emotional competencies are integrated into all grade levels at the elementary. The Social Emotional Curriculum Review Team was created to begin the multistep process of researching, selecting, piloting, and ultimately recommending a new social-emotional learning curriculum that is evidence-based and is aligned with KSDE Social, Emotional, and Character Development Standards for K-12. The system collaborates with several community agencies that support mental, physical, nutritional, and emotional health. In addition, the system supports a number of programs that align with physical and mental health.

Arts and Cultural Appreciation: All students in grades K-12 have equal opportunities and access to standards-based fine arts education. The standards-based fine arts curriculum comprehensively exposes students to diverse forms or genres of artwork. Students are actively encouraged to seek and appreciate diverse forms and genres of artwork of enduring quality/ significance. All elementary students receive an average of 100 minutes of art and 100 minutes of music each week. Secondary students have the opportunity to take choir, band, orchestra, drama, and art throughout their 6-12 school years. The system has a robust fine arts department that partners with community organizations. The fine art curriculum and programs assist students in understanding the relationships among the arts, cultivating habits of searching for and identifying patterns, and relationships between the arts and other knowledge areas.

Postsecondary and Career Preparation: The system has a robust number of Career and Technical Education programs and all students are required to take at least one Career and Technical Education course. Data shows that most students take 2 - 3 Career and Technical Education courses based on their interests. Since the beginning of the five-year KESA cycle, they have grown the Lawrence College and Career Center which provides the equipment, resources, and space for students to have application-level experiences in their career field of interest. Their partnership with a local technical training center provides even more opportunities for students and helps provide industry-recognized

certifications and specific job training that is needed area. The system has also begun to provide students the opportunity to earn the Seal of Biliteracy. Additionally, for special education students, they provide work-based experiences through a partnership with local employers, expanded career preparation, and they provide additional educational opportunities for special education students who are old enough to graduate but need additional life skills.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal Area 1: Relationships
Goal 1: The Lawrence Public Schools will see an average increase of .25 points, on a 1 to 5 scale, from the spring 2021 to fall 2021 and/or the fall 2021 to spring 2022 climate survey in each of the following categories: Leadership, Staff, and Students. Surveys are completed each semester and data will be shared with the Board of Education.

In response to changes in the KESA system, they redefined their goal into a SMART goal. Prior to that change, the focus has been on the Safe and Supportive Schools domain of their strategic plan. Significant progress was made during the cycle. This includes encouraging positive student behaviors and providing safe and welcoming schools that engage every student. Throughout our KESA cycle, the system created a district-wide emergency plan, implemented trauma-informed care training for all staff, dedicated teacher collaboration time through Professional Learning Communities, and provided ongoing mentoring and professional development through embedded Learning Coaches. The system has adopted the Kansas Social, Emotional, and Character Development Model Standards, and they are piloting new curriculum materials to support these standards within all schools. In addition, they implemented Restorative Practices as a behavior intervention and alternative to suspensions. The Kansas Communities That Care Survey provides some data on how safe students feel at school. The data collected and analyzed reflects the number of students responding (in 2018 we had a 12 percent response rate compared with 2022 when 44 percent of students responded) and the impacts of the pandemic. Since the system increased the response rate, they have seen a decrease of over 7% in the number of students who do not feel safe at school. They have seen a lower incidence of bullying over the past 5 years.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal Area 2: Responsive Culture
Goal 2: The Lawrence Public Schools will identify priority standards for all grade levels and classes for English Language Arts, Mathematics, Science, and Social Studies by the conclusion of the 2022-23 school year. All priority standards will be listed on the district's website for each grade level and course.

The system's strategic plan includes the goal of a "Cohesive Curriculum" with two outcomes: 1) Identify what students should know and be able to do PreK-12+ and 2) Use instructional resources that honor and preserve students' diverse cultural backgrounds. They have met the goal areas within the strategic plan as well as the KESA goal. Evidence includes: Educators are on target to identify priority standards for all grade levels and classes for English Language Arts, Mathematics, Science, and Social Studies by the end of the school year. The priority standards are listed on the district's website for each grade level and course, making it easy for teachers and families to be able to access the information. The system has developed robust and fully aligned PreK-12 instructional expectations. At the beginning of the KESA cycle, early learning was somewhat disconnected from K-12 in terms of curriculum alignment. The system has also developed an organized and detailed approved curriculum review process and curriculum review timeline that includes a culturally sustainable resource criterion.

The system adopted the Larry Ainsworth model for rigorous curriculum design that provides a comprehensive framework, teacher-led, flexible modeling, and a step-by-step process. The model provided structure as the curriculum teams prioritized standards. The system established a curriculum review cycle that is consistently applied to all curriculum content reviews. The district has established curriculum timelines at each level to review and update all curriculum guides and resources. Curriculum guides were created for all grade levels and all content areas. The curriculum guides serve as the basis for all instructional/resource decisions. Departments not only identify the priority standards in these curriculum guides, they align both the priority and supporting standards as the system continues to develop and update the scope and sequence of curricular units. Each building is required to develop goals that support the development of curriculum. Many buildings have relied on Common Formative Assessments (CFAs) to provide data that supports a cohesive curriculum.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long-term sustainability. The system has documented the system's allocation of resources, adjustment policies, and utilizing personnel in a way that fits their school community and educational context. There has been significant support for initiatives that are part of the KESA process. The system has committed resources to early childhood education, tiered systems of support, curriculum development, and individual plans of study. Instructional resources are aligned to improve academic achievement and social-emotional learning. At-risk funds have been dedicated to improving graduation rates and expanding opportunities for postsecondary success.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The system and OVT have reported system-wide efforts towards growth in the State Board Outcomes.

Board Outcomes

Social-Emotional Growth	Growth measures from year 1 to year 5 include using data to inform decision-making to improve support for each student. Data is used to inform academic, behavioral, and social-emotional learning. Multiple sources of data to measure progress in Social-Emotional growth and to inform decisions about instruction and tiered supports exist. The Ci3T framework is grounded in the concept of being comprehensive and integrated, looking at the whole child. The Ci3T framework includes a comprehensive plan for improving academic, behavioral, and instructional functions within the district. The framework has been used to guide the work in piloting and selecting a new social-emotional curriculum to meet students' needs. Social emotional supports are reviewed at the building level during Building Goal Check-in three times a year. At the district level, social-emotional supports are reviewed during Teaching and Learning and Team I.E.B. (Inclusion, Engagement, and Belonging) meetings.

Kindergarten Readiness

Years one, two, three, and four showed efforts toward implementation of the kindergarten readiness screening tools across elementary schools, however, results were varied across all elementary schools. During the 2021-2022 school year there was a shift in focus from the ASQ-3 and ASQ:SE-2 screeners to ensuring all kindergarten eligible students were enrolled and attending kindergarten as schools and families navigated schooling options due to COVID and the nontraditional start of kindergarten. In year five of implementation, the focus moved back to parent participation and completion of the readiness tools. They had 115 families complete the screeners during the 2022-23 school year.

The system has many effective early childhood services for families with young children. These services begin at birth, continue through kindergarten and utilize varied service delivery methods and settings. They offer in-home parent coaching, playgroups, community services, and classroom settings. Early childhood services are offered to children and families based on specific family needs and qualifying factors. Overall, they provide services for approximately 550 families with young children annually. These strong foundational early learning experiences align with the necessary knowledge, skills, and experiences children and caregivers need for a successful transition to kindergarten.

Individual Plans of Study

The system has made progress over the accreditation cycle. The first evidence of progress is the transition from no aligned curriculum during the first year to now having data indicators for the IPS curriculum. Over the course of five years, the district has given career interest surveys, provided professional development, identified time through a high school task force, implemented an IPS curriculum, and now has data. The second evidence of progress is the IPS Lesson Completion data. During the 2021-2022 school year, 24% of students completed the lessons. To date, they have already exceeded last year's results with 31% of lesson completion and an additional 44% in progress. The district has a goal of 80% lesson completion and they are well on their way to achieving that goal.

High School Graduation Rate

According to the 2021-2022 accountability report, the system's graduation average is 89.6% which is slightly above the state's graduation rate of 89.3%. The system's 5-year graduation average is 82.3% on the 2021-22 report. The system earned a graduation rate in 2020-2021 below the state average (88.1%) at 84.2%, in 2019-2020 below the state average (88.3%) at 82.7%, and in 2018-2019 below the state average (82.8%) at 100%. Although the system's current graduation rate is only slightly above the state average, graduation data, academic data, and postsecondary success data support effort and growth in this area.

Postsecondary Success	The system's 2021-22 5-year effective average rate is below their predictive range of 51.9-54.9% at 48.2%. In 2020-21, the effective average rate was slightly below their predictive range at 47.8% (48.5-49.4%). In 2019-20, the effective average rate was within their predictive range at 47.0% (46.8-49.4%). In 2018-19, the effective average rate was slightly below their predictive range at 47.0% (47.4-49.6%). Although the system's effective rate is their predictive rate, graduation data, academic data and postsecondary success data support efforts and growth in this area. The system has documented their system-wide plan for increased postsecondary experience opportunities and programming for students that has resulted in documented results. Academically prepared for postsecondary: The 2021-2022 accountability report indicated that the system is achieving above the state average (29.35) in levels 3 and 4 in Math at 32.01, the state average in science (31.15) at 36.66, and the state average (32.09) in levels 3 and 4 in ELA at 37.7. The 2020-2021 accountability report indicated that the system is achieving above the state average (27.89) in levels 3 and 4 in math at 31.4, the state average in science (34.54) at 41.4, and the state average (35.16) in levels 3 and 4 in ELA at 43.89.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The system reports that stakeholder feedback was shared regarding progress in both goal areas. The Board of Education, site-councils, and the multitude of advisory councils are updated regularly and their feedback is encouraged. The system has also developed district leadership teams, building leadership teams to provide input. Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs now on a regular basis and is embedded in the overall culture.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The OVT reported that the system was very responsive to the OVT throughout the accreditation cycle and always pursued their suggestions. The OVT reports that the leadership team has demonstrated tremendous openness and responsiveness to the OVT feedback.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE. The OVT team reports that they have no concerns or suggestions for the system in regard to the fidelity of the KESA process and timelines.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

They system conducted a needs assessment in all required areas, provided evidence of thoughtful planning and efforts in all areas, and provided growth evidence.

Strengths

The system's data indicates strength in the area of academic success, diversity, equity, access, and Kindergarten Readiness support. The system has been very intentional in its efforts to develop collaborations and supports to meet student needs. They are making progress in the area of postsecondary success.

Challenges

The system's data indicates a continued need to monitor and provide supports in the areas of graduation and postsecondary effectiveness. Although system alignment of curriculum has indicated results in preparation for postsecondary success (state assessment rates), it is recommended that the system continue intentional efforts to improve graduation and postsecondary effectiveness rates.

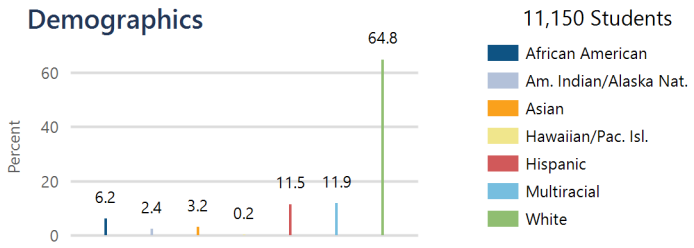
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Lawrence USD 497

110 McDonald Drive, Lawrence, KS 66044-1063
(785) 832-5000
http://www.usd497.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Anthony Lewis**

Demographics

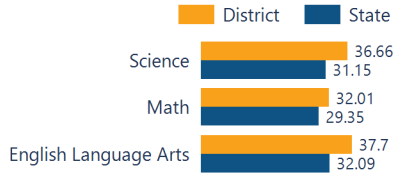


District Kansans Can Star Recognition

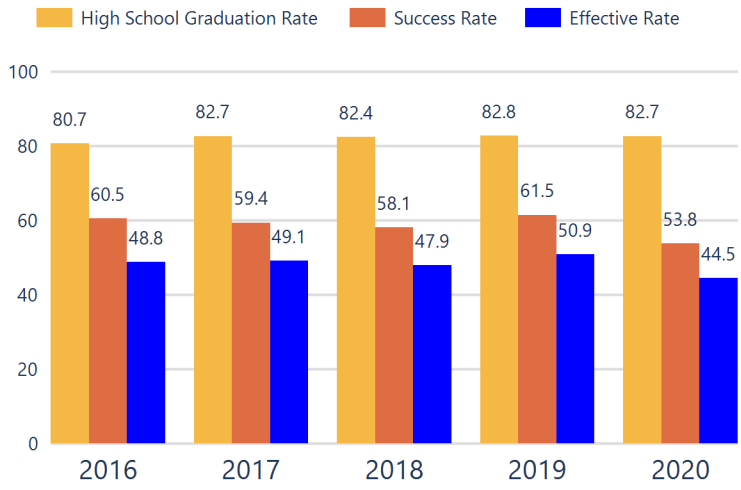
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **82.3%**

Five-Year Success Avg **58.6%**

Five-Year Effective Avg **48.2%**

95% Confidence Interval for the Predicted Effectiveness Rate **51.9 - 54.6%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

89.6% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

90.2% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

34.1% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

1.8% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$12,127
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Lawrence USD 497

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.36	25.00	32.13	33.18	30.01	35.10
Level 2	N/A	N/A	N/A	36.22	31.09	26.44	34.79	32.27	28.22
Level 3	N/A	N/A	N/A	21.07	30.99	28.39	22.03	26.77	21.35
Level 4	N/A	N/A	N/A	10.33	12.90	13.01	9.98	10.93	15.31

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	53.51	44.09	49.38	48.60	46.44	51.69
Level 2	N/A	N/A	N/A	32.89	33.25	26.00	32.80	31.20	27.73
Level 3	N/A	N/A	N/A	10.62	18.75	19.19	14.22	17.43	11.88
Level 4	N/A	N/A	N/A	2.96	3.88	5.41	4.36	4.90	8.67

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.47	60.28	62.80	66.48	65.14	64.87
Level 2	N/A	N/A	N/A	23.68	22.63	22.31	22.79	22.97	20.56
Level 3	N/A	N/A	N/A	8.55	12.75	11.98	8.41	9.66	10.12
Level 4	N/A	N/A	N/A	3.28	4.32	2.89	2.30	2.21	4.43

AFRICAN-AMERICAN STUDENTS

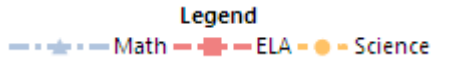
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.29	45.90	56.66	53.82	50.47	64.49
Level 2	N/A	N/A	N/A	31.11	32.37	28.33	31.21	35.10	27.53
Level 3	N/A	N/A	N/A	9.25	16.39	10.83	11.46	11.28	4.34
Level 4	N/A	N/A	N/A	3.33	5.32	4.16	3.50	3.13	3.62

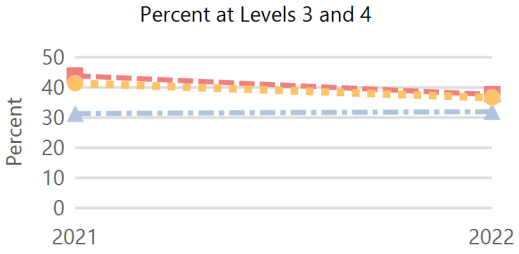
HISPANIC STUDENTS

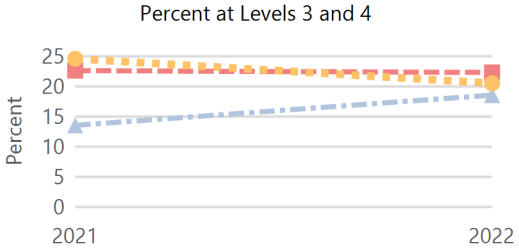
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	49.89	38.64	48.83	43.63	42.47	50.83
Level 2	N/A	N/A	N/A	31.98	30.67	28.48	35.99	31.90	27.91
Level 3	N/A	N/A	N/A	14.28	23.41	18.02	16.80	19.50	15.83
Level 4	N/A	N/A	N/A	3.83	7.25	4.65	3.56	6.11	5.41

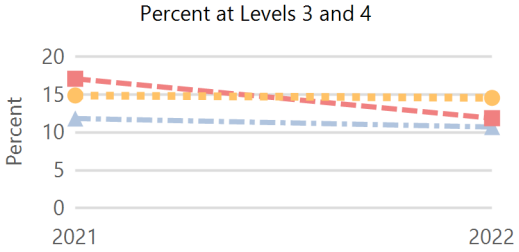
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

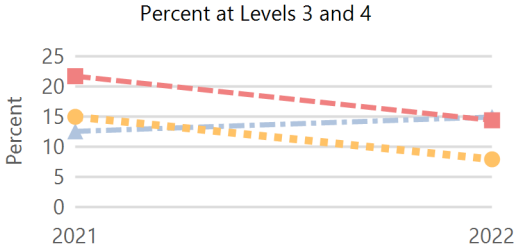
Academically Prepared for Postsecondary Success

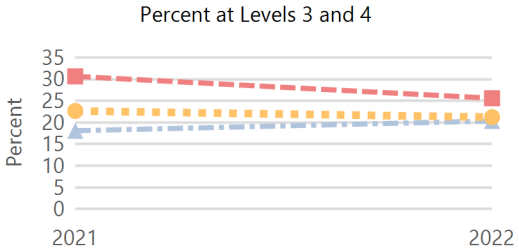








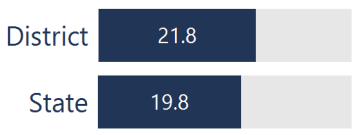




ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/12/2023

System: D0502 Lewis (0000)

City: Lewis

Superintendent: Mike McDermeit

OVT Chair: Rebecca Richmeier

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or is actively working with State BOE to achieve compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

All foundational structures are in place or have been put in place over the course of this KESA cycle. They have identified continued areas of improvement all while systematically improving each of the individual components.

-Tiered Framework of Support-
The system has made great growth over the course of their KESA cycle with respect to this foundational structure. They did not have a specific screener or intervention schedule in place at the start of the cycle. They have addressed this through the implementation of the Fastbridge screener, increased professional development time to review data and plan for interventions, and the establishment of scheduled intervention times.

-Family, Business, and Community Partnerships/Stakeholder Engagement
The system identified this as a goal area over their KESA cycle. They have made great growth including increasing the amount of family engagement nights that they have hosted by now hosting six per year where the focus is increased family engagement with respect to SEL and academia. They also bolstered this by increasing communication over the course of the cycle. In addition, they have Site Councils that are embedded into their school.

-Diversity, Equity, and Access
All student groups' needs are represented and they have included communication with bilingual parents over the course of their cycle. Additionally, they have translators that are provided at conferences and have been cognizant of the system's cultures throughout the improvement process.

Communication and Basic Skills-
Students work daily within the Google suite in order to ensure their technology competency. Additionally, they have been focused on computer literacy, which is tied to a goal area, with a designated technology/stem class, in addition to coding and coding classes.

-Civic and Social Engagement-
The system has curricula that support the structures in civic and social engagement. Students are civically involved by visiting local businesses, the nursing home, and hosting a Veteran's Day Program, in addition to the embedded topics in the social studies curriculum.

Physical and Mental Health-
The system does a great job supporting physical and mental health and they have evident structures in place to support this. They have integrated classroom brain breaks, PE classes, and two recesses per day. The wellness committee works to support the students and staff as well. They support mental health by utilizing the Too Good for Violence curriculum, a teacher-created character development rubric based on the MySAEBR's, and student SEL surveys.

-Arts and Cultural Appreciation-
They have generally met the requirements as these structures are somewhat present. They have always had music and 5-6 band and over the course of the cycle have added a dedicated art class as well. In addition, they have focused on inclusiveness by focusing on cultural celebrations and hands-on activities to get kids to express their thoughts and feelings.

-Postsecondary and Career Preparation-
The system assuredly provides structures that are an excellent foundation for students in order to have future success. They provide career exploration through lessons taught by the counselor as well as activities that are embedded into the core curriculum. Additionally, they have added a financial literacy component, guest speakers, and various field trips to expose their students.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

This system has met Goal Area 1: "We will create an environment where parents and community members are engaged partners in learning, and provide support to the school (relationships.) We will increase the number of school-wide activities from four to six with an average attendance of 60%. "

They met their identified goal, their goal statements are fully developed and measurable, and they are complex enough to challenge the system resulting in a positive impact on student learning. They have added back-to-school nights, literacy nights, STEM nights, and a "Show What You Know" night in addition to the regular conferences. On many of these nights, they had over 75% of their population in attendance. Additional impacts of this that were unknown at the time they were writing was the fact that this also helped reduce office referrals and suspensions by building relationships with families. ISS declined by 75% and OSS by 80%.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

This system has a fully developed goal statement and measurable outcomes centered around the increasing incorporation of technology as part of the curriculum and increasing the number of teachers implementing STEM or PBL activities from 0% to 60%. Their action plans outline steps taken in order to implement this across the system. They have made tremendous progress with respect to this goal and have identified they want to get better yet, embedding the STEM/PBL activities into their instruction school-wide.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system has effectively worked with its board to ensure all needed procedures and policies are in

place to support improvement efforts. In addition, they have the necessary capital in order to support the effective implementation of the system's continuous improvement plan. The system has always had a mission of preparing students to become lifelong learners and responsible citizens and yet they are aware their mission statements could be more inclusive.

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 goals are above expectation and the system as a whole can explain the results and show the date to prove it.

Board Outcomes

Social-Emotional Growth	At the start of the cycle, they used multiple ways to collect SEL data including attendance, office referrals, and the ASQ but felt that wasn't enough and implemented mySAEBR's through Fastbridge. They saw significant growth, specifically with their second-grade kids, dropping from 50% at-risk to 14% at-risk in a year's time. The system has had a counselor who implements classroom lessons as well as individual counseling utilizing the Too Good for Violence curriculum. They have also hired additional support staff based on the results of the need seen through mySAEBRS. They have reduced office referrals and ISS and OSS reduction of 75% and 80% respectively.
Kindergarten Readiness	Since 2018, they have administered the ASQ-3 and the ASQ:SE2 questionnaires annually with a participation rate of 80-100%. In addition to teacher observation, they have implemented Creative Curriculum in their preschool which focuses on fine-motor skills, academics, and personal/social skills. They have also implemented the IGDI screener to assess individual growth and have reduced the number of students in tiers 2 and 3 over time.
Individual Plans of Study	N/A as they are a K-6 system- They implement career exploration through counselor-created lessons and have extended lessons embedded in the core curriculum. 6th-grade students also participate in a career unit focusing on an interest inventory, career research and presentation, and a financial literacy piece.
High School Graduation Rate	N/A as this is a K-6 system and yet this system has created its own system to follow-up with students upon completion of graduation and they have tracked their graduation rate as 95.6% for the duration of this cycle, this only representing one student.
Postsecondary Success	N/A as this is a K-6 system and yet they have calculated an 87% success rate over the course of this cycle based on the following criteria: college attendance, CTE cert, Military or full-time employment.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Stakeholder engagement, involvement, and feedback have been consistently implemented and monitored throughout the systems cycle. They have engaged all stakeholders throughout the community and have provided consistent and effective communication in order to increase collaboration and feedback.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The system has effectively worked with its board to ensure all needed procedures and policies are in place to support improvement efforts. The system has an OVT chair and team that have conducted yearly visits and the appropriate KESA reports have been completed and submitted. The system has always been responsive to feedback, frequently requesting feedback and applying it where appropriate.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system has identified and implemented a continuous improvement cycle and has made efforts in all areas of KESA. The stakeholders are involved and supportive, this group includes the BOE, community members, site councils, and BLTs and DLTs. Additionally, they have communicated with the OVT well in advance of each visit.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

In addition to meeting their two goal areas, the system has assuredly met all requirements that apply to them. They have a systems approach, are continually doing better when they know better, engaging all stakeholders, and constantly building a continuous improvement process.

Strengths

The system has successfully met both of their identified goals for the cycle both of which had a meaningful impact on students, families, and staff. The system is committed to continuous improvement and they have devoted the time and necessary resources to make it happen. They have implemented Fastbridge, and reviewed new curricula and resources in order to further their academic and SEL growth.

Challenges

Potential challenges are the inability to staff positions and sustain the positions they have added.

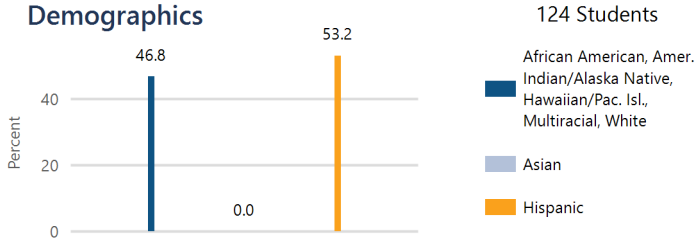
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Lewis USD 502

401 Sunnyside Drive, Lewis, KS 67552-0097
(620) 324-5547
www.usd502.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-6**
Superintendent: **Mike McDermeit**

Demographics

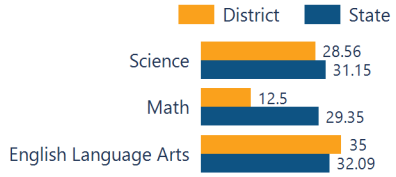


District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

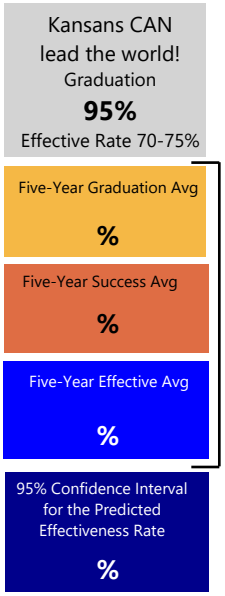
Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness

No Data Available



The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

N/A State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

91.8% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

26.6% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$7,517
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Lewis USD 502

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.36	21.95	N/A	22.50	25.00	21.42
Level 2	N/A	N/A	N/A	50.00	36.58	N/A	65.00	40.00	50.00
Level 3	N/A	N/A	N/A	11.36	36.58	N/A	12.50	30.00	21.42
Level 4	N/A	N/A	N/A	2.27	4.87	N/A	0.00	5.00	7.14

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.00	21.87	N/A	29.62	33.33	N/A
Level 2	N/A	N/A	N/A	48.57	43.75	N/A	59.25	40.74	N/A
Level 3	N/A	N/A	N/A	8.57	31.25	N/A	11.11	22.22	N/A
Level 4	N/A	N/A	N/A	2.85	3.12	N/A	0.00	3.70	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.23	N/A	N/A	58.33	66.66	N/A
Level 2	N/A	N/A	N/A	23.07	N/A	N/A	41.66	16.66	N/A
Level 3	N/A	N/A	N/A	7.69	N/A	N/A	0.00	8.33	N/A
Level 4	N/A	N/A	N/A	0.00	N/A	N/A	0.00	8.33	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.37	23.07	N/A	33.33	37.03	27.27
Level 2	N/A	N/A	N/A	44.82	38.46	N/A	62.96	29.62	45.45
Level 3	N/A	N/A	N/A	10.34	38.46	N/A	3.70	29.62	18.18
Level 4	N/A	N/A	N/A	3.44	0.00	N/A	0.00	3.70	9.09

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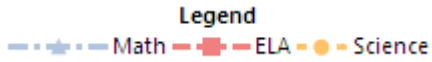
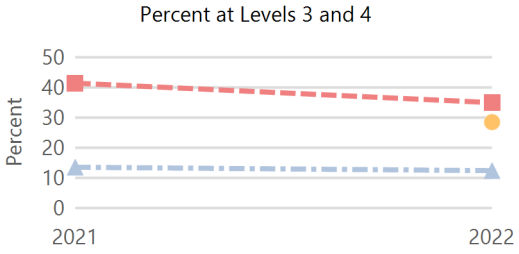
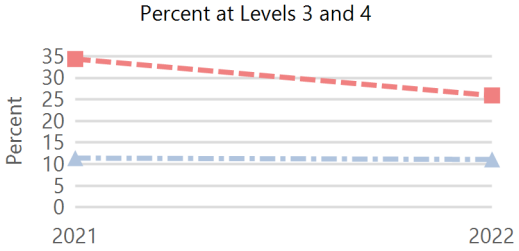
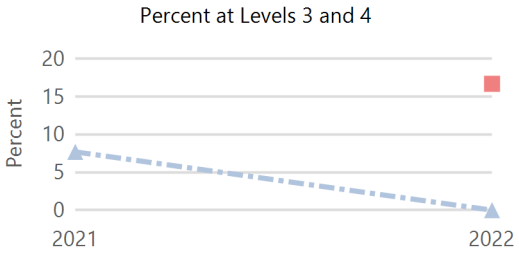
Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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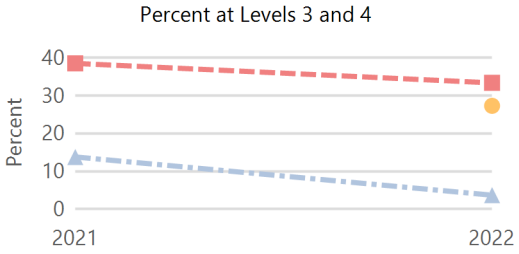

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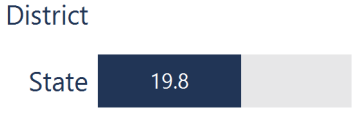


Accreditation Summary

Date: 04/13/2023

System: D0508 Baxter Springs (0000)

City: Baxter Springs

Superintendent: David Pendergraft

OVT Chair: Todd Berry

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

No Compliance concerns noted

2. Foundational areas are **assuredly** addressed.

ARC Comment

Tiered Framework of Support
At the beginning of the five year cycle only one school had a robust MTSS program. By the end, all schools at all levels had a strong program in place. The middle school and high school added a ZAP (Zeros Aren't Permitted) model and Reading Lab courses, which offer reading intervention support with a highly qualified reading specialist. This model has been so successful they are beginning to replicate it in Math and are looking at double blocking math and Math Lab courses next. The elementary schools have a traditional MTSS program that is supported by a new curriculum, progress monitoring, and Title programs.

Family, Business, and community Partnerships
The most exciting innovation during this cycle was the creation of Baxter Cowtown Days. This student organized, multi-day event brought vendors, food trucks, and entertainment to the City library for a community-wide event. In addition, the district works closely with the City swimming pool, Kiwanis Club, and the local community college. In particular, ATEC steel, a local business, had begun to donate materials to the school's welding program Finally, at Christmas the students engaged local businesses by Christmas caroling and sharing Christmas cards. In return, some businesses provided food, resources, and gifts for needy school families.

Diversity, Equity, and Access
Although the district has little ethnic diversity, they are successful at addressing equity and access to all students regardless of socio-economic status. During the cycle, they have expanded their 1:1 computer initiative to assure equitable access to all students. They added a preschool classroom so they could abandon the Pre-K waitlist and ensure all Pre-K students have at least a half day experience, and added a jumpstart program for Kindergartners who are not quite ready.

Communication and Basic Skills
The elementary schools have adopted a "house" system which places all students into a house for their tenure. This improves a sense of belonging, but also improves student's communication and leadership skills as they lead their house through various activities. The High school has a seminar time that focuses on many practical skills like balancing a checkbook, purchasing a vehicle, resume building, mower maintenance, and the art of writing a letter.

Civic and Social Engagement

The OVT identified this as an area of strength for the district. During this cycle they have added or improved multiple opportunities for civic engagement including Leo Club, Key Club, Senior Etiquette luncheon, Community Beautification projects and blood drives. Elementary schools participate in Veteran Day activities and regularly visit local nursing homes.

Physical and Mental Health
Improved support for student mental health has been a strong emphasis for the district during this cycle. They have added an additional school counselor, a full-time certified behavioral therapist, and improved their connection to Spring River Wellness by allowing students to attend therapy sessions during the school day. The district also meets all the requirements for minutes in PE and recess.

Arts and Cultural appreciation
The district has multiple opportunities for students to experience arts and cultural activities. These include a culture and cuisine trip for high school students, which pairs a traveling Broadway show with a formal sit down meal and field trips to places like the Crystal Bridges Art museum.

Postsecondary and Career Preparation
This is one of their goal areas so there have been many additional activities implemented during the cycle. The high school added a work-study program and a job shadowing program. They also expanded their career day to include more "blue collar" jobs and extended the day to give students opportunities to meet in small groups with the person representing the career that interests them the most. This has led to some powerful connections and eventual job opportunities. They also host a college day for surrounding high schools with around 50 post-secondary institutions. At the middle schools they have begun specific career oriented field trips to local businesses such as ATEC, SHAPE and Bagcraft. Finally, they developed a virtual E-academy to help all students succeed and earn a diploma.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1: Improve communication and relationship perceptions between staff members, district wide, as evidenced by the following:
- Increase the number of fours and fives on relationship prompts on staff climate survey responses from Fall 2019 to Fall 2022.

PD activities related to this goal have included a district wide scavenger hunt that included travel throughout the town in heterogeneous groups of teachers from different buildings working together, a similar cookie decorating competition, a workshop on how to formulate trust amongst staff members, and collaboration across the district on various initiatives.

Based on the data garnered from the most recent climate survey completed (in Fall '22), this goal has been met, by and large.
Overall, the district has seen an average increase of 11.1% in responses of 4s and 5s on prompts referencing relationship perceptions

Specifically, a 12% improvement on the prompt "teachers across the district holding high expectations for all students…", a 19% improvement on the prompt: "I feel I receive the support from The Board of Education and administration that is needed for me to be effective at my job, a 27.3% improvement on the prompt: "I feel the administration communicates and enforces expectations for staff effectively." and 28.5% improvement on the prompt: "I feel that the school district has developed and sustained a shared vision for the district."

This gain alone is a testament to the fidelity of the KESA process over this cycle in USD 508.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2
Improve two-way communication with parents and staff and increase parent involvement, as evidenced by the following:
- Lincoln staff will maintain a 90% communication rate with parents using digital communication tools
- Lincoln staff will increase the amount of digital communication by 10% from Fall 2019 to Spring 2022.
- 50% or more of Central students' parents will be active participants in a two-way digital communication tool by Spring
  2022.
- All Central school teachers will increase/maintain at least a 50% parent participation rate in Meet The Teacher Night by
  Fall 2022.
- Middle School parent attendance at parent/teacher conferences will increase to 75% or more by Fall 2022.
- High School parent attendance at parent/teacher conferences will increase to 50% or more by Fall 202

Goal 2 was met. Lincoln increased the number of active parents on SeeSaw to over 200. Central School increased the number of active parents on SeeSaw to over 300 (over 80%). Central School had 93% of parent attendance at Meet The Teacher Night in Fall '22. The Middle School had 75% parent participation in 21-22 and 67% in 22-23. The High School recently started using student-led conferences in hopes to increase the participation rate. In fall '22 they even offered special incentives for parents and students. 42% of parents came in person in 21-22, and the number stayed the same during their most recent conferences this year, with 42% of parents attending.

Goal 3
Increase the number of students who are successfully prepared to complete post secondary training/education, as evidenced by the following:
- Lincoln students will increase their reading fluency by 15 words per minute from the end of the Fall semester of his/her
  first grade year to the end of the Spring semester of his/her second grade year, using Acadience Reading Assessments.
- Central students will increase their knowledge of college programs and career opportunities as evidenced by improving
  feedback data on college/career perception surveys.
- 50% of students, in grades 4-6 will improve or maintain their overall point score on the math and ELA state assessments
  from their previous year's score.
- 50% of students in grades 7-8 will improve or maintain their overall point score on the math and ELA state assessments
  from their previous year's score.
- 100% of students in grades 7-12 will participate in meaningful Individual Plans of Study.
- By 2023, BHS graduates composite scores on the ACT will show meaningful improvement.
- 95% of students who take the WorkKeys Assessment will score at a level 3 or above, ensuring that they earn a National
  Career Readiness Certificate (NCRC).

Goal 3 was met. Lincoln School had 96% students met the goal in Acadience. Central School students had a 7% increase on perception survey about college opportunities. Central School had 55% of students improve their score in ELA and by 57% improve their scores in math. The Middle School goal was partially met. They had only 34% of MS students improve their scores in Math, but 50% of MS

students improved their ELA scores. The High School met their goal of 100% of students having an IPS. The High School also improved their ACT average from 17.7 to 20.3 over the past 5 years

District level goals were supported by well aligned building goals. The OVT heard reports from each school and each school had their own data collection.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The district has done a fine job in regards to including parents and the local BOE throughout this process. The perception by the staff of the vision of the board on their recent perception survey is extremely encouraging, as is the perception of school staff by parents. Having a board, staff, and parents that are all on the same page will go a long way to sustaining growth in multiple areas. What USD 508 has in this regard is special.
Furthermore, the district is doing a fine job in reaching out to the community to look for partnerships that can be forged, as evidenced by their relationship with Spring River Mental Wellness for counseling help to address SEL wellbeing. Their relationship with Atec Steel is also another way they are finding cost-effective ways to continue their improvement. The district's commitment to improving their MTSS system is strong as well, as evidenced by the creation of the Reading Specialist position at the MS/HS and their implementation of Really Great Reading at the elementary levels.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Overall very good

Board Outcomes

Social-Emotional Growth	Earned a Copper star from KSDE in Social-Emotional Growth. They have screeners and a curriculum in place. They have added a counselor and behavior specialist. Their data is reviewed and drives their plan. OVerall their data shows an improvement in the social-emotional health of their students during this cycle.
Kindergarten Readiness	100% of parents complete the ASQ every year. The early elementary teachers use this data to drive their instruction. They added an additional preschool classroom so they could eliminate the waiting list for Pre-K and they added two additional para's to ensure all Pre-K kids were ready for Kindergarten
Individual Plans of Study	This was part of one of their goals. As of 2021, all 7-12 students complete the required Xello lessons and have an individual plan of study. Each student has an exportable electronic portfolio as well.
High School Graduation Rate	Graduation rate in 2022 was 91.2% which is above the state average. They had a small dip during Covid but otherwise have consistently been above the state average.

Postsecondary Success	Their post-secondary success rate is still below their predicted range, however, this was one of their goal areas and they have poured a lot of work into improving this rate. The district is seeing growth in the leading measures and therefore the OVT fully expects to see their post secondary success rate improve as these current students matriculate through the process. In addition, the OVT reviewed evidence that the success rate of the was significantly underreported because of reporting errors as the district, unreported certifications, military students, and verified errors in the Clearinghouse data. If all of this corrected data is utilized, their 5 year effective rate increases from 36.9% to 46.2%.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Feedback was gathered by Staff Surveys, parent Surveys, Community Open Forums, Site Councils, Building Leadership Teams, and Various Committees. Participation of DLT members in a variety of community organizations, such as Kawanis Club and churches

Results were shared with the Board of Education and a community forum, which was well attended by parents.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The OVT reports that Baxter Schools has kept on track appropriately throughout this cycle with everything being completed on time.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

It is clear that they also took the OVT recommendations to heart, as evidenced by the retooling of their goals early in the cycle to move to more of a
SMART goal design and by their implementation of suggestions on how to get more involvement from parents at P/T conferences at the secondary level

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The ARC recommends full accreditation for USD 508 Baxter Springs. They have demonstrated quantifiable success in process and results. Their 5 year Graduation rate: 91.2% Their ELA and Math scores are above the state average, and they earned a copper star for social-emotional growth. Their Post Secondary Success rate is 36.9% (10% below the predicted effectiveness rate) however there are verified problems with their data and every indication is that the work they have done in this area will begin to pay off in the next few years. Their three goals were to improve relationships between teachers, increase two-way communication with parents, and improve academic success. Each goal has individual measures from each school and they met almost all of their benchmarks over the five year cycle. It is clear Baxter Springs embraced the KESA process, achieved their stated objectives, and had corresponding success in the board outcomes.

Strengths

There is a great unity among all the schools and the district on implementation of KESA. They obviously have a coordinated professional development plan that is responsive to the needs of the teachers, builds community, and are effective in promoting the KESA goals. They have strong state assessment scores and their 3 point increase in average ACT score is impressive.

Challenges

They have multiple strategies being implemented at once. In the next cycle they may want to focus more on fewer strategies. Their postsecondary success rate is still below predicted range. While every indication is that it will improve, it is vital they keep attention on that metric.

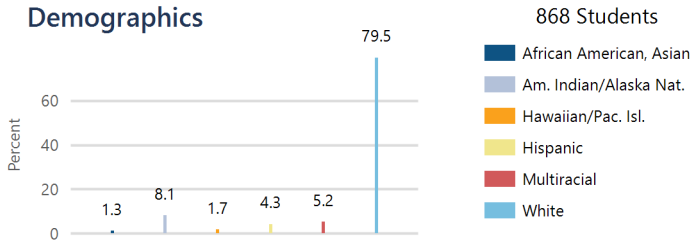
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Baxter Springs USD 508

1108 Military Ave, Baxter Springs, KS 66713
(620) 856-2375
http://www.usd508.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **David Pendergraft**

Demographics

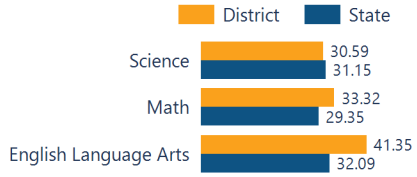


District Kansans Can Star Recognition

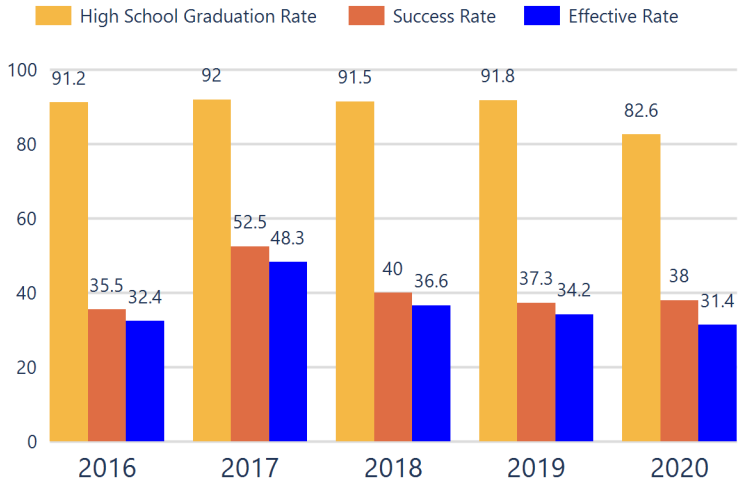
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				✶
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **89.6%**

Five-Year Success Avg **41.1%**

Five-Year Effective Avg **36.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **46.1 - 49.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

91.2% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

93.7% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

20.6% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

1.4% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$11,131
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Baxter Springs USD 508

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.43	24.44	31.86	26.98	25.00	33.33
Level 2	N/A	N/A	N/A	43.20	37.00	27.47	39.68	33.63	36.07
Level 3	N/A	N/A	N/A	23.90	31.93	31.86	21.31	31.81	17.35
Level 4	N/A	N/A	N/A	7.45	6.60	8.79	12.01	9.54	13.24

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.72	28.74	39.75	31.85	29.36	36.50
Level 2	N/A	N/A	N/A	44.97	42.51	30.12	41.11	33.82	42.06
Level 3	N/A	N/A	N/A	18.47	24.29	24.09	17.40	28.25	11.90
Level 4	N/A	N/A	N/A	4.81	4.45	6.02	9.62	8.55	9.52

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.28	42.85	54.16	55.55	55.00	57.14
Level 2	N/A	N/A	N/A	34.61	35.06	25.00	28.39	22.50	25.71
Level 3	N/A	N/A	N/A	6.41	15.58	16.66	7.40	16.25	11.42
Level 4	N/A	N/A	N/A	7.69	6.49	4.16	8.64	6.25	5.71

AFRICAN-AMERICAN STUDENTS

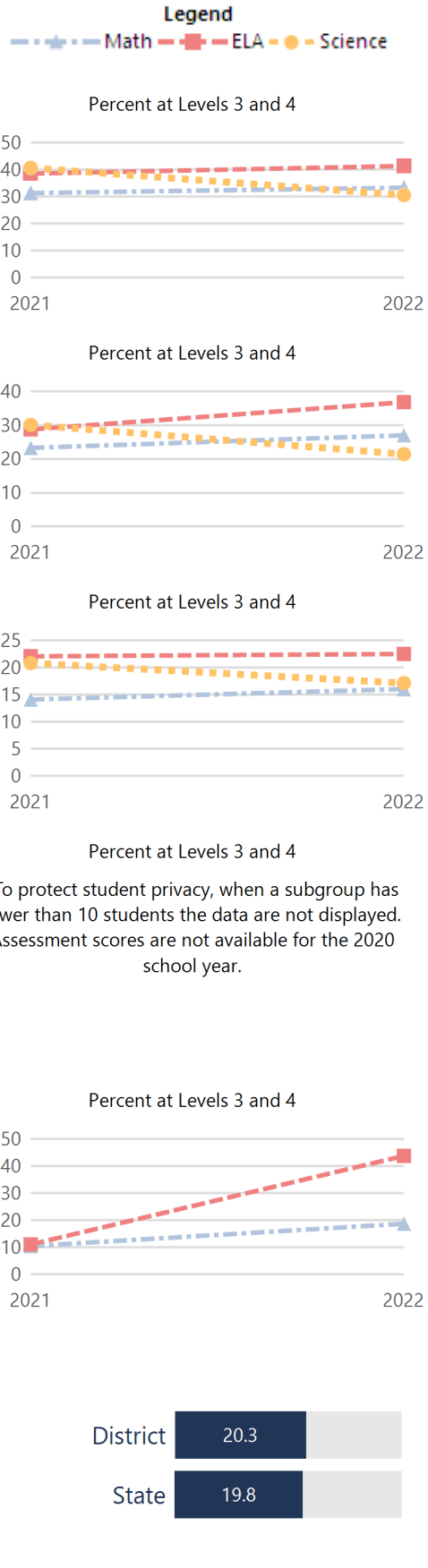
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.84	27.77	N/A	31.25	37.50	N/A
Level 2	N/A	N/A	N/A	52.63	61.11	N/A	50.00	18.75	N/A
Level 3	N/A	N/A	N/A	10.52	11.11	N/A	0.00	31.25	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	18.75	12.50	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 04/19/2021

System: S0507 St. Hosp. Training Center Parsons (0000)

City: Parsons

Superintendent:

OVT Chair: Matthew Ysusi

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

A tiered system to support all students has been implemented. All students are on IEPs and would be considered in Tier III if they were in a regular school setting. The system has improved its supports through a new curriculum, Essential for Living, and has implemented new behavior tracking sheets to support the social-emotional needs of all students.

The system is governed by the Kansas Department of Aging Disability Services (KDADS). Since the pandemic, KDADS has not allowed students and staff to go into the community. Therefore, community partnerships with businesses was cited as an area for growth by the site team.

Parents/guardians are provided cultural surveys in their native language and interpreters are available when needed. Students have assistive technology available to them if necessary and many of the students have strict dietary requirements. This special purpose school is tailored to each individual student's needs with necessary support, instruction, and accommodations to be successful.

Many of the students at the State Hospital Training Center in Parsons have limited to no verbal communication skills. Students are given access to the necessary technologies so they can communicate. Professional development is provided to all staff on the implementation of assistive technology. Staff follow state mandates and have received training in dyslexia and Verbal Behavior Assessments. Curriculum has been aligned both in the system as well as Kansas state standards. New curriculum materials support this alignment and professional learning ensures that all materials are taught with consistency and fidelity.

The OVT noted that implementation of the Essentials for Living program in conjunction with the Kansas Technical Assistance System Network (TASN) should affect civic and social engagement although there are limited opportunities for students to leave campus due to the Kansas Department of Aging Disability Services (KDADS) guidelines. However, staff are finding creative ways to increase social opportunities for students by focusing on independent living and daily life skills.

All students participate in physical education and the system monitors student progress. Mental health supports are provided to all students.

The arts are supported at the State Hospital Training Center in Parsons as students work on art projects throughout the school curriculum.

The system continues to focus on vocational training and gives certificates to students when they have mastered a particular skill. Students also work towards credits for a high school diploma.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1: RELATIONSHIPS: Increase the quantity and quality of communication with parents and stakeholders over the course of the cycle.

The system has a goal statement to improve relationships with parents and stakeholders in quantity and quality of communication. The OVT noted progress in this area as staff sent out a survey concerning methods of contact to families. The system is unique in that most students live far away from their families and have limited contact. Through this survey, the system has been able to create plans specific to each student.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2: RELEVANCE: Adopt and implement a new curriculum that meets the unique academic, social-emotional, and transition needs of the students.

The system has a goal statement to adopt a new curriculum that would meet the unique needs of all students in the areas of academic, social-emotional, and transitions. After staff training, the Essentials for Living curriculum has been implemented with fidelity. The system is seeing positive results as evidenced by the increase in transition opportunities for students as well as increased independence during daily living skills or transition activities.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system has demonstrated evidence to support the sustainability of their continuous improvement process. New equipment and curriculum has been purchased; paraprofessional salaries have increased, and the school has leveraged the help of TASN to train staff on the implementation of the new curriculum.

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 for all State BOE goals. The system demonstrated evidence of a plan reflecting all State BOE goals that appears to result in systematic improvement.

Board Outcomes

Social-Emotional Growth	The system works toward the initiative of engaging students through individualized behavior intervention plans, crisis plans, and information shared with IEP teams. Staff collects data daily. ABA services address dangerous and physical behaviors and the system uses the TEACCH program to help address behaviors.
Kindergarten Readiness	Because of the minimum age restriction at the State Hospital Training Center at Parsons, kindergarten readiness does not apply.
Individual Plans of Study	All students are on an IEP and therefore do not have traditional individual plans of study. However, transition plans are in place in the IEP.
High School Graduation Rate	The system only graduates 1-3 students per year; many students stay at the Parsons State Hospital campus after graduation due to the severity of their needs. Of those students who have graduated have successfully moved into vocational work experiences and earn a salary.
Postsecondary Success	Most graduates successfully work in vocational work sites.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Stakeholder feedback is gathered through surveys with parents/families. Additionally, the principal works with other departments on the state hospital campus to get feedback on school improvement.

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 system was cooperative in providing data and arranging interviews.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system has taken advantage of the advice given to them throughout the KESA cycle. They have incorporated many of the suggestions and ideas into their everyday work.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The ARC recommends full accreditation for the State Hospital Training Center Parsons. The OVT and the system documented that the system met all the requirements of the KESA process, and the system has a continuous improvement process in place that involves stakeholders. The State Hospital Training Center Parsons is a residential treatment, training, and care facility that serves individuals with intellectual disabilities, and the majority of residents are also dually diagnosed with a psychiatric impairment or behavioral disorder. The system currently has 16 students. Academic plans are specific to each individual student.

Strengths

The OVT noted the strength and passion of the staff and the respect the staff has for the building leader. Staff also feel empowered as evidenced by the new behavioral data system sheets. Furthermore, the system takes advantage of training opportunities from Greenbush and TASN.

Challenges

Due to the uniqueness and speciality of the school and the students, data is difficult to gather. Since academic plans are specific to each individual student, it is recommended that the system define measurable post-secondary and high school graduation goals for students.

Moving into the next cycle, goals need to be student-focused, measurable, and reflected in the system report.

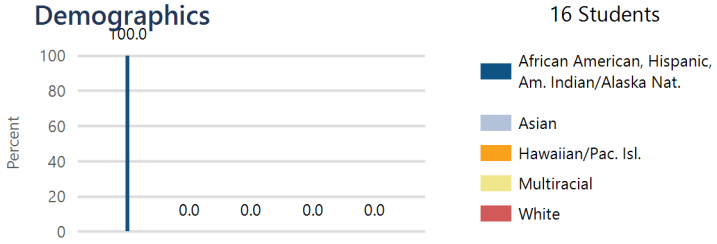
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

St. Hosp. Training Center Parsons - S0507

2601 Gabriel, Parsons, KS 67357
(620) 421-6550
https://www.greenbush.org/student-learning-services/day-programs/

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation:
Grades: **1-12,NG**
Superintendent:

Demographics

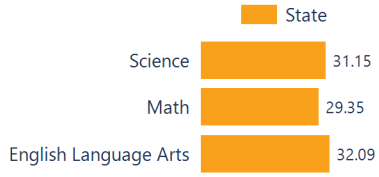


District Kansans Can Star Recognition

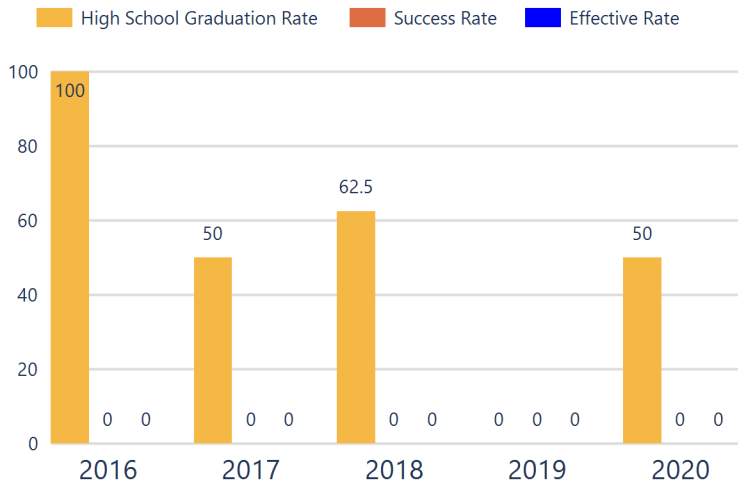
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
45.5%

Five-Year Success Avg
0.0%

Five-Year Effective Avg
0.0%

95% Confidence Interval for the Predicted Effectiveness Rate
%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

100.0% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

99.1% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

0.0% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St. Hosp. Training Center Parsons - S0507

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	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

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

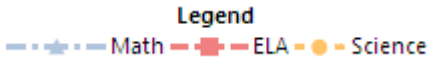
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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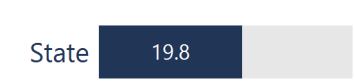
ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/24/2023

System: Z0026 Lutheran Schools (Topeka) (9710)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Jamie Finkeldei

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE, the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Overall, the system assuredly has foundational structures that are working and that are moving the system in a positive direction. The focus has been mostly on developing strategies in the tier structure.

Tiered Framework of Support
During this cycle, Bethany Lutheran has fine-tuned its tiered system of support for students. The institution first started the accreditation with Cognia and switched to the KESA progress. Data used in identifying Tiered Frame support included the following:

NWEA MAP data
- Acadience screener for K-8 dyslexia and MTSS
- Rocket Math (leveled fact practice) used in grades 1-5.

To help their students during tier time, in the past they just utilized their Title I instructor and an occasional para. During this cycle, they have added a part-time Special Ed teacher for tier 3 instruction and have added 6-7 Classroom aides for tier 2 instruction. This means every classroom has a second adult to provide tiered instruction under the guidance of the teacher.

Family, Business, and Community Partnerships
The institution is a tight-knit group of teachers, staff, board members, church congregation members, and students/families. The School Ministry Action Team meets regularly and communicates with the Church Board of Directors. School strategic planning is done in coordination with church leaders, and involves school leaders, teachers, and staff.
Teachers, staff, church members, and school students and families regularly interact during the year, and this leads to heavy stakeholder involvement in the school, including the KESA improvement process. Yearly parent surveys are administered, and twice-yearly parent/teacher conferences provide helpful feedback for the school. Communication is consistent with all stakeholders through newsletters, social media, emails, texts, and the school app.

Diversity, Equity, and Access
The staff is aware that the demographic makeup of their school has been changing and the system is finding resources to ensure that they have what these populations need to be successful. This has included a Certified SPED Teacher and additional classroom aides. Ten percent of families are multi-ethnic and 10% of families are Hispanic/Latino or of Spanish origin. They serve students from all socio-economic levels. Kindergarten does a large cultural project on families sharing items from their

heritage. There is a part-time Spanish teacher K-8 who incorporates cultural activities

Communication and Basic Skills
The school utilizes a variety of communication activities. Students are able to create and share with the community. The system has strategies set with embedded communication skills such as their writing portfolios, "school families" projects, and a drama club.

Civic and Social Engagement
Bethany's students dedicate a significant amount of time to opportunities outside of the school building to reach the community. The middle school students have a weekly service time in which they participate in a variety of service activities. All grades visit several local nursing homes/assisted living centers throughout the year to perform for the residents as well as visit them, deliver cards/fruit baskets/stockings, and spend time talking to them.
Students work at Harvesters Community Food Network 1-2 times/year. Bethany School annually supports Immanuel Food Pantry in Kansas City, KS, collecting and delivering food, and helping to stock the shelves. Numerous events are held that involve the school, as well as the church and local community: Bethany carnival, Fine Arts Night, Grandparent's Day, Veterans Day Celebration, Christmas Program, Trunk-or-Treat, Kindergarten Round-Up, and many more. Bethany students participate in church service singing and leadership throughout the school year.
Bethany designs several mission projects, scheduled throughout the year, which involve raising money, collecting items, preparing materials, and/or delivering needed items.
Bethany students engage internationally as well as through mission trips involving students, alumni, and church congregation members.

Physical and Mental Health
In the area of Physical and Mental health, the institution has many supports and structures in place. Students have 135 minutes of PE per week. During this cycle, a part-time counselor and SEL teacher along with a SPED teacher work with students.
Staff services for mental health programs were added to the benefits package.

Arts and Cultural Appreciation
Bethany School has music programs /dramas with their elementary students where they display or perform artwork made by the students. Art is part of the daily curriculum. Cultural appreciation is embedded in the Social Studies curriculum.

Postsecondary and Career Preparation
This school is a K-8 institution. Bethany values the variety of post-secondary plans offered today. While many Bethany students attend a 4-year college and follow that traditional career path, it could be more and more common to enter the workforce, attend a trade school, or earn other certificates or technical skills. This data will be interesting to track in the upcoming years and will help Bethany better prepare students for their future.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1 - 50% or more of the students will meet or exceed the expected growth goals in math and reading set by NWEA MAP and 50% or more of the students taking the Kansas State Assessments will score a 3 or a 4 in math and reading.

ARC Comment: The progress being made toward the goal.
Percentage of students who met or exceeded their NWEA MAP growth goal: Math /Reading
2017-2018 48.1% 59.3%
2018-2019 49.4% 49.9%

2019-2020 49.4% 46.6%
2020-2021 52.5% 60.4%
2021-2022 48.6% 48.4%
2022-2023 51.3% 42.1%

Percentage of students scoring a 3 or a 4 on the Kansas State Assessment: Math Reading
2017-2018 40% 62%
2018-2019 41% 54%
2019-2020 No scores due to COVID
2020-2021 38% 55%
2021-2022 42% 52%

The implemented strategies surrounding these goals at Bethany School are producing the desired results at times, but not as consistently as desired. Increased enrollment has led to larger class sizes. To keep up with the academic needs of all students, Bethany School has increased the size of the teacher-aide staff – both in the number of aides and in the hours of help provided to teachers. A part-time licensed Special Ed teacher has also been added, with the plan to increase those hours in future years. The plan is to see these measures result in consistently positive results for these goals.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 - Ninety percent or more of our school families will agree with each of the following three statements: Our school is focused on student success, Classroom activities engage children through a variety of teaching strategies and learning activities, My child's teacher attends to the individual needs of my child.

ARC Comment: Cultural Surveys were conducted with the following results:
Our school is focused on student success.
2019-2020 94% of parents agreed with this statement. 2021-2022 96% of parents agreed with this statement. 2022-2023 96% of parents agreed with this statement.

Classroom activities engage children through a variety of teaching strategies and learning activities.
2019-2020 96% of parents agreed with this statement. 2021-2022 99% of parents agreed with this statement. 2022-2023 96% of parents agreed with this statement.

My child's teacher attends to the individual needs of my child. 2019-2020 94% of parents agreed with this statement. 2021-2022 98% of parents agreed with this statement. 2022-2023 94% of parents agreed with this statement.

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

GOAL 1 – There are mixed results. In Math, they meet their growth goal, but not their state assessment goal. In reading, they meet their state assessment goal, but not their growth goal.
The staff theorized they did not meet their goal in all areas because of COVID learning loss and a large spike in enrollment following COVID. Many of these students were struggling in their previous school and they felt it takes several years to get them up to grade level.

GOAL 2

Bethany School strives to help kids improve on their strengths, while not ignoring weak areas. This is true in the areas of academics, as well as social-emotional skills, athletic ability, drama performances, musical talents, and so on.
There is a climate of caring about each student and helping them find their "niche."
Families indicate that the school is succeeding in individualizing instruction and meeting the varied needs of students.
These positive scores are a result of having 8 aides (one in every classroom), a special education teacher, and a focus on the mission.

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 institution strategized implementing programs and staffing to address most of the State Board Outcomes.

Board Outcomes

Social-Emotional Growth	The goals they addressed this cycle have wrapped around social-emotional growth The system has made changes by adding therapists and counselors. They have started using surveys to gather data and are using them to meet their students' needs in social skills. They have added an SEL curriculum at all levels to address teaching students social awareness as well as teaching soft skills.
Kindergarten Readiness	ASQ data consistently shows most incoming Kindergarten students are ready. Around 30% of preschool students move on to kindergarten. The preschool is run separately from the school but the kindergarten teacher works closely with the preschool teachers.
Individual Plans of Study	Bethany's IPS has developed into a robust system enriching students' exposure and understanding of postsecondary opportunities. Through various inventories and assessments, students prepare individual portfolios which are updated twice per year. Portfolios contain a student's personality inventory, individual strengths, educational history, career interests, and their own unique skills appraisal. Independent and interdependent assignments supplement the growth and development of both self-awareness and social awareness as students clarify their post-secondary focus and goals.
High School Graduation Rate	NA Grade K-8 school
Postsecondary Success	NA Grade K-8 school

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The system has gathered stakeholder feedback throughout this cycle. They have increased communication with all stakeholders using information platforms regularly. They meet with Site Councils and PTOs regularly, where they gather information as well as share information about school improvement.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout

the accreditation cycle.

ARC Comment

Bethany's Board of Education discussed all feedback and agreed with the summary. Year 4 didn't involve all of the required details that other years involved, so the process was fairly easy. The board is willing to help develop the new ideas and processes discussed. They were receptive to OVT suggestions.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

The administration has stayed the course and worked through the process for accreditation. They have set goals and developed strategies to make improvements in many areas. Progress was shared with the church and school board along with parent site councils and PTO. The institution transitioned from Cognia to KESA. After a slow start in years 1 and 2, they pushed into overdrive in years 3-5 to ensure they followed KESA protocol.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The institution has focused on the individual needs of students and has committed significant resources to meet this part of its mission and KESA goal by adding six aides, a part-time counselor, a part-time special education teacher, and a full-time social-emotional coordinator.

Strengths

KSDE has recognized the school by awarding the school the Bronze Star for Academically Preparedness and Post-secondary preparation.
Significant enrollment growth over 5 years while maintaining state assessment scores is well above the state average.
There is a strong commitment to its mission of meeting the individual needs of students and their core values as a Lutheran school.
A welcoming, loving culture that manifests strong interpersonal relationships for all stakeholders exists.
The institution worked as a community to improve the area tiered system of supports to reach learners at all levels.
There is significant enrollment growth over 5 years while maintaining state assessments. Scores were well above the state average.

Challenges

While they made great gains in tiered systems, it is recommended to keep their work with the MTSS processes at the forefront. Focus to add time in their schedules to do data dives, added professional development, behavior supports, and personnel. Continued work in this area will only be beneficial to students.
While they maintain high achievement, it could help them to focus on fewer goals and strategies. They have a lot of great things going throughout the system and in all their buildings. Narrowing their focus could keep the process from becoming confusing and overwhelming.
In the next cycle, develop a stronger needs assessment to strategize goals in the next cycle. Ensure that goals are student-centered, SMART goals.

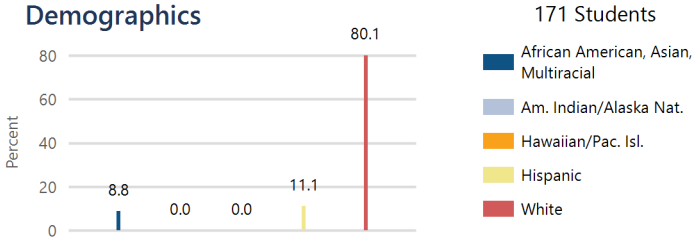
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Bethany Lutheran School - Lutheran Schools (Topeka) - Z0026

9101 Lamar, Overland Park, KS 66207-2452
(913) 648-2228
www.bethanyschool.net
Principal: **Sharon Fries**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **PK-8**
Superintendent: **James Bradshaw**

Demographics

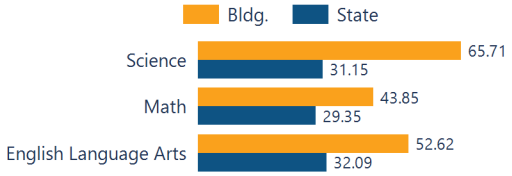


District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation				
Postsecondary Success				

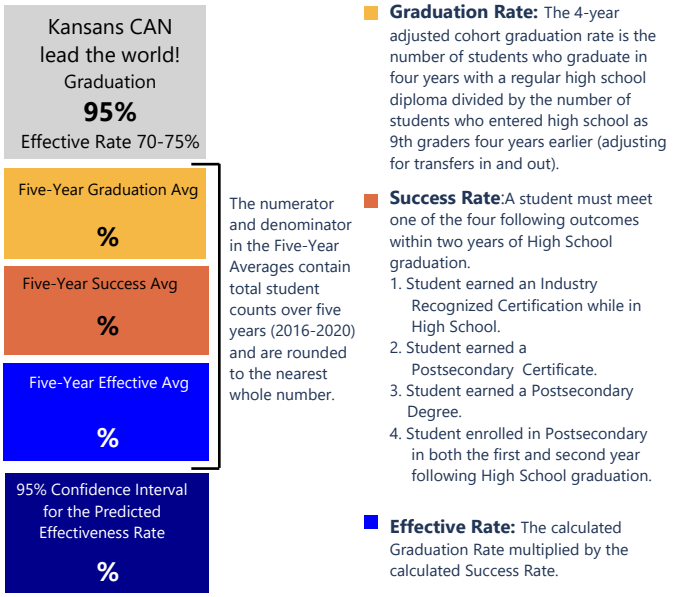
Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness

No Data Available



Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate:A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

N/A State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

93.6% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

21.8% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.4

School ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

N/A
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Bethany Lutheran School

K.S.A. 72-5178 Accountability Report 2021-2022

School Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	14.28	11.22	28.57	11.40	10.52	8.57
Level 2	N/A	N/A	N/A	47.95	33.67	17.85	44.73	36.84	25.71
Level 3	N/A	N/A	N/A	28.57	37.75	32.14	35.08	35.08	40.00
Level 4	N/A	N/A	N/A	9.18	17.34	21.42	8.77	17.54	25.71

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	8.33	0.00	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	50.00	50.00	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	41.66	41.66	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	8.33	N/A

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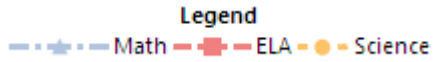
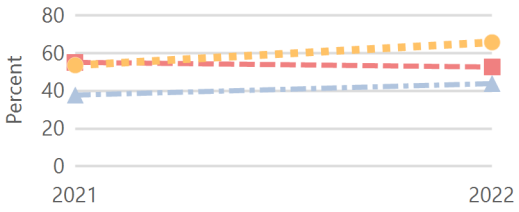
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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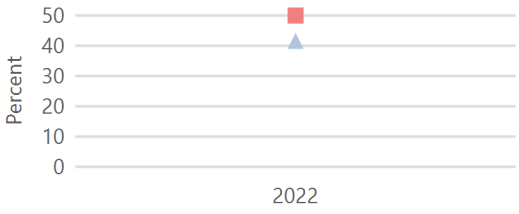

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Note: Not all eligible students completed an ACT.

Building

Archived Accreditation Summary

Date: 04/06/2022

System: D0209 Moscow Public Schools (0000)

City: Moscow

Superintendent: Phil Wilson

OVT Chair: Tyson Eslinger

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.

Error: Subreport could not be shown.

2. Foundational areas are **generally** addressed.

ARC Comment

Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework
Evidence was provided indicating a tiered framework of support is in place for students. The system has used Aimsweb testing and is now in its second consecutive year of Fastbridge testing in reading and their first year for math in 6-12 JH/HS and some of the elementary teachers have also tested in math this year. The system has started implementing two days of math for tiered 2 interventions and tiered 1 intervention. Tiered 3 students are doing Read Naturally in 6-12th grade for 4 days a week. The system has seen a 10% increase in Tier 1 and a 10% decrease in students in Tier 3 from Fall to Winter. At the elementary level, they have seen a decrease in the number of high-risk students. Lexile scores improved over 5 years.

Family, Business, and Community Partnerships
The system started a newsletter in year 1 with 95% of the staff contributing to the newsletter, which has continued throughout the cycle. The system uses a community stakeholder survey to improve their relationship with the community. From their surveys, there was a 94% response rate that the community believes that the newsletter is beneficial. A daily bulletin has been added to the system's website to help with increased communication and participation from the community and parents. Another community partnership is facilitated through the REAL Family nights where parents and students come in and do different math games, reading games, and activities. The system has partnered with a local store to be able to provide a meal after whatever activity the students are participating in for that night. The system also partners with the retirement home in Hugoton for students to visit with residents of the retirement home. They play games and do activities as well and put on a concert for them.

Diversity, Equity, and Access
According to the OVT, the system works to meet all students where they are at as well as employee adults who are diverse and can relate to the students they serve. Students in the system celebrate

holidays around the cultures that bring awareness to diversity and equity. The curriculum that they use also focuses on diversity and monthly equity to help expand and support students' understanding of the different cultures. Field trips include opportunities for students to experience diversity and equity. The system encourages all staff to acquire ESOL certification.

Communication and Basic Skills
Curricula is in place that supports the structures in communication and basic skills including Financial Literacy and yearbook class. Elementary students compete in a Science Fair which provides them an opportunity to enhance their communication skills. The students were also allowed to write persuasive speeches and learn about the legislative processes. Students are also learning communication skills through technology with video presentations as well as blogging. The 4 - 8 grade students participate in the spelling bee for school, county, and State.

Civic and Social Engagement
Examples of Curricula that support the structures in civic and social includes students having two days out of the year in which they are involved with community service projects, helping park vehicles, and serving meals to help with the Pheasant Heaven Charity. Elementary students have worked with the legislature around having a state fruit.

Physical and Mental Health
ARC Comment: The OVT provided examples of curricula that support the structures in Physical and Mental Health. Each teacher works with students on social/emotional health throughout the system. In the 6-12th grade, each grade level stays with the same teacher to continue to build relationships and stronger connections. Social/Emotional lessons are taught at least twice a month in the system. The district is using multiple curriculums from Second Step, and Jocko Wilink Warrior Kid, and throughout the curriculums they use, they have embedded the SEL curriculum. Grades 6-12th students have started using the SAEBRS testing. The counselor is looking at the data and has pulled students based on scores to support them. The counselor will continue comparing the data. The school SRO has come to speak to the elementary students in a monthly assembly to talk about drugs. The JH/HS students have had vaping, suicide prevention, Think Before You Post, Mauk Talks (which is the SRO for the school), focusing on Social Media, Drugs, and Alcohol. Students in the high school went through Uncommon Leaders training with Joe Coles. Students and staff have gone through the Yellow Ribbon Suicide Prevention training. Students get a healthy fruit and vegetable snack over the last few years. The P.E. teacher has started a program for the elementary students, JH/HS level now has an Intro to weights and sports management.

Arts and Cultural Appreciation
The system provides students with curricula that support the structures in Arts and Cultural Appreciation. A high school art class has been added to the schedule this year. Students have been able to take music in K-12 and music appreciation was added to the high school schedule. Students can take Spanish or French and another level of Spanish or French is offered depending on interest in the program. An all-school play and forensics are offered to high school students. Elementary school students also perform different plays for the community and the 6th grade writes their plays and performs them to different audiences. At the end of the year, they have an awards ceremony where the elementary school performs a musical.

Postsecondary and Career Preparation
The system provides students with curricula that support the structures in Postsecondary and Career Preparation. IPS for the 6-12th grade was started in year one and has been worked on over the years. There is a set schedule of items to be completed each year. Students have opportunities to attend different career fairs to be exposed to different careers. HS students can take dual credit classes and career and technical education classes through Seward County. Different colleges are invited to come and share information about their colleges and universities. Learning styles are completed every year. ASVAB and ACT tests are given every year.

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3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 1 - Responsive Culture: Teachers were to track all the standards being taught in one academic class for an academic year.

The system was able to see a limited impact of the goal regarding tracking a new class or set of standards. This can be measured by seeing the addition of classes as well as many more standards being reached in some classes. The system's growth measures from aligning standards are found in their FastBridge system including data for all elementary students, state assessments for 3rd, 4th, and 5th grades, and the vertical alignment. The system reported that students come to the next grade level with the knowledge needed to proceed with the learning. Tracking standards has provided more insight as to how much material is covered and what needs to be added to teach all of the standards.

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4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Relationships: Creating the newsletter every quarter as requested and thought of as our action plan

According to the system, the impact the newsletter has had was creating open doors for communication between the community and the school. Gives many patrons an inside look at what goes on in classrooms and an opportunity to engage in conversations with teachers, students, parents, and administrators. Additionally, the goal has created a bridge between buildings so that all faculty and staff are more connected. Staff members are able to have insight into classrooms they might not even know about.

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5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

According to the OVT, the system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.
Over the 5-year cycle, the system has stayed focused on the two-goal areas that
they selected as well as working towards supporting the SBOE goals. Evidence for sustainability includes the numerous changes in personnel that have taken place during this time, the system has been able to continue moving forward. Some data have been collected through different resources to help with understanding past efforts and what they need to do. The system has maintained support for the process from stakeholders as they moved through the cycle. The system policies are in place and will benefit the system moving forward. The system has done a good job of utilizing financial and human resources to provide students with learning opportunities throughout the system.

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6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for some State Board outcomes are at or above expectations while other outcomes fall below state averages. The system can explain its data results for some State Board outcomes and has attempted to make changes to improve outcomes. There does not appear to be a plan for addressing all outcomes.

Board Outcomes

Social-Emotional Growth	The system has a curriculum that is being taught and they have seen growth within the student body in all grade levels by the way they are acting in the hallways, at recess, and in general. The OVT noted there have been fewer office referrals to the principals over the years as they have focused on the social/emotional health of the students. By empowering the teachers with tools to support classroom management as well as tools for students to self-regulate behaviors. Teachers are strategically taking time to talk with students about their health and how important it is for them to be healthy inside and out. Students took a SAEBRS test to better understand how they feel about their emotional and mental health. Teachers were also asked to take this test in reference to students from their perspectives. This data will be used to help students by comparing how students respond in the spring of the same year and again the following fall and spring along with teachers' perspectives as well. With SAEBRS, the counselor has been able to make one-on-one contact with students who tested within the needs area. This data can help the counselor with possible needs that need to be addressed with students as well as see whether their S&E curriculum needs to be changed or altered to meet the needs of the students. The counselor will be able to analyze the data from this year and compare it to next year, which will help them decide if they are making progress towards the betterment of their students' social-emotional well-being.
Kindergarten Readiness	The system has a jumpstart program for all students which starts two weeks before KG. A high percentage of KG students attend the jumpstart program. The system has an active 4- year-old preschool program. The AQ2/3 data is used to place students based on need. Data results from the ASQ indicated over half of the students entering KG are showing no concerns about where they are at. A checklist from the Kansas Early Childhood Standards is also used along with the PALS (Phonological Awareness Literacy Screening) to evaluate aside from Kindergarten Readiness.

Individual Plans of Study	All students in grades 6-12 have a grasp of the IPS as well as participating in Student Led Conferences. Each grade level has specific concepts of the IPS that are required to be completed by the end of January. A student's IPS contains personal information, career inventory survey, learning styles, as well as the student's SMART goals. With the focus and organization around the IPS in the system, more students are writing better smart goals and have a better understanding of their learning styles and career interest. The IPS document that is used is separated into sections. Sections VIII, AA, and X all deal with career exploration/ college/vocational training. Students are given the opportunity to go to different college and job fairs throughout the course of 8th grade through senior year.
High School Graduation Rate	The graduation rate has moved up and down over this five-year cycle and part of the reason for this is small graduating class sizes result in a drop if one student moves out or does not graduate on time. Overall the 5-year graduation rate is at 91% which is approaching the state goal of 95%.
Postsecondary Success	The system has seen a steady decline over the five years however, a slight 3% increase between 2018-2019 data. The system has had a 44.4% five-year average success rate and a 41% five-year effectiveness average falling below the state average. According to the system and OVT, classes have been getting bigger and more students are taking college classes while attending Moscow. Through changing guidelines of the system, they have been able to offer and allow more students the opportunity to take college classes

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7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

ARC Comment

It appears that some stakeholders' feedback is gathered and progress is shared randomly on improvement in some goal areas. The site council met to discuss the KESA process, faculty meetings, DLT, students have attended KESA team meetings, and shared on district activities. The whole staff worked together to come up with goals at the start of the KESA cycle.
According to the system, the community is extremely supportive of the students and staff. The City of Moscow and the business community provide support and funding in a variety of ways. Examples include funds for teams that advance to state tournaments, snow removal from the parking, providing meals at a low cost to students and staff traveling to events, distribution of system newsletters, a staff appreciation dinner, sharing community facilities, and adding information to the Daily Bulletin.

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8. System leadership was **generally** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Reports indicate that the system was responsive to the OVT throughout the accreditation cycle. The team appears to have met with the system annually and reports were completed.

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9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

The system, despite changes in personnel during the KESA process, has continued to make improvements. The system has taken recommendations and suggestions from the OVT during the KESA cycle and tried to implement them. They have worked to communicate with each other and new members of the team what their goals and processes are to keep moving forward.

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ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

Justification

The system lacked sufficient evidence of having two fully developed measurable goal statements based on a needs assessment resulting in AFIs for goal areas. Data were unorganized or not reported in many areas to show growth. A plan of action was not provided in areas the system has seen a decline in student success.

Strengths

? All of their staff to buy into the KESA process and help continue with the improvement process over time.
? Adapted and worked through the changes in personnel but have kept the process moving forward.
? Using one testing system district-wide to provide consistency from year to year and grade to grade.
? Following the KESA process.

Challenges

? Conduct a needs assessment to develop system goals that have an impact on student learning.
? Meet more often with the KESA team throughout the year.
? Document Formal Feedback from stakeholders
? Organize data to help support the continuous improvement from year to year
? Write system SMART goals for goal areas

ARC Redetermination for USD 209 Moscow

Spring 2023

USD 209 Moscow was conditionally accredited during the spring of 2022 and given a timeline to meet the conditions to be fully accredited by the ARC. USD 209 recently submitted their evidence of steps taken to meet those conditions. The ARC has reviewed Moscow's evidence and has made a redetermination outlined below.

The System (USD 209) has submitted evidence to address the Area(s) for Improvement (AFI) in the Executive Summary resulting in Conditional Accreditation during the spring of 2022. **The ARC is recommending full accreditation based on the evidence submitted by the System to meet the conditions of the AFI.**

AFI: The system lacked sufficient evidence of having two fully developed measurable goal statements based on a needs assessment resulting in AFIs for goal areas. Data were unorganized or not reported in many areas to show growth. A plan of action was not provided in areas the system has seen a decline in student success.

Steps the System was given to satisfy the AFI

1. Conduct a needs assessment to develop system goals that have an impact on student learning. Administer a needs assessment survey to determine what goal areas need to be addressed.
2. Meet more often with the KESA team throughout the year.
3. Document Formal Feedback from stakeholders
4. Organize data to help support the continuous improvement from year to year
5. Create two fully developed goal statements based on the results of analyzed needs assessment results.
6. Write system SMART goals for goal areas
7. Goals are measurable and complex enough to challenge systems throughout their continuous improvement process/cycle.
8. Develop a plan of action to collect and analyze data, determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach the goal.
9. Determine how and if student learning will be impacted by the goals.
10. Develop activities and strategies to accomplish goals.

System's Response:

GOAL 1: By May of 2027, 70% of our 6-12 students will meet grade level Reading benchmark (currently 29%-67%, depending on grade level).

● On November 18 we will be administering a Needs Assessment survey to determine what goal areas need to be addressed.

● On November 18 we will be completing the CBA as a district from the survey results, we will create two fully developed goal statements based on these results.

● Our team will ensure that our goals are written in SMART format.

1. Upon completion of the goals, we will complete a plan of action to determine who is responsible for data collection and analysis, and establish tasks/steps that need to be carried out to reach the goal.
2. We will develop activities and strategies to accomplish the goals.

Action Steps:

1. We will make sure that our curriculum maps demonstrating course alignment with state standards.
    a. Each teacher will map one course curriculum mapping by May 2023. (Brian Rieschick, check status by April 15, 2023.)
2. Train staff on implementation and monitoring of interventions. Including IXL, MobyMax, and Read Naturally.
    a. Determine FastBridge training to occur during in-service before the start of classes with
    students. Split training to be half time with elementary teachers, and the other half to be with 6-12 teachers.
    b. This will provide a timeline for progress monitoring as well. Dates to be given for when progress monitoring needs to occur. (administration by Aug. 2023) ? SEL rubrics
    c. August Staff PD lead by _____ for IXL training.
    d. August Staff PD lead by Valerie Thompson for MobyMax training.
    e. August Staff PD lead by _____ for Read Naturally.

Goal 2 By May 2027, our 5-year effective rate of Post Secondary Success will be 60%; currently at 40%.

● On November 18 we will be administering a Needs Assessment survey to determine what goal areas need to be addressed.

● On November 18 we will be completing the CBA as a district from the survey results, we will create two fully developed goal statements based on these results.

● Our team will ensure that our goals are written in SMART format.

● Upon completion of the goals, we will complete a plan of action to determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach the goal.

● We will develop activities and strategies to accomplish the goals.

Challenges addressed by the ARC:

● KESA team met Aug. 23, Sept. 30, Oct. 31, Nov. 18, Jan. 2, Feb. 24 and April

28. OVT days and other SWP dates

● Needs assessment completed Nov. 18 to determine the district goals.

Action Steps:

3. Annually review the data to determine the effectiveness of the implemented programs.

   a. Staff is given the opportunity to discuss and modify the components, IPS, SEL,Post Secondary
   b. Contact Myron Melton to discuss our Post Secondary Rate and understand where we are and how we can make it better (administrators and counselor) to relay information to staff

4. Looking into creating pathways for our students (CNA, welding, transitioning students)

   a. Do an interest survey with the students to determine which pathway we will look into adding
   b. Excel and CTE Courses: what is it and what can we do to get it?

5. KSDE has rubrics for IPS and SEL.

   a. Staggers will print the rubrics for each IPS and SEL for a May 2023 meeting.
   b. What is the percentage of students that have completed their IPS's and what is the number of people who attended their PTC meet May 2023
   c. What is the timeline for SEL - meet May 2023

6. Civic Engagement goes under Foundations and Structures

   a. Grandparents Day Sept. 8 or 11, 2023; actual day is the 10th.)
   b. Veteran's Day Program (Nov.)
   c. Seniors helping at the polls (Nov. 2023)
   d. Community Clean-Up Days (Fall 2023, Spring 2024

e. Donuts with Dads (Jan. 10 2024)
f. Muffins with Moms (March 13, 2024) Wednesday before Spring Break

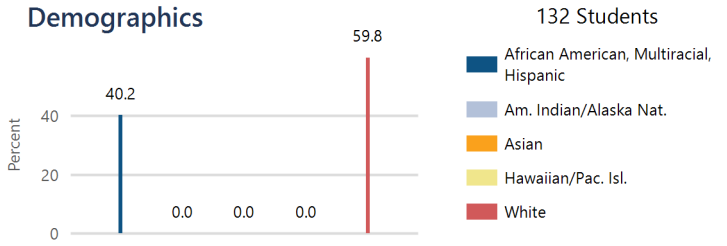
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Moscow Public Schools USD 209

301 High Road, Moscow, KS 67952-0158
(620) 598-2205
http://usd209.weebly.com/

System Accreditation Status: **Conditionally Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Phil Wilson**

Demographics

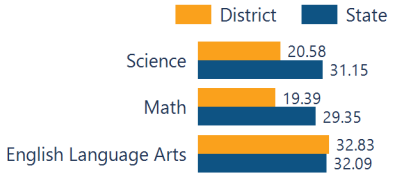


District Kansans Can Star Recognition

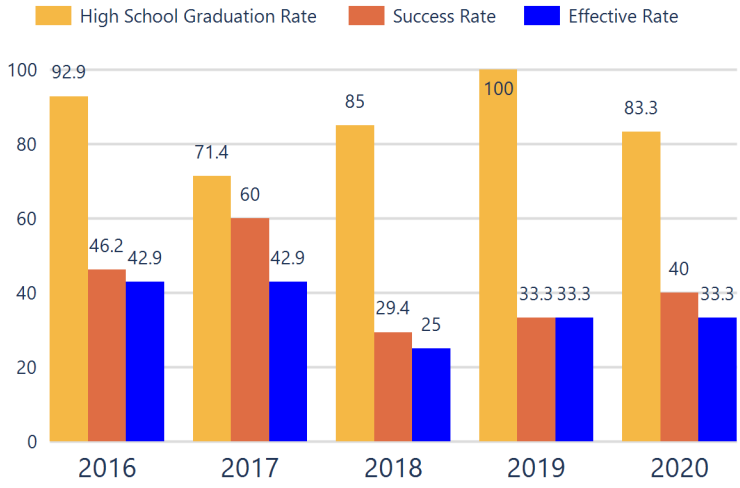
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **87.7%**

Five-Year Success Avg **38.6%**

Five-Year Effective Avg **33.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **39.6 - 44.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.
100.0% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.
91.8% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.
32.8% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.
N/A State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$18,917
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Moscow Public Schools USD 209

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.33	44.00	45.45	29.85	37.31	41.17
Level 2	N/A	N/A	N/A	53.33	29.33	27.27	50.74	29.85	38.23
Level 3	N/A	N/A	N/A	14.66	21.33	22.72	16.41	29.85	11.76
Level 4	N/A	N/A	N/A	2.66	5.33	4.54	2.98	2.98	8.82

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.50	50.00	45.45	40.00	50.00	40.00
Level 2	N/A	N/A	N/A	50.00	32.50	18.18	50.00	30.00	46.66
Level 3	N/A	N/A	N/A	17.50	17.50	36.36	10.00	20.00	6.66
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	6.66

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

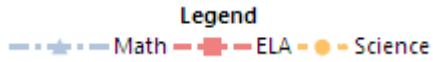
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

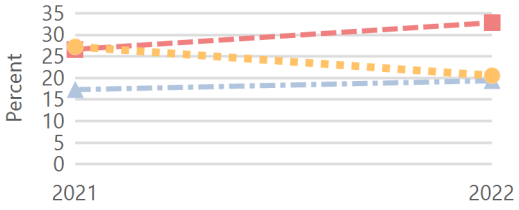
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.82	58.62	N/A	56.52	60.86	58.82
Level 2	N/A	N/A	N/A	44.82	37.93	N/A	39.13	26.08	29.41
Level 3	N/A	N/A	N/A	10.34	3.44	N/A	4.34	13.04	5.88
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	5.88

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

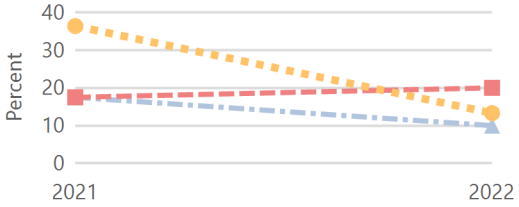
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



Percent at Levels 3 and 4



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

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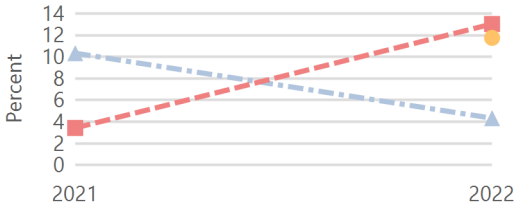
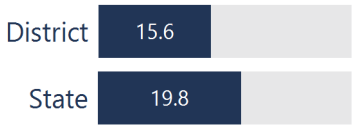
Percent at Levels 3 and 4



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 03/09/2023

System: D0504 Oswego (0000)

City: Oswego

Superintendent: Mitchell Shaw

OVT Chair: Joe Sample

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

General Information. Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Support. USD 504 currently has a Multi-Tiered Framework of Supports [MTSS] in place at the elementary and charter sites. In year 5, they started using standardized testing to help determine small group supports. The level of implementation is foundational, but the system is making progress with its structure and utilizes Greenbush as a resource to guide their planning efforts. They are in the planning process to implement MTSS in their 6-12 building. The system has a timeline with action steps for full implementation during the 2023-24 school year.

Family, Business, and Community Partnerships. Increasing family, business, and community partnerships was the system's first goal for this KESA cycle. At the beginning of the cycle, the system reported increasing numbers. Participation dropped during the pandemic, so the system became more creative in their efforts and in year four of the cycle, saw numbers on the rise once more. Currently, the district and each building have site councils that meet regularly. In addition to this, both the elementary and secondary levels have implemented additional opportunities for community engagement and outreach. These include, but are not limited to theme nights, such as Night of Family Literacy [NFL] at the elementary level and mock interviews with job shadowing opportunities at the secondary level. The system also hosts an annual college and career day where they bring in over 40 institutions of higher learning for students to explore.

Diversity, Equity, and Access. The programs and diversity, equity, and access supports available in USD 504 are foundational and consistent. The system's population is predominantly homogeneous in its racial composition and over 50% of the student body qualifies for Free and Reduced lunch. The Indian Muscle Program and Ministerial Alliance provide vital, basic physical support to students in need of school materials, clothing, and/or food. There are holiday drives to support families in need. The Parents as Teachers program also provides access to families with students birth-5 and encourages participation in school preparedness testing such as the AQS and other resources. Lastly, USD 504 offers half-day preschool for three and four-year-old students identified as having special needs.

Communication and Basic Skills. At the beginning of this KESA cycle, USD 504 reading program did not

meet the criteria for structured literacy. During this cycle, they followed a reading adoption process and took advantage of professional resources, such as Greenbush, and state programs for LETRS training.

Additionally, during this KESA cycle USD 504 has made a system-wide, preK-12 effort to align and provide curricular consistency. This effort includes grade level and vertical curriculum mapping, the adoption of a new reading curriculum with support for students with Dyslexia, and professional development driven on teacher feedback/needs. The district has a 1:1 student-to-technology device ratio and supports students in computer literacy through the integration of technology during instruction and computer literacy classes at the secondary level. Moving into the next KESA cycle, the system plans to revisit how these efforts can align with MTSS.

Civic and Social Engagement. All buildings allow students to interact with the community. There are yearly community service projects and students serve on building site councils/advisory groups at the high school level. Students in K-3 have community-based activities during the school year through the Indians BASE Program. A middle school leadership team also attends monthly training on leadership and service at Greenbush.

Physical and Mental Health. During this KESA cycle, all staff have participated in professional development and are implementing a newly-adopted Socioemotional Learning [SEL] curriculum. Counselors, K-12, are addressing character development standards in their lessons. They are also in the process of developing student, parent, and community surveys to help determine students' social and emotional needs. The plan to use the data collected to guide SEL instruction and meet student needs. In addition to this, The Community Health Clinic also provides instruction on growth and development for students in grades 4-8.

USD 504 also participates in the school lunch and breakfast program. Given the impact of recent economic trends and cost of living, in January 2023 USD 504 was able to offer all students access to free breakfast. There are also numerous opportunities for movement and exercise through recess, daily physical education, and programs such as Archery in the Schools program at the elementary level. In addition to required physical education electives, students also have the opportunity to participate in the Elks Hoop Shoot program and summer weights among other opportunities at the secondary level.

Arts and Cultural Appreciation. There are K-12 opportunities in USD 504 for students to participate in music and art. In grades 6-12, students are eligible for scholar bowl and fine arts electives. In grades 9-12, students may participate in a theater production. There are economic factors that may impact the addition of a music teacher for the 2023-24 school year. The system did not show evidence of opportunities for the study of world languages and cultural appreciation beyond music and art.

Postsecondary and Career Preparation. During this KESA cycle, USD 504 has implemented Individual Plans of Study [IPS] for every student in grades 7-12. The IPS is reviewed and updated twice annually using Xello. Xello and the IPS assist students in selecting elective courses based on their areas of interest. Data from assessments such as NWEA MAP scores, the ACT, ASVAB and state assessments are included in the student IPS and used to drive decision making, course selection, and career planning. At the elementary level, the hiring of an elementary counselor supported lessons on career exploration in grades K-5.

Areas For Improvement

Comment	Lack of unified MTSS efforts into a district-wide systematic, comprehensive tiered framework of support for all students.
Rationale	Evidence showing the development of a multi-tiered system of support in the system was present in the yearly updates for years 3 through 5. The OVT year-5 System Report notes a timeline for MTSS

implementation in grades 6-12 as well as efforts by the system to implement the state dyslexia initiative and complete training and resource adoptions using structured literacy. Efforts mentioned include, but may not be limited to LETRS training, Brain Spring, Structured Literacy training, the Amplify curriculum adoption, and the administration of AimsWeb Plus and NWEA MAP assessments among others. The system also notes staff collaboration and consultations support from a literacy coach and Greenbush. Notwithstanding, it is challenging to see how all of these efforts are coming together and what specific results have led to the next assessment and/or training. 'Inconsistent growth' and 'increases' are noted in the System Yearly Update for years 3 through 5 as well as the OVT report; however, specific data is not always referenced. Together, these have created the appearance of an overall fragmented MTSS system.

It appears that MTSS in USD 504 may be on the verge of having a significant impact on student success, but evidence of how all efforts are coming together as a unified system was not directly presented.

Tasks

Provide evidence of a comprehensive, cyclical, MTSS process that includes data collection, comparative analysis and response to intervention to support student growth at the primary and secondary levels.

Provide evidence of a comprehensive student assessment & data review plan.

Timeline

01-31-2024

System Response

The MTSS model has been solid at the elementary level for the entire cycle. Every student considered a tier II, tier III, or those identified by the benchmark testing received support during the seminar once they transferred into the Oswego Junior-Senior High Building. The changes to the schedule were added this year to accommodate a particular way for all student's needs to be met more effectively.

We have employed an outside agency at district cost to aid our district in creating and implementing a k-12 approach to MTSS. She has helped develop a schedule at the secondary to incorporate time in the day for all students to receive a blocked-out MTSS time. The second semester has been spent meeting our Greenbush Literacy Coach has been meeting with our support staff, teachers, and building administration. They have:
Met to schedule the designated time for MTSS
Trained support staff for implementing screeners to all students 6-12
Students who did not reach the 50% benchmark on the MAP assessment data were then given the AimsWeb Oral Reading Fluency. If these students did not receive the 130-140 benchmark score, they were then given the advanced phonics decoding from the Really Great Reading.
These students were broken down into one of four categories: Basic decoding, advanced decoding, fluency, comprehension, and vocabulary.
These groups are ready to transition from seminar support to full MTSS and Pull-Out support in the 23-24 school year.
End-of-year meetings between the title teacher at the elementary

building and the OJSHS staff to collaborate on the needs of the students moving to the middle school building. This will allow for support to be in place when the students start at the beginning of the year.

We purchased the Really Great Reading program to have a consistent and sequential program for all Kindergarten through twelfth-grade students. This will provide a smooth transition for all student supports from grade level and building level transitions.

One MTSS coordinator takes care of our elementary schools from k-8. For the 23-24 school year, the district has employed and extended the number of hours the literacy coach will be available to the district. Most of her time will be spent at the secondary level to help guide the staff through the next year's process. We have added three paras k-12 and provided additional training for faculty during the end of this cycle. The literacy coach completed training with all 504 paras & Special Education staff on incorporating structured literacy into daily lessons to help support what will be used during MTSS. This has been a large, incumbent cost to the district, and as you know, without additional funding from the state.

We look forward to the positive impact on all students with the designated intervention time, Really Great Reading curriculum, and triangulating data to support this process. We are confident during the next cycle; we will see significant growth in all areas.

Comment Lack of consistency in instructional outcomes as measured on Kansas State Assessments in math and reading.

Rationale In 2022, 26.49% of students in USD 504 scored a 3 or 4 in ELA, compared to a state average of 32.09%. This was an 11.62% drop in compared to district performance 2021, when the district was above the state average by 2.97%.

In 2022 in math, 21.96% of students scored a 3 or 4, compared to a state average of 29.35%. These results show an increase of 3.08% compared to 2021. Notwithstanding in both 2021 and 2022, USD 504 scored over 7 percent below the state average with a difference of 9.01% in 2021 and 7.39% in 2022.

Tasks Demonstrate how the system’s comprehensive logical data collection analysis and response to student assessment has improved instructional outcomes as measured on Kansas State Assessments.

Timeline 01-31-2024

System Response In 2021-2022 we saw a return of a large population of students that were home-schooled from the time of the initial school shutdown from COVID in 2020. Along with that increase, every school within the district was impacted by the policy that required students to remain out of school for a minimum of a week due to close contact exposure to COVID. There were multiple times during this school year when each building had to shut down completely due to the percentage of positive cases of COVID in the community. It severely impacted attendance for families with multiple children and resulted in a

population of students missing multiple weeks due to home exposure. Many families experienced this impacted attendance multiple times due to the regulations in this area. This fact alone had an impact on state assessment scores. We cannot expect students who were required to be home for long periods of time to do well on an assessment in gaps in their education from Covid Exposure.

Knowing this information, we have spent time and money to ensure we combat these factors. With the addition of MAP testing, progress monitoring, new curriculum with Amplify, Eureka Squared, and NewsELA, we are seeing academic growth we are expecting to see growth on the state assessment. The priority over the last two years has been focused on purchasing assessments that can be used to triangulate data, giving us more information on how to support our students. Our data supports these notions, especially in these areas in language arts across the board.

State assessment data is one snapshot of student progress. With the information we have gained from using MAP and supported by the new curriculum, we have already seen individual student growth. That growth may not meet the state average, but it is growth from where our student population started to where they are scoring now on MAP assessments.

During the first two years of the KESA cycle, we had a different leadership team in the district. They were under the impression data collection was not necessary, but it was what the district felt would be most beneficial for the students. They chose to work on building relationships and aligning the curriculum. During the cycle, we found our curriculum needed the overhaul it received, and this process has taken a few years to identify and fix. Data doesn't change overnight; we have been taking the appropriate steps by purchasing and implementing effective programming. The curriculum we purchased supports the structured literacy framework.

From year one of the cycle, the information shared was as long as you show growth, that was the goal. Starting in year four, the district took a pause in the KESA cycle. We had a change in district leadership along with the KESA coordinator. As a district, we prioritized the change in the KESA process and put the components needed for data collection in place.

We have grown tremendously by purchasing a new curriculum, training staff, data collection, and MTSS structure. State assessment is one small window into a district's success. It may not have shown up on the state assessment scores, but those changes warranted growth within the district.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

In year one of this KESA cycle, PowerSchool (USD 504's student information system) and school

websites were the communication platforms used by the system. Since making this goal, the system has tracked events and recorded stakeholder attendance/participation. Due to the pandemic, community involvement and activities were limited. Therefore the system made efforts to be more creative by doing things such as secondary mock interviews through Zoom. Towards the end of the cycle, numbers rebounded and the district purchased a school-based app to assist in stakeholder outreach. Since its purchase in 2020, a school system of 440 students has had 1,000 downloads, shared 233 live feeds and shared 73 articles. This goal, while having some evidence, is more of a task than goal.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal two for this KESA cycle evolved for USD 504. It began as a task-oriented goal centered on the vertical alignment of curriculum centered on the construction of curriculum maps. During the KESA and goal implementation process, this goal evolved to focus on student learning and outcomes through the use of challenging and relevant learning opportunities (supported by living curriculum maps). It is evident that there has been a process to build and continue supporting the use of curriculum maps. For example, At the Junior/Senior High, the staff began to generalize their maps based on quarterly goals and assessments. During year four, teachers began making their curriculum maps match a template, and during year five, they uploaded the curriculum maps to the website. The curriculum maps are viewed as living documents and time is regularly provided for staff to utilize, revise and refine curriculum maps for the inclusion of components such as structured literacy.

The development of curriculum maps has ensured that all grade level teachers teach the correct standards and remain aligned in their instructional efforts. Built in collaboration time dedicated to the curriculum and standards has allowed teachers to see vertical alignment and progression of skills over time. Furthermore, the curriculum maps have been published which promoted transparency as stakeholders could see information being taught to students.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

Despite a dip in effort mid-cycle due to the pandemic, the KESA process has assisted USD 504 in becoming more intentional and effective in its collection and use of data to inform instruction. System has demonstrated evidence that it effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system regularly updates the board of education and most recently staff on KESA progress. The board of education has been supportive of the KESA process as it adopted standardized assessments and professional development to support staff in utilizing data to drive instruction. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. This is evidenced through the board of education's actions in hiring substitute teachers and a literacy coach through Greenbush to structured literacy and MTSS. Furthermore, the system and school board have collaborated to effectively utilize ESSER funds to assist with student achievement through the adoption of new reading, math, and intervention resource adoptions. Last but not least, after reviewing data on students' social and emotional needs during the pandemic, the board supported the system to invest in a social-emotional curriculum and a school counselor.

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 OVT shared that USD 504 has shown growth in protective factors as evidenced using data from the Kansas Communities that Care survey. At the beginning of the cycle, the survey results indicated that 38.9% of students felt they had community recognition for involvement. At the end of the KESA cycle, that percentage had risen to 61.82%. There was also growth, 74.79% to 82.6%, in students feeling that the school provides opportunities for involvement. Another sample area of growth was in students reporting healthy peer beliefs and clear standards. In 2021 it was 69.09% and it grew to 76.36%.

Board Outcomes

Social-Emotional Growth	At the beginning of this KESA cycle, there was only one counselor in the district and no SEL curriculum at the elementary level. Midway through this cycle, USD 504 adopted the Core Essentials curriculum and created a plan for implementation. In year five, a K-5 counselor was added to staff. Students now receive weekly lessons associated with SEL among other services, such as small group lunch sessions.
Kindergarten Readiness	Foundations for kindergarten readiness in USD 504 have been laid during this KESA cycle. The system started and continues to develop a relationship with the Parents as Teachers program to support families with children ages 0-5. In the fall of year five, USD 504 hosted an Early Childhood night. They plan to continue this kind of event in the spring. In addition to the Parents as Teachers program, USD 504 offers preschool for three and four year olds with special needs and those that are at risk. Head start and the Birth to Three program are also active in the system. These supports have assisted USD 504 in increasing the number of families completing the ASQ-SE and ASQ-3, with an average above 83% this school year.
Individual Plans of Study	All students in grades 7-12 have an Individual Plan of Study [IPS] that is reviewed at least once each year. The Xello program is used to store students' IPS and explore interest and career options. During this cycle, community stakeholders have been utilized for mock job interviews and job shadowing opportunities. Starting in year four of this cycle, USD 504 planned visits to higher education institutions and additional postsecondary information along with opportunities to meet with counseling were offered. At the elementary level, events like Discovery Days and guest speakers regularly take place to expose students to different career paths and job options.
High School Graduation Rate	USD 504's graduation rate has remained near or slightly above the state average throughout the course of this KESA cycle. 2022 is the only year it has been below the state average. In 2022, the state graduation rate was 89.3% and in USD 504, it was 88.9%.
Postsecondary Success	During this KESA cycle, the system's effectiveness rate has fluctuated between 61.9% in 2018 and 42.3% in 2020. For the past two years, the five-year effective rate for USD 504 has been slightly below the range of predicted effectiveness. During the 2020-21 school year, the predicted effective rate range was between 48.1-51.8% and the actual effective rate was 48%. In 2022, the predicted effective rate was 51.9-54.9% and the actual effective rate was 50.0%.

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

ARC Comment

The Year 5 report from the system shared that the first two years of the cycle were spent completing a needs assessment and working on goals as individual buildings. The system reported that it was challenging to align local district and building goals while continuing to show growth throughout the process given changes initiated at the state level. With a pause in the process due to the pandemic and changes in district leadership, the system regrouped, further developed their goals, and has since taken consistent steps to include stakeholders and progress. There are currently multiple district and building level teams that meet throughout the year to analyze progress and take action on opportunities for improvement. There are also opportunities for parents and community members to contribute feedback and participate in system growth through site councils and other district events and outreach. The OVT reported that the board of education as well as parent and community groups have also regularly been updated on KESA progress.

Moving forward the system plans to make time for staff to be a more integrated part of the process for each System Yearly Update and specifically noted the need for future input from counselors, preK and kindergarten staff input. In addition, the system plans to integrate the KESA process into their district strategic goal and planning and needs assessment for 2023-2024.

8. System leadership was **generally** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Despite the challenges posed with the pandemic, changes in district leadership, and three different OVTs, the system submitted necessary annual paperwork for the KESA process. OVT summaries are present for 3 of 4 years required for this cycle.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

Despite a challenging cycle, the system was resilient, and sought support through KSDE and institutions such as Greenbush. The OVT reported that feedback and advice provided was well received and seen as ways to improve and incorporate best practices. They also shared that the board of education as well as parent and community groups have been regularly updated on KESA progress. Frequency of some KESA cycle meetings/updates were shared; however there did not appear to be a formal structure or plan of sharing the KESA process with stakeholders. A goal was adapted during the cycle, but the rationale and process for doing so was not made evident.

Areas For Improvement

Comment	Lack of district policies and procedures at the board of education level to facilitate sustainability of a unified KESA process.
Rationale	Some evidence exists that the system is reporting to their local board and stakeholders. The Year 5 report from the system shared that the first two years of the cycle were spent completing a needs assessment and working on goals as individual buildings. The system reported that it was challenging to align local district and building goals while continuing to show growth throughout the process given changes initiated at the state level. The system had three changes in OVT, resulting in challenges to complete some KESA documentation requirements.

	The system explained and provided evidence of actions taken to keep up with state initiatives and opportunities, such as dyslexia and LETRS training; however, evidence of a system-wide plan with action steps and goals that drive academic improvement priorities. Vertical alignment of curriculum was an area of focus; however, evidence of similar planning and alignment for the KESA process is not evident. In starting this KESA cycle, buildings seemed to have plans, but the feedback loop appears to be hit and miss until after year 3. The second system goal was then adapted. Nonetheless, a process for the evaluation of improvement priorities is not yet fully evident.
Tasks	Engage district leadership, the school board of education, and other stakeholders to determine a local vision and process to ensure consistency, alignment, and follow through.
Timeline	01-31-2024
System Response	From the start of year one, all stakeholders have been involved in determining the district's initial goals. The KESA procedures we have had in place to communicate building and district goals include & the KESA process: The KESA coordinator attends the required training and updates throughout each year and the 5-year cycle. The superintendent updates progress throughout the school year to the board of education and shares the yearly update and how the OVT visit went in the spring of each school year. In addition, a BOE member participated in the yearly OVT visit in year five. That information is disseminated to the building-level administration and shared with the entire staff on district in-service days. Each of the three schools has a building leadership team (BLT) comprised of teachers across grade levels and content areas. The District Leadership Team (DLT) is made up of teachers from each of the BLTs Each building within the district reports the KESA updates to their building SITE council at regular meetings. From the beginning, our board of education has supported the processes that led to school improvement. They have done this through purchases the school determined necessary to see growth and results. They are continuously updated and have asked questions regarding our progress. It was amazing that we accomplished as much with the multiple changes in the KESA process and the COVID pandemic. The next cycle will be more interactive. We are now creating a strategic plan aligning our needs assessment, KESA plan, and district strategic goals. We have continued to stay focused throughout the five-year cycle, showing our flexibility and passion for doing what is suitable for kids. In conclusion, receiving word that USD 504 was awarded conditional accreditation was a challenging learning experience. With the multiple changes in leadership from district leadership, building leadership, and KESA coordinator since the start of the accreditation term began, we understand that communication was severely lacking. Moving

forward, we now have all teams in place to ensure we receive full accreditation in our next cycle. Our team consists of building and district administration, title staff, counselors, and classroom teachers.

ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

Justification

The system has shown resilience in its work to become aligned with state requirements. Notwithstanding, the ARC recommends conditional accreditation for USD 504, Oswego Public Schools.

The system has worked to enhance and expand its preK-12 outreach efforts and foundational structures. Several of these are works in progress. The tiered systems of support are still developing district-wide. Consistent, comparable evidence of growth has not been presented. Increases and growth are noted in the System Yearly Update for years 3 and 4 as well as the OVT report; however, changes in standardized testing (such as the switch from AIMsWeb to NWEA) and the utilization of additional data points over the course of the cycle make the overall MTSS appear as a fragmented.

In addition, curricula to support opportunities for the study of other cultures and world languages within the foundational area of Art and Cultural Appreciation were not evidenced. Access to these, possibly through other foundational structures such as civic and social engagement, will support progress towards postsecondary and career preparation.

Regarding academic and postsecondary performance, the five-year effectiveness average has hovered just below the predicted range for two consecutive years. There has also been below average performance on state ELA and math assessments. 26.49% of students in USD 504 scored a 3 or 4 in ELA, compared to a state average of 32.09%. In math, 21.96% of students scored a 3 or 4, compared to a state average of 29.35%. These items, in combination with ACT scores below the state average and a recent drop below the state graduation rate indicate a need for continued monitoring through conditional accreditation.

Connections with stakeholders, outreach, and support from the community and outside entities has proven beneficial in establishing a foundation for unified continuous improvement. That said, the system's foundational systemic structures are just now having an opportunity to demonstrate their impact. A noteworthy hopeful indication of this can be seen in the district's state science scores, which surpassed the state average when they made a 10.86% increase in 3's and 4's in 2022.

Strengths

The system utilizes Individual Plans of Study and is working to capitalize on information collected in the IPS to guide students and determine future needs.

The system has efficiently utilized ESSER funding and state-wide opportunities for professional development. Its utilization of local resources found in institutions such as Greenbush and Parents as Teachers are promoting system-wide growth.

The system evidenced strong stakeholder investment in standards-aligned curriculum maps. USD 504 utilizes these as a foundation for instruction and is working to ensure that components such as structured literacy and MTSS are well integrated.

Challenges

There is potential for tremendous growth during the next KESA cycle.

The system should continue finding ways to utilize the data collected from students' IPS among other information to drive postsecondary exposure and opportunities for postsecondary credentials while in high school.

KESA goals for the next cycle should be more student-centered and measurable. Goal two for this cycle evolved into a student-centered goal, but lacked metrics.

As the system works to continue enhancing and expanding its preK-12 outreach efforts, expanded student opportunities within the district's foundational structures may enhance efforts towards postsecondary and career preparation.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

MTSS- We have a process that we are using to start implementing the MTSS process at the high school level. We have attached the data for the grouping of students for 7-12 students.

Our district and community have been highly supportive of our efforts toward growth. They are informed regularly. There were many changes from the state in regard to what the KESA process looked like, and with our changes in administration, we determined a different path for our district to reach our goals. Covid affected us during the 2020 school year and all years afterward as we navigated through long-term absences for staff and students.

The state assessment data for the state level shows below the average, but our other data points show growth for our students throughout the school year. As a district, we realized the data was not showing the growth we wanted, so we made necessary changes to our curriculum to address this issue. Our OVT team has always supported our goals and direction, and they never addressed these concerns with us as areas of improvement.

Final Recommendation

The Accreditation Review Council recommended a final status of **Conditionally Accredited** for this system based on the following justification.

Justification

The system has shown resilience in its work to become aligned with state requirements. Notwithstanding, the ARC recommends conditional accreditation for USD 504, Oswego Public Schools.

The system has worked to enhance and expand its preK-12 outreach efforts and foundational structures. Several of these are works in progress. The tiered systems of support are still developing district-wide. Consistent, comparable evidence of growth has not been presented. Increases and growth are noted in the System Yearly Update for years 3 and 4 as well as the OVT report; however, changes in standardized testing (such as the switch from AIMsWeb to NWEA) and the utilization of additional data points over the course of the cycle make the overall MTSS appear as a fragmented.

In addition, curricula to support opportunities for the study of other cultures and world languages within the foundational area of Art and Cultural Appreciation were not evidenced. Access to these, possibly through other foundational structures such as civic and social engagement, will support progress towards postsecondary and career preparation.

Regarding academic and postsecondary performance, the five-year effectiveness average has hovered just below the predicted range for two consecutive years. There has also been below average performance on state ELA and math assessments. 26.49% of students in USD 504 scored a 3 or 4 in ELA, compared to a state average of 32.09%. In math, 21.96% of students scored a 3 or 4, compared to a state average of 29.35%. These items, in combination with ACT scores below the state average and a recent drop below the state graduation rate indicate a need for continued monitoring through conditional accreditation.

Connections with stakeholders, outreach, and support from the community and outside entities has proven beneficial in establishing a foundation for unified continuous improvement. That said, the system's foundational systemic structures are just now having an opportunity to demonstrate their impact. A noteworthy hopeful indication of this can be seen in the district's state science scores, which surpassed the state average when they made a 10.86% increase in 3's and 4's in 2022.

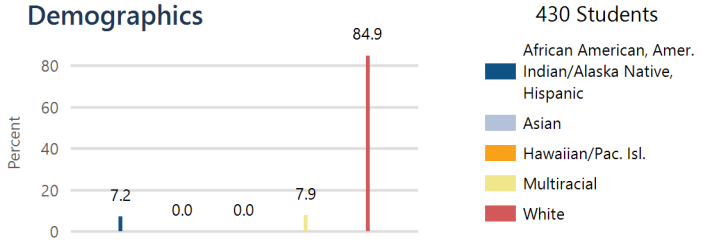
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022

Oswego USD 504

719 Fourth Street, Oswego, KS 67356-0129
(620) 795-2126
www.usd504.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Mitchell Shaw**

Demographics



430 Students

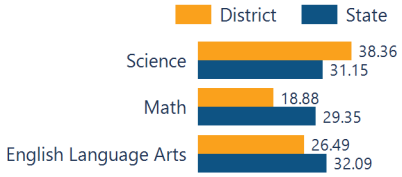
- African American, Amer. Indian/Alaska Native, Hispanic
- Asian
- Hawaiian/Pac. Isl.
- Multiracial
- White

District Kansans Can Star Recognition

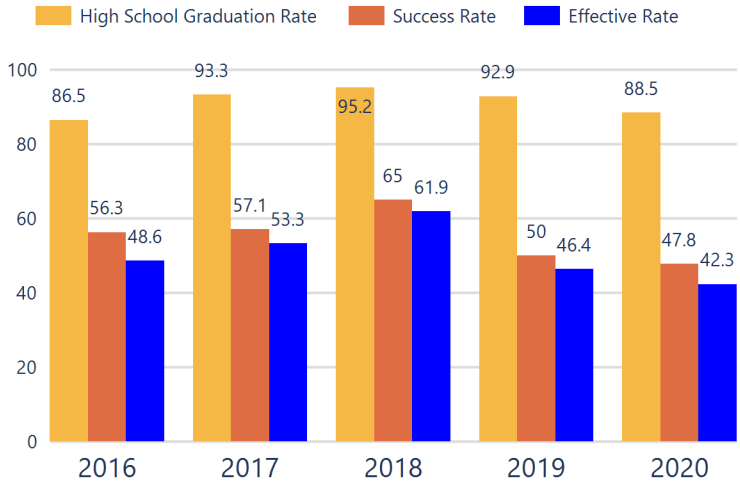
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

- Five-Year Graduation Avg **90.8%**
- Five-Year Success Avg **55.0%**
- Five-Year Effective Avg **50.0%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **51.9 - 54.9%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

88.9% State: 89.3

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

92.2% State: 92.1

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

21.3% State: 25.4

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

1.9% State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

$15,493
State: $13,830

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Oswego USD 504

K.S.A. 72-5178 Accountability Report 2021-2022

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.56	29.59	37.50	36.05	37.60	34.88
Level 2	N/A	N/A	N/A	39.46	32.28	35.00	45.06	35.89	26.74
Level 3	N/A	N/A	N/A	18.38	33.18	20.00	15.02	21.79	22.09
Level 4	N/A	N/A	N/A	3.58	4.93	7.50	3.86	4.70	16.27

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.96	36.29	46.51	43.54	44.80	39.53
Level 2	N/A	N/A	N/A	38.70	34.67	37.20	47.58	33.60	30.23
Level 3	N/A	N/A	N/A	14.51	26.61	11.62	7.25	20.00	18.60
Level 4	N/A	N/A	N/A	0.80	2.41	4.65	1.61	1.60	11.62

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	67.64	70.58	60.00	64.10	71.79	64.70
Level 2	N/A	N/A	N/A	26.47	20.58	20.00	28.20	15.38	17.64
Level 3	N/A	N/A	N/A	2.94	8.82	13.33	5.12	7.69	5.88
Level 4	N/A	N/A	N/A	2.94	0.00	6.66	2.56	5.12	11.76

AFRICAN-AMERICAN STUDENTS

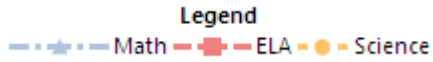
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

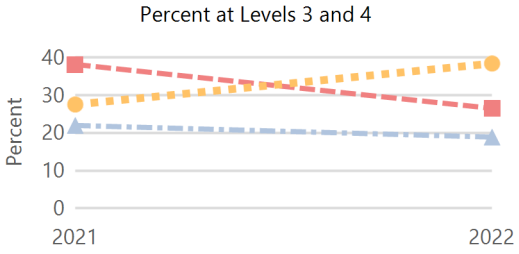
HISPANIC STUDENTS

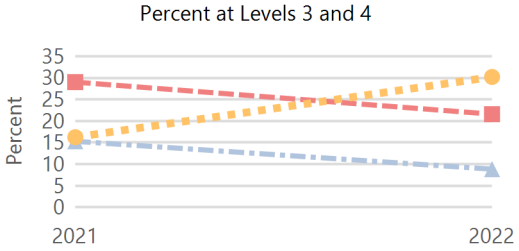
	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	46.15	30.76	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23.07	46.15	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	30.76	15.38	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	7.69	N/A

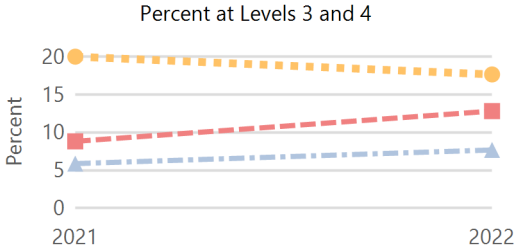
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



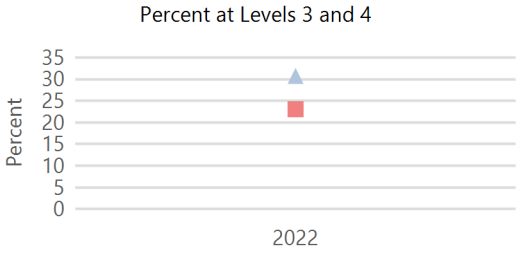






Percent at Levels 3 and 4

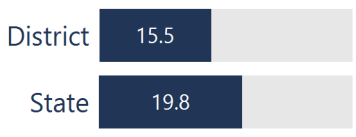
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Principal PreK-6
John Showman

Wellington Christian Academy
205 N Hoover Rd
Wellington, KS 67152
PH: 620-326-5596
FAX: 620-326-5599
www.wca.com

Board Members
Bill Meridith – Chair
Richard Lawrence
Marian Johnson
Debbie Bassford

Dear Mr. Scott,

This letter is to inform you that Wellington Christian Academy has decided to formally withdraw from the KESA Accreditation process effective immediately. We will be seeking accreditation from another accrediting institution.

Our decision to voluntarily withdraw from the process was affected by the need to match our accreditation more closely with our school's mission.

We are grateful for the opportunity to be a part of the Kansas Education Systems Accreditation and we learned many lessons from our experience. We had a very positive experience working with the Kansas State Department of Education and greatly appreciate all the help we received from the many professionals there.

Thank you for your past support.

Sincerely,

John Showman

K-6 Principal

Agenda Number: **15**

Meeting Date: **5/9/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: McLouth High School – USD 342 FFA Presentation

From:

Students and representatives from McLouth High School, as well as project sponsor HAMM Companies, will provide a presentation to the Board on their FFA program and specific projects.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
		Randy Watson		

Item Title:

Possible Approval of Board Goals for May 2023 - December 2024

Recommended Motion:

Possible Motion: It is moved that the Kansas State Board of Education adopt the goals as presented for the time period May 2023 through December 2024.

Explanation of Situation Requiring Action:

In January, February and March of 2023, the State Board of Education had a series of retreats to discuss possible goals of the State Board of Education through December of 2024. That process included looking at the vision, mission and data from the 2015 and 2021 tours of Kansas.

Possible action on adopting goals for 2023-24.

KansansCan: Strategic, Targeted State Board Goals

May 2023 – December 2024

Vision: Kansas will Lead the World in the Success of Each Student

Mission: To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.

Goal #1:

Enhance the number and quality of educators in every district.

- Outcome: Increase the number of teacher candidates in Kansas.
  - Process Outcome: Start an Apprenticeship Pilot Program by August 1, 2023
  - Process Outcome: Review of TEAL license by June 30, 2023
  - Process Outcome: Review of testing for license by June 30, 2023
  - Process Outcome: Approve regulation changes to include language consistent with the Interstate Teacher Mobility Compact by October 1, 2023
  - Process Outcome: Approve regulation changes to include a twenty-year license for retirees by October 1, 2023
- Outcome: Develop a comprehensive educator leader program
  - Process Outcome: Establish a coherent leadership development plan from college through retirement by August 1, 2024
  - Process Outcome: Review standards with colleges and universities around the preparation of building and district leaders by September 1, 2024.
  - Process Outcome: Review the Kansas Educational Leadership Institute outcomes for beginning administrators by September 1, 2024.

Goal #2

To enhance each student for post secondary opportunities and success.

- Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments.
  - Process Outcome: Schools districts will be able to self-assess their depth of implementation of Structured Literacy by August 1, 2024
  - Process Outcome: Cleary define student learning expectations to Kansas Standards

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and supported with evidence-based instruction and materials for school districts by August 1, 2024

Process Outcome: Provide a collection of varying types of assessments that provide Balanced Assessment which gives feedback regarding instruction and student learning by August 1, 2024

Process Outcome: Provide guidance and training for the implementation of evidence-based core lesson design that reflects high expectations, meaningful engagement and learning activities directly aligned to the Kansas Standards.

Outcome: Increase graduation rate to 95%

Outcome: Increase postsecondary effectiveness to 70%-75%

Process Outcome: Revised KESA process presented to districts by August 1, 2024

Process Outcome: Provide guidance and training for school districts to have Data Literacy by August 1, 2024

Process Outcome: Analyze, report and make recommendations as to the progress of virtual schools around academic, graduation and post secondary success.

Outcome: Align school district budgeting with improvement needs for each student, as identified by the building needs assessment.

Process Outcome: Training sessions for school districts will be presented throughout the year starting with the budget workshop by July 2023.

Goal #3

Enhance engagement and partnerships with families, communities, business and policy stakeholders.

Outcome: Families and caregivers feel equipped and welcomed to engage in their student's success.

Process outcome: KSDE will partner with the Kansas Parent Information Resource Center (KPIRC) to develop resources that help build family/caregiver knowledge in an engaging way. Three resources will be developed by May 2023 with an additional three resources developed by December 2024.

Process outcome: By December 2023, KSDE will provide training and resources to enable educators to better communicate what parents/caregivers need to know to have productive exchanges about their student's success. (i.e., what the data show, what structured literacy is, etc.)

Outcome: Increase partnerships with businesses and community organizations to promote student success and career development.

Process outcome: Students will have increased opportunities to participate in career exploration, internships, youth registered apprenticeships, and work-based learning as measured annually.

Goal #4

Provide a safe and security environment to attend school.

Outcome: Increase physical safety in all school districts

Process Outcome: Conduct 5 safety audits in school districts by June 1, 2024

Process Outcome: Have on file school district safety plans by June 1, 2024

Process Outcome: Include sessions on safety and security at annual conference by October 1, 2024

Outcome: Increase cybersecurity safety in all school districts

Process Outcome: Cybersecurity guidelines updated and provided for all districts by August 1, 2023

Process Outcome: Include sessions on cybersecurity at annual conference by October 1, 2024

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Agenda Number: 17

Meeting Date: 5/9/2023

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: English Language Arts (ELA) Updated Standards

From: David Fernkopf

A committee was formed to address the need to focus on and clarify structured literacy elements. The committee included program managers, teacher leader consultants, and teachers.

The ELA standards will be brought to the June board meeting for approval.

Staff will be present to address suggested revisions.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on Request to Approve Preschool-Aged At-Risk Programs for 2023-2024

Recommended Motion:

It is moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2023-2024. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Explanation of Situation Requiring Action:

See attached list of approved preschool-aged at-risk programs from 265 school districts for 2023-2024. This includes three districts with new preschool-aged at-risk programs in 2023-2024: USD 241 Wallace County Schools, USD 412 Hoxie Community Schools and USD 430 South Brown County.

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) in calculating a district's enrollment and accompanying weightings.

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.

Poverty (qualifies for free meals under the National School Lunch Program)
Single parent families
Kansas Department for Children and Families referral
Teen parents
Either parent is lacking a high school diploma or GED
Limited English Proficiency
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
Child qualifying for migrant status
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. 3-year-old at-risk preschool students are funded beginning in 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.

Approved Preschool-Aged At-Risk programs for 2023-2024

USD	County	District Name
101	Neosho	Erie-Galesburg
102	Gray	Cimarron-Ensign
106	Ness	Western Plains
107	Jewell	Rock Hills
108	Washington	Washington Co. Schools
109	Republic	Republic County
110	Phillips	Thunder Ridge Schools
111	Doniphan	Doniphan West Schools
112	Ellsworth	Central Plains
113	Nemaha	Prairie Hills
114	Doniphan	Riverside
115	Nemaha	Nemaha Central
200	Greeley	Greeley County Schools
202	Wyandotte	Turner-Kansas City
203	Wyandotte	Piper-Kansas City
204	Wyandotte	Bonner Springs
205	Butler	Bluestem
206	Butler	Remington-Whitewater
208	Trego	Wakeeney
209	Stevens	Moscow Public Schools
210	Stevens	Hugoton Public Schools
211	Norton	Norton Community Schools
212	Norton	Northern Valley
214	Grant	Ulysses
215	Kearny	Lakin
216	Kearny	Deerfield
217	Morton	Rolla
218	Morton	Elkhart
219	Clark	Minneola
220	Clark	Ashland
223	Washington	Barnes
224	Washington	Clifton-Clyde

USD	County	District Name
225	Meade	Fowler
226	Meade	Meade
230	Johnson	Spring Hill
231	Johnson	Gardner Edgerton
232	Johnson	De Soto
233	Johnson	Olathe
234	Bourbon	Fort Scott
235	Bourbon	Uniontown
237	Smith	Smith Center
240	Ottawa	Twin Valley
241	Wallace	Wallace County Schools
243	Coffey	Lebo-Waverly
244	Coffey	Burlington
245	Coffey	LeRoy-Gridley
246	Crawford	Northeast
247	Crawford	Cherokee
248	Crawford	Girard
249	Crawford	Frontenac Public Schools
250	Crawford	Pittsburg
251	Lyon	North Lyon County
252	Lyon	Southern Lyon County
253	Lyon	Emporia
254	Barber	Barber County North
255	Barber	South Barber
256	Allen	Marmaton Valley
257	Allen	Iola
258	Allen	Humboldt
259	Sedgwick	Wichita
260	Sedgwick	Derby
261	Sedgwick	Haysville
262	Sedgwick	Valley Center Pub Sch
263	Sedgwick	Mulvane
264	Sedgwick	Clearwater
265	Sedgwick	Goddard
266	Sedgwick	Maize

Approved Preschool-Aged At-Risk programs for 2023-2024

USD	County	District Name
267	Sedgwick	Renwick
268	Sedgwick	Cheney
269	Rooks	Palco
270	Rooks	Plainville
271	Rooks	Stockton
272	Mitchell	Waconda
273	Mitchell	Beloit
281	Graham	Graham County
282	Elk	West Elk
283	Elk	Elk Valley
284	Chase	Chase County
285	Chautauqua	Cedar Vale
286	Chautauqua	Chautauqua Co Community
287	Franklin	West Franklin
288	Franklin	Central Heights
289	Franklin	Wellsville
290	Franklin	Ottawa
291	Gove	Grinnell Public Schools
293	Gove	Quinter Public Schools
294	Decatur	Oberlin
297	Cheyenne	St. Francis
298	Lincoln	Lincoln
299	Lincoln	Sylvan Grove
300	Comanche	Comanche County
303	Ness	Ness City
305	Saline	Salina
307	Saline	Ell-Saline
308	Reno	Hutchinson Public Schools
309	Reno	Nickerson
310	Reno	Fairfield
311	Reno	Pretty Prairie
312	Reno	Haven Public Schools
313	Reno	Buhler
314	Thomas	Brewster
315	Thomas	Colby Public Schools

USD	County	District Name
316	Thomas	Golden Plains
321	Pottawatomie	Kaw Valley
322	Pottawatomie	Onaga-Havensville-Wheaton
323	Pottawatomie	Rock Creek
325	Phillips	Phillipsburg
326	Phillips	Logan
329	Wabaunsee	Wabaunsee
330	Wabaunsee	Mission Valley
331	Kingman	Kingman - Norwich
332	Kingman	Cunningham
333	Cloud	Concordia
335	Jackson	North Jackson
336	Jackson	Holton
337	Jackson	Royal Valley
338	Jefferson	Valley Falls
339	Jefferson	Jefferson County North
341	Jefferson	Oskaloosa Public Schools
342	Jefferson	McLouth
343	Jefferson	Perry Public Schools
344	Linn	Pleasanton
345	Shawnee	Seaman
346	Linn	Jayhawk
347	Edwards	Kinsley-Offerle
348	Douglas	Baldwin City
349	Stafford	Stafford
350	Stafford	St John-Hudson
351	Stafford	Macksville
352	Sherman	Goodland
353	Sumner	Wellington
356	Sumner	Conway Springs
357	Sumner	Belle Plaine
358	Sumner	Oxford
359	Sumner	Argonia Public Schools
360	Sumner	Caldwell
361	Harper	Chaparral Schools

Approved Preschool-Aged At-Risk programs for 2023-2024

USD	County	District Name
362	Linn	Prairie View
363	Finney	Holcomb
364	Marshall	Marysville
365	Anderson	Garnett
366	Woodson	Woodson
367	Miami	Osawatomie
369	Harvey	Burrton
371	Gray	Montezuma
372	Shawnee	Silver Lake
373	Harvey	Newton
374	Haskell	Sublette
375	Butler	Circle
376	Rice	Sterling
377	Atchison	Atchison Co Comm Schools
378	Riley	Riley County
379	Clay	Clay County
380	Marshall	Vermillion
381	Ford	Spearville
382	Pratt	Pratt
383	Riley	Manhattan-Ogden
384	Riley	Blue Valley
385	Butler	Andover
386	Greenwood	Madison-Virgil
387	Wilson	Altoona-Midway
388	Ellis	Ellis
389	Greenwood	Eureka
390	Greenwood	Hamilton
392	Osborne	Osborne County
393	Dickinson	Solomon
394	Butler	Rose Hill Public Schools
396	Butler	Douglass Public Schools
397	Marion	Centre
398	Marion	Peabody-Burns
399	Russell	Paradise
400	McPherson	Smoky Valley
401	Rice	Chase-Raymond
402	Butler	Augusta

USD	County	District Name
403	Rush	Otis-Bison
404	Cherokee	Riverton
405	Rice	Lyons
407	Russell	Russell County
408	Marion	Marion-Florence
409	Atchison	Atchison Public Schools
410	Marion	Durham-Hillsboro-Lehigh
411	Marion	Goessel
412	Sheridan	Hoxie Community Schools
413	Neosho	Chanute Public Schools
415	Brown	Hiawatha
416	Miami	Louisburg
417	Morris	Morris County
418	McPherson	McPherson
419	McPherson	Canton-Galva
420	Osage	Osage City
421	Osage	Lyndon
422	Kiowa	Kiowa County
423	McPherson	Moundridge
426	Republic	Pike Valley
428	Barton	Great Bend
429	Doniphan	Troy Public Schools
430	Brown	South Brown County
431	Barton	Hoisington
432	Ellis	Victoria
434	Osage	Santa Fe Trail
435	Dickinson	Abilene
436	Montgomery	Caney Valley
437	Shawnee	Auburn Washburn
438	Pratt	Skyline Schools
439	Harvey	Sedgwick Public Schools
440	Harvey	Halstead
443	Ford	Dodge City
444	Rice	Little River

Approved Preschool-Aged At-Risk programs for 2023-2024

USD	County	District Name
445	Montgomery	Coffeyville
446	Montgomery	Independence
447	Montgomery	Cherryvale
448	McPherson	Inman
449	Leavenworth	Easton
450	Shawnee	Shawnee Heights
452	Stanton	Stanton County
453	Leavenworth	Leavenworth
454	Osage	Burlingame Public School
456	Osage	Marais Des Cygnes Valley
457	Finney	Garden City
458	Leavenworth	Basehor-Linwood
459	Ford	Bucklin
461	Wilson	Neodesha
462	Cowley	Central
463	Cowley	Udall
464	Leavenworth	Tonganoxie
465	Cowley	Winfield
466	Scott	Scott County
467	Wichita	Leoti
469	Leavenworth	Lansing
470	Cowley	Arkansas City
473	Dickinson	Chapman
474	Kiowa	Haviland
475	Geary	Geary County Schools
476	Gray	Copeland
477	Gray	Ingalls
479	Anderson	Crest
480	Seward	Liberal
481	Dickinson	Rural Vista
482	Lane	Dighton
483	Seward	Kismet-Plains
484	Wilson	Fredonia
487	Dickinson	Herington
489	Ellis	Hays
490	Butler	El Dorado

USD	County	District Name
491	Douglas	Eudora
492	Butler	Flinthills
493	Cherokee	Columbus
494	Hamilton	Syracuse
495	Pawnee	Ft Larned
496	Pawnee	Pawnee Heights
497	Douglas	Lawrence
498	Marshall	Valley Heights
499	Cherokee	Galena
500	Wyandotte	Kansas City
501	Shawnee	Topeka Public Schools
502	Edwards	Lewis
503	Labette	Parsons
504	Labette	Oswego
505	Labette	Chetopa-St. Paul
506	Labette	Labette County
507	Haskell	Satanta
508	Cherokee	Baxter Springs
509	Sumner	South Haven
511	Harper	Attica
512	Johnson	Shawnee Mission Pub Sch

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on Recommendations for Funding Kansas Preschool Pilot Grants for 2023-2024

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Preschool Pilot for 2023-2024, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.

Explanation of Situation Requiring Action:

See attached list of programs and Kansas Preschool Pilot grant amounts awarded for 2023-2024.

Kansas established the Kansas Preschool Pilot in 2006. This program funds projects that provide high-quality education for preschool-aged children. Allocated funding has increased from $2 million dollars in 2006-07 to $8,332,317 by 2018-19. Two funding sources support the Kansas Preschool Pilot. Temporary Assistance for Needy Families (TANF) is federal funding. State tobacco master settlement agreement revenue supports the Children's Initiatives Fund (CIF).

Other sources of funding are larger, more sustainable options for districts to invest in preschool. These include federal Head Start grants, state school finance formula funds (state enrollment aid and accompanying weightings for preschool students with disabilities and three-and four-year-old preschool-aged at-risk students) and special education funds. To focus time and energy on these more sustainable options to invest in preschool, only current Kansas Preschool Pilot grantees were eligible to apply for 2023-2024 renewal grants. Grant applicants were required to forecast the amount of revenue that they would receive from other sources of funding in 2023-2024 and demonstrate that they were reinvesting those other funding sources into their preschool programs before requesting Kansas Preschool Pilot grant funding to supplement gaps.

In 2022-2023 $2,585,540 of Governor's Emergency Education Relief (GEER) funding funded additional Kansas Preschool Pilot grant awards that otherwise would not have received funding. This one-time source of funding did not continue in 2023-2024. Once the Kansas State Department of Education reviewed Kansas Preschool Pilot – CIF and TANF renewal grant requests, remaining funding was allocated to applicants previously receiving Kansas Preschool Pilot – GEER grants. The below recommendation reflects previous Kansas Preschool Pilot – GEER grantees receiving roughly 52% of the award amount they would have received with sufficient funding.

Kansas Preschool Pilot grants for 2023-2024

USD	Name	County	2023-2024 Kansas Preschool Pilot Grant Award
101	Erie-Galesburg	Neosho	$64,520
223	Barnes	Washington	$76,840
234	Fort Scott	Bourbon	$253,650
248	Girard	Crawford	$86,680
251	North Lyon County	Lyon	$89,750
252	Southern Lyon County	Lyon	$338,000
257	Iola	Allen	$290,250
271	Stockton	Rooks	$45,000
272	Waconda	Mitchell	$143,500
305	Salina	Saline	$189,800
309	Nickerson	Reno	$201,600
311	Pretty Prairie	Reno	$79,830
313	Buhler	Reno	$206,750
321	Kaw Valley	Pottawatomie	$125,000
367	Osawatomie	Miami	$135,240
373	Newton	Harvey	$438,790
374	Sublette	Haskell	$50,390
375	Circle	Butler	$115,610
379	Clay Center	Clay	$28,240
382	Pratt	Pratt	$54,140
383	Manhattan-Ogden	Riley	$90,200
387	Altoona-Midway	Wilson	$24,030
392	Osborne County	Osborne	$61,860
428	Great Bend	Barton	$343,410
434	Santa Fe Trail	Osage	$80,230
435	Abilene	Dickinson	$55,720
446	Independence	Montgomery	$300,270
457	Garden City	Finney	$886,500
469	Lansing	Leavenworth	$33,310
475	Geary County Schools	Geary	$542,640
490	El Dorado	Butler	$270,000
501	Topeka Public Schools	Shawnee	$550,000
502	Lewis	Edwards	$21,620
505	Chetopa-St. Paul	Labette	$53,880
506	Labette County	Labette	$87,740
508	Baxter Springs	Cherokee	$114,760
512	Shawnee Mission Pub Sch	Johnson	$248,790

Kansas Preschool Pilot grants for 2023-2024

USD	Name	County	2022-2023 Kansas Preschool Pilot Grant Award
602	Northwest KS Educational Service Center USD 352 Goodland	Sherman	$125,000
605	South Central Kansas Special Education Cooperative USD 254 - Barber County North USD 255 - South Barber USD 300 - Comanche County USD 511 - Attica USD 331 - Kingman-Norwich USD 332 - Cunningham Z0031 - St Patrick Catholic Elem USD 422 - Kiowa County USD 350 - St John-Hudson	Barber, Comanche, Harper, Kingman, Kiowa, Stafford	$515,370

Previous Kansas Preschool Pilot – GEER grantees

USD	Name	County	2022-2023 Kansas Preschool Pilot Grant Award
109	Republic County	Republic	$14,470
206	Remington-Whitewater	Butler	$14,870
224	Clifton-Clyde	Washington	$18,150
225	Fowler	Meade	$8,870
262	Valley Center Pub Sch	Sedgwick	$15,650
263	Mulvane	Sedgwick	$23,470
267	Renwick	Sedgwick	$17,210
270	Plainville	Rooks	$20,310
322	Onaga-Havensville-Wheaton	Pottawatomie	$40,820
329	Wabaunsee	Wabaunsee	$20,340
335	North Jackson	Jackson	$11,740
343	Perry Public Schools	Jefferson	$12,520
349	Stafford	Stafford	$16,240
356	Conway Springs	Sumner	$12,520
361	Chaparral Schools	Harper	$12,210
365	Garnett	Anderson	$7,550
366	Woodson	Woodson	$13,350
380	Vermillion	Marshall	$29,540

Kansas Preschool Pilot grants for 2023-2024

USD	Name	County	2022-2023 Kansas Preschool Pilot Grant Award
386	Madison-Virgil	Greenwood	$23,470
397	Centre	Marion	$13,040
398	Peabody-Burns	Marion	$4,300
399	Paradise	Russell	$8,350
400	Smoky Valley	McPherson	$11,100
402	Augusta	Butler	$28,170
403	Otis-Bison	Rush	$12,970
417	Morris County	Morris	$31,300
418	McPherson	McPherson	$33,410
420	Osage City	Osage	$9,920
423	Moundridge	McPherson	$40,680
431	Hoisington	Barton	$29,590
439	Sedgwick Public Schools	Harvey	$15,170
440	Halstead	Harvey	$19,550
448	Inman	McPherson	$17,310
452	Stanton County	Stanton	$17,000
461	Neodesha	Wilson	$28,170
477	Ingalls	Gray	$7,820
484	Fredonia	Wilson	$10,280
492	Flinthills	Butler	$15,650
495	Ft Larned	Pawnee	$14,970
	United Way of Kaw Valley (formerly United Way of Greater Topeka) USD 345 - Seaman USD 372 - Silver Lake USD 437 - Auburn Washburn Patterson Family Child Care	Shawnee	$211,357

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:	20
Meeting Date:	5/9/2023

Staff Initiating:	Director:	Commissioner:
Amanda Petersen	Amanda Petersen	Randy Watson

Item Title:

Act on Recommendations for Funding Kansas Parents as Teachers Grants for 2023-2024

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 2023-2024, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.

Explanation of Situation Requiring Action:

See attached list of programs and grant amounts awarded for 2023-2024.

K.S.A. 72-4162 authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a "parent education program" as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

Per K.S.A. 72-4163, the Kansas State Board of Education shall be responsible for awarding grants to school districts.

Expenditures from the parent education program account for each grant must be matched by the school district in an amount that is equal to not less than 50 percent of the grant. School districts may choose to invest more than the minimum match requirement in their programs.

At the time these materials were prepared, the Kansas Legislature has not yet passed an education budget for Fiscal Year 2024. The attached list of grant awards anticipates a range of possible Fiscal

Year 2024 state appropriations for these parent education grants. $93,881 in unspent Fiscal Year 2022 funding is available to reallocate in Fiscal Year 2024.

Per K.S.A. 38-2103, the Kansas Children's Cabinet and Trust Fund shall be responsible for advising the governor and the legislature regarding the uses of the moneys credited to the Children's Initiatives Fund (CIF). In June 2022, the Children's Cabinet recommended the amount of Children's Initiatives Fund funding for parent education (Parents as Teachers) be increased from $8,437,635 in Fiscal Year 2023 to $9,737,972 in Fiscal Year 2024. The Kansas State Board of Education included this recommendation in its Fiscal Year 2024 budget request, and this increase was included in the Fiscal Year 2024 Governor's Budget Report released in January 2023. The version of the budget that initially passed the Senate included $9,737,972 in funding for parent education grants. The version of the budget that initially passed the House included $8,437,635 in funding for parent education grants. On April 6, the Conference Committee on House Substitute for Senate Bill 113 agreed to appropriate $9,437,635 in funding for parent education grants.

Kansas Parents as Teachers grants for 2023-2024

USD	County	District Name	2023-24 Grant Award: $8,531,516 total available	2023-24 Grant Award: $9,531,516 total available	2023-24 Grant Award: $9,831,853 total available
428	Barton	Great Bend	$50,614	$54,160	$54,160
394	Butler	Rose Hill Public Schools	$34,605	$40,518	$40,750
379	Clay	Clay Center PAT Consortium USD 379	$59,941	$70,187	$70,590
334	Cloud	Southern Cloud			
333	Cloud	Learning Cooperative of North Central Kansas (LCNCK) / USD 333 PAT Consortium	$98,629	$115,477	$116,140
109	Republic	Republic County			
426	Republic	Pike Valley			
108	Washington	Washington County Schools			
224	Washington	Clifton-Clyde			
465	Cowley	Winfield	$100,556	$117,735	$118,410
609	Crawford	Southeast Kansas Education Service Center PAT Consortium	$726,136	$850,153	$855,030
256	Allen	Marmaton Valley			
257	Allen	Iola			
258	Allen	Humboldt			
479	Anderson	Crest			
234	Bourbon	Fort Scott			
235	Bourbon	Uniontown			
284	Chase	Chase County			
404	Cherokee	Riverton			
493	Cherokee	Columbus			
499	Cherokee	Galena			
508	Cherokee	Baxter Springs			
243	Coffey	Lebo-Waverly			
244	Coffey	Burlington			

Kansas Parents as Teachers grants for 2023-2024

245	Coffey	LeRoy-Gridley			
247	Crawford	Cherokee			
248	Crawford	Girard			
249	Crawford	Frontenac Public Schools			
250	Crawford	Pittsburg			
290	Franklin	Ottawa			
230	Johnson	Spring Hill			
503	Labette	Parsons			
504	Labette	Oswego			
506	Labette	Labette County			
251	Lyon	North Lyon County			
252	Lyon	Southern Lyon County			
253	Lyon	Emporia			
436	Montgomery	Caney Valley			
446	Montgomery	Independence			
447	Montgomery	Cherryvale			
417	Morris	Morris County			
413	Neosho	Chanute Public Schools			
420	Osage	Osage City			
434	Osage	Santa Fe Trail			
454	Osage	Burlingame Public School			
456	Osage	Marais Des Cygnes Valley			
461	Wilson	Neodesha			
484	Wilson	Fredonia			
366	Woodson	Woodson			
203	Wyandotte	Piper			
435	Dickinson	Abilene	$100,000	$117,078	$117,750
473	Dickinson	Chapman	$31,225	$36,560	$36,770
487	Dickinson	Herington/Rural Vista/Solomon PAT Consortium	$48,397	$51,790	$51,790
393	Dickinson	Solomon			
481	Dickinson	Rural Vista			
348	Douglas	Baldwin City	$117,435	$116,765	$117,435
497	Douglas	Lawrence	$148,000	$173,276	$174,270

Kansas Parents as Teachers grants for 2023-2024

489	Ellis	Hays	$71,556	$76,570	$76,570
363	Finney	Holcomb	$49,592	$49,592	$49,592
457	Finney	Garden City	$219,850	$257,403	$258,880
443	Ford	Dodge City	$40,485	$47,408	$47,680
475	Geary	Geary County Schools	$143,885	$143,064	$143,885
361	Harper	Chaparral Schools	$227	$30,000	$30,000
373	Harvey	Harvey County PAT Consortium	$83,737	$98,047	$98,610
440	Harvey	Halstead			
460	Harvey	Hesston			
337	Jackson	Royal Valley	$41,241	$44,743	$45,000
608	Jefferson	Keystone PAT Consortium	$525,825	$615,628	$619,160
377	Atchison	Atchison County Community Schools			
409	Atchison	Atchison Public Schools			
415	Brown	Hiawatha			
111	Doniphan	Doniphan West Schools			
114	Doniphan	Riverside			
429	Doniphan	Troy Public Schools			
491	Douglas	Eudora			
336	Jackson	Holton			
338	Jefferson	Valley Falls			
339	Jefferson	Jefferson County North			
341	Jefferson	Oskaloosa Public Schools			
342	Jefferson	McLouth			
343	Jefferson	Perry Public Schools			
449	Leavenworth	Easton			
464	Leavenworth	Tonganoxie			
113	Nemaha	Prairie Hills			
345	Shawnee	Seaman			
450	Shawnee	Shawnee Heights			
229	Johnson	Blue Valley	$490,609	$574,404	$577,700
231	Johnson	Gardner Edgerton	$84,463	$98,893	$99,460
232	Johnson	De Soto	$103,103	$120,717	$121,410

Kansas Parents as Teachers grants for 2023-2024

233	**Johnson**	**Kansas City Area PAT Consortium USD 233 Olathe**	$1,339,506	$1,400,349	$1,408,383
207	Leavenworth	Ft Leavenworth			
453	Leavenworth	Leavenworth			
500	Wyandotte	Kansas City Kansas			
512	Johnson	Shawnee Mission Public Schools	$380,550	$445,544	$448,100
482	Lane	Dighton	$19,836	$23,227	$23,360
458	Leavenworth	Basehor-Linwood	$44,028	$51,554	$51,850
469	Leavenworth	Lansing	$85,905	$93,681	$94,218
410	**Marion**	**Marion County PAT Consortium USD 410**	$93,087	$108,985	$109,610
397	Marion	Centre			
398	Marion	Peabody-Burns			
408	Marion	Marion-Florence			
411	Marion	Goessel			
380	Marshall	Vermillion	$27,027	$31,648	$31,830
498	Marshall	Valley Heights	$66,443	$66,713	$67,096
368	**Miami**	**Paola PAT Consortium USD 368**	$188,188	$220,336	$221,600
365	Anderson	Garnett			
288	Franklin	Central Heights			
344	Linn	Pleasanton			
346	Linn	Jayhawk			
362	Linn	Prairie View			
367	Miami	Osawatomie			
416	Miami	Louisburg			
273	**Mitchell**	**Beloit PAT Consortium USD 273**	$118,515	$138,764	$139,560
107	Jewell	Rock Hills			
298	Lincoln	Lincoln			
299	Lincoln	Sylvan Grove			
272	Mitchell	Waconda			
445	Montgomery	Coffeyville	$75,305	$88,174	$88,680
239	Ottawa	North Ottawa County	$25,000	$26,750	$26,750

Kansas Parents as Teachers grants for 2023-2024

240	Ottawa	Twin Valley	$24,189	$24,190	$24,190
495	Pawnee	Ft Larned	$24,241	$24,241	$24,241
320	Pottawatomie	Wamego	$29,784	$34,880	$35,080
321	Pottawatomie	Kaw Valley	$31,163	$31,170	$31,170
323	Pottawatomie	Rock Creek	$40,000	$46,831	$47,100
382	Pratt	Pratt County PAT Consortium USD 382	$21,346	$21,350	$21,350
438	Pratt	Skyline Schools			
308	Reno	Hutchinson PAT Consortium USD 308	$181,321	$212,292	$213,510
309	Reno	Nickerson-South Hutchinson			
312	Reno	Haven Public Schools			
313	Reno	Buhler			
405	Rice	Rice County PAT Consortium USD 405	$60,712	$64,970	$64,970
376	Rice	Sterling			
306	Saline	Southeast of Saline	$37,188	$39,800	$39,800
383	Riley	Manhattan-Ogden	$225,719	$230,000	$230,000
259	Sedgwick	Wichita	$209,016	$244,716	$246,120
260	Sedgwick	Derby	$227,167	$231,671	$233,000
261	Sedgwick	Haysville	$153,541	$179,769	$180,800
262	Sedgwick	Valley Center Public School	$62,019	$72,613	$73,030
263	Sedgwick	Mulvane	$23,425	$27,423	$27,580
265	Sedgwick	Goddard	$80,930	$80,468	$80,930
266	Sedgwick	Maize	$144,989	$169,756	$170,730
305	Saline	Salina	$80,129	$93,822	$94,360
437	Shawnee	Auburn Washburn	$100,535	$112,853	$113,500
466	Scott	Scott County	$45,000	$44,743	$45,000
501	Shawnee	Topeka Public Schools	$513,603	$550,251	$553,408
237	Smith	North Central Kansas PAT Consortium USD 237	$35,937	$35,732	$35,937
392	Osborne	Osborne County			
110	Phillips	Thunder Ridge Schools			

Kansas Parents as Teachers grants for 2023-2024

349	Stafford	Stafford	$22,236	$23,800	$23,800
350	Stafford	St John-Hudson	$26,195	$26,046	$26,195
359	**Sumner**	**Argonia PAT Consortium USD 359**	$66,981	$71,670	$71,670
463	Cowley	Udall			
357	Sumner	Belle Plaine			
358	Sumner	Oxford			
360	Sumner	Caldwell			
509	Sumner	South Haven			
602	**Thomas**	**Northwest Kansas Educational Service Center PAT Consortium**	$40,726	$47,443	$47,715
294	Decatur	Oberlin			
291	Gove	Grinnell Public Schools			
292	Gove	Wheatland			
293	Gove	Quinter Public Schools			
274	Logan	Oakley			
352	Sherman	Goodland			
314	Thomas	Brewster			
204	Wyandotte	Bonner Springs	$18,684	$21,884	$22,010
202	Wyandotte	Turner-Kansas City	$121,182	$121,182	$121,182
626	**Kiowa**	**Southwest Plains PAT Project Consortium**	$50,057	$50,057	$50,057
227	Hodgeman	Hodgeman County Schools			
422	Kiowa	Kiowa County			
494	Hamilton	Syracuse			
		Total:	$8,531,516	$9,531,516	$9,580,514*

**Should the final Fiscal Year 2024 budget appropriate $9,737,972 for Parents as Teachers, KSDE will bring a subsequent proposal to allocate the remaining $251,339 in funding.*

Agenda Number: 21
Meeting Date: 05/09/2023

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive Memorandum of Agreement Between Kansas Department of Health and Environment and Kansas State School for the Blind

From: Superintendent Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

The purpose of this MOA between Kansas Department of Health and Environment and Kansas State School for the Blind is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004.

Superintendent Jon Harding will be presenting information pertaining to the MOA and will be available to answer questions. This will be an action item in May.

MEMORANDUM OF AGREEMENT

between

KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT

and

KANSAS STATE SCHOOL FOR THE BLIND

This Memorandum of Agreement ("Agreement" or "MOA") is made by and between the Kansas Department of Health and Environment ("KDHE") and the Kansas State School for the Blind ("KSSB"), together the "Parties", to assure attainment of mutual goals between the Parties and their programs regarding the provision of early intervention services to children, ages birth to age three with visual impairments and their families.

1. **Purpose of the MOA.** The purpose of this MOA is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the Individuals with Disabilities Education Act (IDEA), 2004.

2. Mutual Commitment by the Parties.

The Parties to this Agreement are committed to:

2.1. Maximizing the use of federal, state and local resources to ensure the required components of public awareness and child find are available in Kansas;

2.2. Supporting a comprehensive system of services for children with developmental delays and/or disabilities and their families from birth to age three, specifically related to services for children with vision impairment;

2.3. Coordination of screening, referral, evaluation, transition, data collection and other common practices;

2.4. Promoting inclusion of all children through the delivery of services in the natural environment;

2.5. Enhancing the awareness of the needs of children and families; and

2.6. Promote coordination among programs serving infants and toddlers.

3. Authority for this MOA.

3.1. As a condition of receiving Federal funds under Part C of the Individuals with Disabilities Education Act (IDEA), Section 303.209(a)(3)(i)(A) requires a lead agency to ensure cooperation among State agencies involved in delivering Part C services to eligible children and their families by entering into interagency agreements with these State agencies.

3.1.1. KDHE is the designated Lead Agency (LA) for administering the Part C Kansas Early Childhood Developmental Services Program (KECDS) under the Individuals with Disabilities Education Act (IDEA) (2004) and ensuring access to early intervention services to IDEA 2004 eligible children birth to age three.

3.1.2. age three and their families. KECDS provides these services by partnering with local programs.

3.1.3. KSSB is the State Agency responsible for providing vision services for children, aged birth to 21, who are visually impaired and residing in the State of Kansas.

3.2. The KDHE Secretary and the KSSB Superintendent are authorized to enter into agreements and make commitments that shall be binding on the operation of the programs of the agencies.

3.3. KDHE and KSSB shall abide by respective regulations and establish policies and procedures, aligned with IDEA 2004. The Parties shall ensure coordinated and effective public awareness, child find, screening, referral, evaluation and services of children and families participating in the Part C early intervention program for vision services as appropriate, within the required timelines established by IDEA 2004.

3.4. The U.S. Department of Education's Office of Special Education (OSEP) requires a State Performance Plan (SPP) and an Annual Performance Report (APR) for Parts C of IDEA. The Part C SPP has eleven (11) Indicators. KDHE reports annually to OSEP regarding compliance and results of these Indicators. The policies regarding timely delivery of services and late referrals have implications for state and federal reporting requirements contained in the SPP/APR. These policies involve reporting for Indicators 1, 7 and 8 (Appendix A).

3.5. The Parties agree to collaborate on the review and alignment of regulations, policies and procedures in order to ensure coordination and understanding among departments and agencies.

NOW THEREFORE, KDHE and KSSB in consideration of the mutual covenants and agreements herein contained, do hereby agree to the following:

4. <u>Public Awareness, Child Find, Screening, Referral and Evaluation.</u>

Early identification of children who have vision impairment is a shared value and the expectation is that KDHE and KSSB shall develop shared policies and procedures to facilitate public awareness, child find, screening, referral and evaluation in the early identification of children that may have vision impairments.

Under IDEA 2004, KDHE has responsibilities for public awareness, child find, screening and referral for children with vision impairments birth to age three years of age. Public awareness activities assist the general public, families, and professionals to become more aware of the importance of early identification and early intervention. Screening procedures are carried out to identify a child who may have vision impairments. These procedures are carried out by public agency staff, early intervention service providers, or designated primary referral source(s). Referral is the process/procedure designed to ensure that once a child is suspected of having a vision impairment, they are referred in a timely manner to the appropriate agency. It is in the best interest of children residing in the State of Kansas that KDHE and KSSB coordinate their efforts.

Through this agreement, the Parties agree that the primary responsibility for child find and the evaluation of children with suspected vision impairment falls to KDHE. If KSSB receives a referral or otherwise becomes aware of a child with possible vision impairment KSSB will share that information, with parental consent, with KDHE and its local partner programs in a timely manner (consistent with Indicator 7 requirements). Once referred, a child being evaluated for eligibility for the Part C program, the KDHE local partner programs are responsible for evaluation, but KDHE will share, with parental consent information with KSSB so they may assist with evaluation and development of the individualized family service plan.

The Parties therefore agree to the following:

4.1. KDHE shall ensure:

4.1.1. Part C local partner programs will share, with parental consent, information with KSSB early intervention providers about children referred to their program with or suspected to have a vision impairment for the purposes of collaboration on evaluation and the Individualized Family Service Plan (IFSP) development;

4.1.2. Part C local partner programs will include KSSB early intervention providers in team discussions related to providing services to children with a vision impairment;

4.1.3. Availability of appropriate training for KSSB early intervention providers; and

4.1.4. Funding to KSSB for providing early intervention services at no cost to families or local partner programs.

4.2. KSSB shall ensure:

4.2.1. Information on children aged birth to age three referred to KSSB is shared, with parental consent, with Part C local partner programs within a timely manner so local partner programs can comply with the required 45-day timeline;

4.2.2. KSSB early intervention providers follow policies and procedures outlined in the Kansas Infant Toddler Procedure Manual;

4.2.3. Consistency with their role as a cooperating partner, through advice, assistance and cooperation with KDHE in the development of policies, procedures and activities related to public awareness, child find and services for children aged birth to age three;

4.2.4. Collaboration in the operation of the statewide resource and referral system, 1-800-CHILDREN;

4.2.5. Early Intervention providers attend training provided by Kansas Inservice Training System;

4.2.6. A Program Coordinator is responsible for overseeing early intervention services provided by KSSB.

5. Qualified Personnel.

Qualified personnel provide early intervention services as outlined in the Kansas Infant-Toddler Procedure Manual.

The Parties therefore agree to the following:

5.1. A Program Coordinator handles the day-to-day coordination activities within the service system

5.1.1. KDHE shall ensure:

5.1.1.1. Adequate training in KECDS polices and procedures and the responsibilities of the Program Coordinator;

5.1.1.2. Inclusion in all Coordinator targeted communication; and

5.1.1.3. Inclusion in all special training opportunities provided by KDHE or Kansas Inservice Training System (KITS) for early intervention coordinators.

5.1.2. KSSB shall ensure:

5.1.2.1. The KSSB Coordinator is certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE) and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.1.2.2. The KSSB Coordinator adheres to standards of qualification and ethics required under Kansas statue and regulation.

5.2. Early Intervention providers provide direct services to children and families

5.2.1. KDHE shall ensure:

5.2.1.1. Adequate training in KECDS polices and procedures and the responsibilities of program providers;

5.2.1.2. Inclusion in all provider targeted communication; and

5.2.1.3. Inclusion in all special training opportunities provided by KDHE or KITS for early intervention providers.

5.2.2. KSSB shall ensure:

5.2.2.1. The KSSB early intervention providers are certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE) and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.2.2.2. KSSB early intervention providers will adhere to standards of responsibilities and ethics listed in KSDE's Kansas Educator Code of Conduct.

6. Uninterrupted Services

6.1.1. KSSB shall ensure: Year-round services, including how holidays, breaks and summer are staffed. It is expected that there will not be a significant decrease in staffing (all staff) or services during times when schools are not in session.

7. Records

All records pertaining to providing services to Part C eligible children must be maintained for six (6) years from the date of the child's exit from early intervention services. Files, physical and/or digital, must be locked in a secured location and housed in a facility of the participating agency.

8. Financial Responsibilities.

KDHE and KSSB financial responsibilities are reviewed and updated annually or as needed.

The Parties agree to the following:

8.1. KDHE shall ensure:

8.1.1. The Part C local partner programs assume financial responsibility for evaluations, assessments and services for eligible children under Part C through the KECDS;

8.1.2. All child find screening, evaluation and service coordination activities are available at no cost to families. Fees shall not be charged to a family for staff time related to the development of the IFSP or the provision of procedural safeguards;

8.1.3. Maximum use shall be made of all third-party funding sources. State planning efforts shall continue to support and facilitate such financing arrangements;

8.1.4. Funding for KSSB, through quarterly payments, to provide early intervention services by at least the amount allocated for that purpose by the legislature in the State General Fund; and

8.1.5. Responsibility for resolving individual financial disagreements under Part C pursuant 34 CFR § 303.511, Methods to ensure the provision of and financial responsibility, for Part C Services.

8.2. KSSB shall ensure:

8.2.1. That KDHE is provided quarterly affidavits of expenditures detailing all cost attributed to providing early intervention services, Including, but not limited to, administration, personnel, travel, and supplies.

8.2.2. That KDHE is provided annual funding reports covering all income and expenses attributed to providing early intervention services.

9. Training and Technical Assistance.

The parties jointly agree that training and technical assistance for personnel working in infant-toddler programs is an important and critical element in the development of quality services for young children with disabilities and their families.

The Parties therefore agree to the following:

9.1. KDHE shall ensure Technical Assistance through the Kansas Inservice Training System (KITS) is provided to KSSB for early intervention coordinator and providers.

9.2. KSSB shall ensure all early intervention staff have adequate time to attend trainings provided through KITS and contact KITS when Technical Assistance is needed.

10. Data Sharing.

KDHE and KSSB value timely, valid, and reliable data in guiding decisions about the effectiveness, efficiency, and efficacy of program service delivery models. Consistent with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), KDHE and KSSB shall continue to improve methods of data collection and reporting.

The Parties therefore agree to:

10.1. KDHE shall ensure:

10.1.1. KSSB has access to the KECDS Database at both the Coordinator and Provider user tiers;

10.1.2. KSSB staff are provided with access to the records of children served by KSSB; and

10.1.3. KSSB staff are provided with training on Database use.

10.2. KSSB shall ensure:

10.2.1. All data entered into the database is checked quarterly for accuracy;

10.2.2. They respond to all data related inquiries from KECDS; and

10.2.3. Child record information is provided on demand to KECDS as part of compliance reviews.

11. Accountability.

11.1. KDHE and KSSB shall provide representation to the State Interagency Coordinating Council (SICC), as requested.

11.2. KSSB shall provide presentations to SICC about the early intervention program biannually.

11.3. The Parties shall ensure the coordination of public awareness, child find, screening, referral, evaluation and transition at the local level by fostering and encouraging the development of local level community based interagency agreements.

11.4. The Parties will demonstrate accountability as reported within indicators in the IDEA Part C State Performance Plans (SPP) and Annual Performance Reports (APR).

12. Administering Agencies.

The parties to this MOA shall jointly administer this Agreement and be responsible for annual renewal and a timely and full review every five (5) years. An interim review may be conducted as needed.

13. Effective Date, Amendments, and Termination of the MOA.

13.1. The MOA shall be effective when signed by the respective agency heads as Parties.

13.2. Amendments to this MOA shall be mutually agreed to in writing by the Parties and executed with the same formalities as this MOA. Changes or amendments to any Appendix of this MOA shall be executed in writing by the KDHE Bureau of Family Health Director or its designee and the Superintendent of KSSB or its designee.

13.3. This MOA shall be ongoing and shall not be terminated unless a party gives ninety (90) days advance written notice to the other party of its intent to terminate its participation in the MOA.

14. Resolution

The Parties recognize the complexity of interagency collaboration of comprehensive programs in order to enhance coordination of public awareness, child find, screening, referral, evaluation and services under IDEA Part C. KDHE and KSSB shall keep communication open and frequent at formal and informal levels. The dispute resolution process for both intra- and interagency disputes regarding provision of services or other matters related to Kansas' Part C program shall be fulfilled in compliance with 34 CFR §303.511 and 303.120. This dispute resolution process does not replace the procedural safeguards- due process, mediation, and state-level complaint available to families.

Intra-agency disputes shall be resolved within each individual agency. Each state agency is responsible for procedures regarding resolution of disputes. Department policies regarding internal disputes are submitted to the agency Secretary or Superintendent for approval.

KDHE and KSSB are responsible for resolving intra- and interagency disputes regarding provision of IDEA services or other matters related to Kansas's Part C program according to the following procedures:

14.1. Staff of the involved agency(s) shall attempt to resolve the dispute within 30 days.

14.2. If it appears by the 30th day that the involved agency(s) shall not be able to resolve the dispute, the following shall occur:

14.2.1. The early intervention service provider, KSSB representative, or agency representative shall submit a written explanation of the dispute to the designee assigned by Secretary of KDHE and the designee assigned by the Superintendent at KSSB.

14.2.2. Within 15 days, the designees for the Secretary and Superintendent shall meet in person or by phone to resolve the dispute consistent with this MOA and related federal and state statutes and regulations.

14.2.3. Within 5 days of reaching the resolution, written notification of the resolution shall be provided to the parties, as well as the chairperson of the Interagency Coordinating Council and State Board of Education.

14.2.4. If the designees for the Secretary and Superintendent are unable to agree on a resolution or if either party to the complaint disagrees with the resolution, the dispute may be appealed to the Secretary of KDHE and Superintendent of KSSB. Appeals must be brought no later than 45 days from the date of the decision rendered in Paragraph 14.2.3.

14.2.5. The Secretary and Superintendent may resolve the issues on appeal and render a written decision or may arrange for a hearing conducted by a hearing officer. If a hearing is held, a hearing officer appointed by the Secretary and Superintendent shall conduct it. The Secretary and Superintendent may affirm, reverse, or modify the proposals of the hearing officer.

14.2.6. During the pendency of an interagency dispute, the early intervention service provider is responsible to provide the services required by the approved IFSP for eligible children and their families.

14.2.7. Nothing in the Agreement shall be construed to limit any existing substantive or procedural protections of state or federal law or regulations.

IN WITNESS WHEREOF: the Kansas Department of Health and Environment and the Kansas State School for the Blind have caused this Memorandum of Agreement to be executed.

Kansas Department of Health and Environment

_____ _____

Janet Stanek
Secretary

Date

Kansas State School for the Blind

_____ _____

Jon Harding
Superintendent

Date

MEMORANDUM OF AGREEMENT

between

KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT

and

KANSAS STATE SCHOOL FOR THE BLIND

This Memorandum of Agreement ("Agreement" or "MOA") is made by and between the Kansas Department of Health and Environment ("KDHE") and the Kansas State School for the Blind ("KSSB"), together the "Parties", to assure attainment of mutual goals between the Parties and their programs regarding the provision of early intervention services to children, ages birth through age three with visual impairments and their families.

1. **Purpose of the MOA.** The purpose of this MOA is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004.

2. **Mutual Commitment by the Parties.**

   The Parties to this Agreement are committed to:

   2.1. Maximizing the use of federal, state and local resources to ensure the required components of public awareness and child find are available in Kansas;

   2.2. Supporting a comprehensive system of services for children with developmental delays and/or disabilities and their families from birth through age three, specifically related to services for children with vision impairment;

   2.3. Coordination of screening, referral, evaluation, transition, data collection and other common practices;

   2.4. Promoting inclusion of all children through the delivery of services in the natural environment;

   2.5. Enhancing the awareness of the needs of children and families; and

   2.6. Promote coordination among programs serving infants and toddlers.

3. **Authority for this MOA.**

   3.1. As a condition of receiving Federal funds under Part C of the Individuals with Disabilities Education Act (IDEA), Section 303.209(a)(3)(i)(A) requires a lead agency to ensure cooperation among State agencies involved in delivering Part C services to eligible children and their families by entering into interagency agreements with these State agencies.

      3.1.1. KDHE is the designated Lead Agency (LA) for administering the Part C Kansas Early Childhood Developmental Services Program (KECDS) under the Individuals with Disabilities Education Act (IDEA) (2004) and ensuring access to early intervention services to IDEA 2004 eligible children birth through age two and their families. KECDS provides these services by partnering with local programs.

      3.1.2. KSSB is the State Agency responsible for providing vision services for children, aged birth to 21, who are visually impaired and residing in the State of Kansas.

   3.2. The KDHE Secretary and the KSSB Superintendent are authorized to enter into agreements and make commitments that shall be binding on the operation of the programs of the agencies.

   3.3. KDHE and KSSB shall abide by respective regulations and establish policies and procedures, aligned with IDEA 2004. The Parties shall ensure coordinated and effective public awareness, child find,

screening, referral, evaluation and services of children and families participating in the Part C early intervention program for vision services as appropriate, within the required timelines established by IDEA 2004.

3.4. The U.S. Department of Education's Office of Special Education (OSEP) requires a State Performance Plan (SPP) and an Annual Performance Report (APR) for Parts C of IDEA. The Part C SPP has eleven (11) Indicators. KDHE reports annually to OSEP regarding compliance and results of these Indicators. The policies regarding timely delivery of services and late referrals have implications for state and federal reporting requirements contained in the SPP/APR. These policies involve reporting for Indicators 1, 7 and 8 (Appendix A).

3.5. The Parties agree to collaborate on the review and alignment of regulations, policies and procedures in order to ensure coordination and understanding among departments and agencies.

NOW THEREFORE, KDHE and KSSB in consideration of the mutual covenants and agreements herein contained, do hereby agree to the following:

4. <u>Public Awareness, Child Find, Screening, Referral and Evaluation.</u>

Early identification of children who have vision impairment is a shared value and the expectation is that KDHE and KSSB shall develop shared policies and procedures to facilitate public awareness, child find, screening, referral and evaluation in the early identification of children that may have vision impairments.

Under IDEA 2004, KDHE has responsibilities for public awareness, child find, screening and referral for children with vision impairments birth through three years of age. Public awareness activities assist the general public, families, and professionals to become more aware of the importance of early identification and early intervention. Screening procedures are carried out to identify a child who may have vision impairments. These procedures are carried out by public agency staff, early intervention service providers, or designated primary referral source(s). Referral is the process/procedure designed to ensure that once a child is suspected of having a vision impairment, they are referred in a timely manner to the appropriate agency. It is in the best interest of children residing in the State of Kansas that KDHE and KSSB coordinate their efforts.

Through this agreement, the Parties agree that the primary responsibility for child find and the evaluation of children with suspected vision impairment falls to KDHE. If KSSB receives a referral or otherwise becomes aware of a child with possible vision impairment KSSB will share that information, with parental consent, with KDHE and its local partner programs in a timely manner (consistent with Indicator 7 requirements). Once referred, a child being evaluated for eligibility for the Part C program, the KDHE local partner programs are responsible for evaluation, but KDHE will share, with parental consent information with KSSB so they may assist with evaluation and development of the individualized family service plan.

The Parties therefore agree to the following:

4.1. KDHE shall ensure:

4.1.1. Part C local partner programs will share, with parental consent, information with KSSB early intervention providers about children referred to their program with or suspected to have a vision impairment for the purposes of collaboration on evaluation and IFSP development;

4.1.2. Part C local partner programs will include KSSB early intervention providers in Teaming discussions related to providing services to children with a vision impairment;

4.1.3. Availability of appropriate training for KSSB early intervention providers; and

4.1.4. Funding to KSSB for providing early intervention services at no cost to families or local partner programs.

4.2. KSSB shall ensure:

4.2.1. Information on children aged birth to three referred to KSSB is shared, with parental consent, with Part C local partner programs within a timely manner so local partner programs can comply with the required 45-day timeline;

4.2.2. KSSB early intervention providers follow policies and procedures outlined in the Kansas Infant Toddler Procedure Manual;

4.2.3. Consistency with their role as a cooperating partner, through advice, assistance and cooperation with KDHE in the development of policies, procedures and activities related to public awareness, child find and services for children aged birth to three;

4.2.4. Collaboration in the operation of the statewide resource and referral system, 1-800-CHILDREN;

4.2.5. Early Intervention providers attend training provided by Kansas Inservice Training System;

4.2.6. A Program Coordinator is responsible for overseeing early intervention services provided by KSSB.

5. Qualified Personnel.

Qualified personnel provide early intervention services as outlined in the Kansas Infant-Toddler Procedure Manual.

The Parties therefore agree to the following:

5.1. A Program Coordinator handles the day-to-day coordination activities within the service system

5.1.1. KDHE shall ensure:

5.1.1.1. Adequate training in KECDS polices and procedures and the responsibilities of the Program Coordinator;

5.1.1.2. Inclusion in all Coordinator targeted communication; and

5.1.1.3. Inclusion in all special training opportunities provided by KDHE or Kansas Inservice Training System (KITS) for early intervention coordinators.

5.1.2. KSSB shall ensure:

5.1.2.1. The KSSB Coordinator is certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE) and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.1.2.2. The KSSB Coordinator adheres to standards of qualification and ethics required under Kansas statue and regulation.

5.2. Early Intervention providers provide direct services to children and families

5.2.1. KDHE shall ensure:

5.2.1.1. Adequate training in KECDS polices and procedures and the responsibilities of program providers;

5.2.1.2. Inclusion in all provider targeted communication; and

5.2.1.3. Inclusion in all special training opportunities provided by KDHE or KITS for early intervention providers.

5.2.2. KSSB shall ensure:

5.2.2.1. The KSSB early intervention providers are certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE)

and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.2.2.2. The KSSB early intervention providers adhere to standards of qualification and ethics required under Kansas statue and regulation.

6. Uninterrupted Services

6.1.1. KSSB shall ensure: Year-round services, including how holidays, breaks and summer are staffed. It is expected that there will not be a significant decrease in staffing (all staff) or services during times when schools are not in session.

7. Records

All records pertaining to providing services to Part C eligible children must be maintained for six (6) years from the date of the child's exit from early intervention services. Files, physical and/or digital, must be locked in a secured location and housed in a facility of the participating agency.

8. Financial Responsibilities.

KDHE and KSSB financial responsibilities are reviewed and updated annually or as needed.

The Parties agree to the following:

8.1. KDHE shall ensure:

8.1.1. The Part C local partner programs assume financial responsibility for evaluations, assessments and services for eligible children under Part C through the KECDS;

8.1.2. All child find screening, evaluation and service coordination activities are available at no cost to families. Fees shall not be charged to a family for staff time related to the development of the IFSP or the provision of procedural safeguards;

8.1.3. Maximum use shall be made of all third-party funding sources. State planning efforts shall continue to support and facilitate such financing arrangements;

8.1.4. Funding for KSSB, through quarterly payments, to provide early intervention services by at least the amount allocated for that purpose by the legislature in the State General Fund; and

8.1.5. Responsibility for resolving individual financial disagreements under Part C pursuant 34 CFR § 303.511, Methods to ensure the provision of and financial responsibility, for Part C Services.

8.2. KSSB shall ensure:

8.2.1. That KDHE is provided quarterly affidavits of expenditures detailing all cost attributed to providing early intervention services, Including, but not limited to, administration, personnel, travel, and supplies.

8.2.2. That KDHE is provided annual funding reports covering all income and expenses attributed to providing early intervention services.

9. Training and Technical Assistance.

The parties jointly agree that training and technical assistance for personnel working in infant-toddler programs is an important and critical element in the development of quality services for young children with disabilities and their families.

The Parties therefore agree to the following:

9.1. KDHE shall ensure Technical Assistance through KITS is provided to KSSB for early intervention coordinator and providers.

9.2. KSSB shall ensure all early intervention staff have adequate time to attend trainings provided through KITS and contact KITS when Technical Assistance is needed.

10. Data Sharing.

KDHE and KSSB value timely, valid, and reliable data in guiding decisions about the effectiveness, efficiency, and efficacy of program service delivery models. Consistent with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), KDHE and KSSB shall continue to improve methods of data collection and reporting.

The Parties therefore agree to:

10.1. KDHE shall ensure:

10.1.1. KSSB has access to the KECDS Database at both the Coordinator and Provider user tiers;

10.1.2. KSSB staff are provided with access to the records of children served by KSSB; and

10.1.3. KSSB staff are provided with training on Database use.

10.2. KSSB shall ensure:

10.2.1. All data entered into the database is checked quarterly for accuracy;

10.2.2. They respond to all data related inquiries from KECDS; and

10.2.3. Child record information is provided on demand to KECDS as part of compliance reviews.

11. Accountability.

11.1. KDHE and KSSB shall provide representation to the SICC as requested.

11.2. KSSB shall provide presentations to SICC about the early intervention program biannually.

11.3. The Parties shall ensure the coordination of public awareness, child find, screening, referral, evaluation and transition at the local level by fostering and encouraging the development of local level community based interagency agreements.

11.4. The Parties will demonstrate accountability as reported within indicators in the IDEA Part C State Performance Plans (SPP) and Annual Performance Reports (APR).

12. Administering Agencies.

The parties to this MOA shall jointly administer this Agreement and be responsible for annual renewal and a timely and full review every five (5) years. An interim review may be conducted as needed.

13. Effective Date, Amendments, and Termination of the MOA.

13.1. The MOA shall be effective when signed by the respective agency heads as Parties.

13.2. Amendments to this MOA shall be mutually agreed to in writing by the Parties and executed with the same formalities as this MOA. Changes or amendments to any Appendix of this MOA shall be executed in writing by the KDHE Bureau of Family Health Director or its designee and the Superintendent of KSSB or its designee.

13.3. This MOA shall be ongoing and shall not be terminated unless a party gives ninety (90) days advance written notice to the other party of its intent to terminate its participation in the MOA.

14. Resolution

The Parties recognize the complexity of interagency collaboration of comprehensive programs in order to enhance coordination of public awareness, child find, screening, referral, evaluation and services under IDEA Part C. KDHE and KSSB shall keep communication open and frequent at formal and informal levels. The dispute resolution process for both intra- and interagency disputes regarding provision of services or other matters related to Kansas' Part C program shall be fulfilled in compliance with 34 CFR §303.511 and 303.120.

This dispute resolution process does not replace the procedural safeguards- due process, mediation, and state-level complaint available to families.

Intra-agency disputes shall be resolved within each individual agency. Each state agency is responsible for procedures regarding resolution of disputes. Department policies regarding internal disputes are submitted to the agency Secretary or Superintendent for approval.

KDHE and KSSB are responsible for resolving intra- and interagency disputes regarding provision of IDEA services or other matters related to Kansas's Part C program according to the following procedures:

14.1. Staff of the involved agency(s) shall attempt to resolve the dispute within 30 days.

14.2. If it appears by the 30th day that the involved agency(s) shall not be able to resolve the dispute, the following shall occur:

14.2.1. The early intervention service provider, KSSB representative, or agency representative shall submit a written explanation of the dispute to the designee assigned by Secretary of KDHE and the designee assigned by the Superintendent at KSSB.

14.2.2. Within 15 days, the designees for the Secretary and Superintendent shall meet in person or by phone to resolve the dispute consistent with this MOA and related federal and state statutes and regulations.

14.2.3. Within 5 days of reaching the resolution, written notification of the resolution shall be provided to the parties, as well as the chairperson of the Interagency Coordinating Council and State Board of Education.

14.2.4. If the designees for the Secretary and Superintendent are unable to agree on a resolution or if either party to the complaint disagrees with the resolution, the dispute may be appealed to the Secretary of KDHE and Superintendent of KSSB. Appeals must be brought no later than 45 days from the date of the decision rendered in Paragraph 14.2.3.

14.2.5. The Secretary and Superintendent may resolve the issues on appeal and render a written decision or may arrange for a hearing conducted by a hearing officer. If a hearing is held, a hearing officer appointed by the Secretary and Superintendent shall conduct it. The Secretary and Superintendent may affirm, reverse, or modify the proposals of the hearing officer.

14.2.6. During the pendency of an interagency dispute, the early intervention service provider is responsible to provide the services required by the approved IFSP for eligible children and their families.

14.2.7. Nothing in the Agreement shall be construed to limit any existing substantive or procedural protections of state or federal law or regulations.

IN WITNESS WHEREOF: the Kansas Department of Health and Environment and the Kansas State School for the Blind have caused this Memorandum of Agreement to be executed.

Kansas Department of Health and Environment

_____ _____

Janet Stanek
Secretary

Date

Kansas State School for the Blind

_____ _____

Jon Harding
Superintendent

Date

MEMORANDUM OF AGREEMENT

between

KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT

and

KANSAS STATE SCHOOL FOR THE BLIND

This Memorandum of Agreement ("Agreement" or "MOA") is made by and between the Kansas Department of Health and Environment ("KDHE") and the Kansas State School for the Blind ("KSSB"), together the "Parties", to assure attainment of mutual goals between the Parties and their programs regarding the provision of early intervention services to children, ages birth through age three with visual impairments and their families.

1. **Purpose of the MOA.** The purpose of this MOA is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004.

2. Mutual Commitment by the Parties.

The Parties to this Agreement are committed to:

2.1. Maximizing the use of federal, state and local resources to ensure the required components of public awareness and child find are available in Kansas;

2.2. Supporting a comprehensive system of services for children with developmental delays and/or disabilities and their families from birth through age three, specifically related to services for children with vision impairment;

2.3. Coordination of screening, referral, evaluation, transition, data collection and other common practices;

2.4. Promoting inclusion of all children through the delivery of services in the natural environment;

2.5. Enhancing the awareness of the needs of children and families; and

2.6. Promote coordination among programs serving infants and toddlers.

3. Authority for this MOA.

3.1. As a condition of receiving Federal funds under Part C of the Individuals with Disabilities Education Act (IDEA), Section 303.209(a)(3)(i)(A) requires a lead agency to ensure cooperation among State agencies involved in delivering Part C services to eligible children and their families by entering into interagency agreements with these State agencies.

3.1.1. KDHE is the designated Lead Agency (LA) for administering the Part C Kansas Early Childhood Developmental Services Program (KECDS) under the Individuals with Disabilities Education Act (IDEA) (2004) and ensuring access to early intervention services to IDEA 2004 eligible children birth through age two and their families. KECDS provides these services by partnering with local programs.

3.1.2. KSSB is the State Agency responsible for providing vision services for children, aged birth to 21, who are visually impaired and residing in the State of Kansas.

3.2. The KDHE Secretary and the KSSB Superintendent are authorized to enter into agreements and make commitments that shall be binding on the operation of the programs of the agencies.

3.3. KDHE and KSSB shall abide by respective regulations and establish policies and procedures, aligned with IDEA 2004. The Parties shall ensure coordinated and effective public awareness, child find,

screening, referral, evaluation and services of children and families participating in the Part C early intervention program for vision services as appropriate, within the required timelines established by IDEA 2004.

3.4. The U.S. Department of Education's Office of Special Education (OSEP) requires a State Performance Plan (SPP) and an Annual Performance Report (APR) for Parts C of IDEA. The Part C SPP has eleven (11) Indicators. KDHE reports annually to OSEP regarding compliance and results of these Indicators. The policies regarding timely delivery of services and late referrals have implications for state and federal reporting requirements contained in the SPP/APR. These policies involve reporting for Indicators 1, 7 and 8 (Appendix A).

3.5. The Parties agree to collaborate on the review and alignment of regulations, policies and procedures in order to ensure coordination and understanding among departments and agencies.

NOW THEREFORE, KDHE and KSSB in consideration of the mutual covenants and agreements herein contained, do hereby agree to the following:

4. <u>Public Awareness, Child Find, Screening, Referral and Evaluation.</u>

Early identification of children who have vision impairment is a shared value and the expectation is that KDHE and KSSB shall develop shared policies and procedures to facilitate public awareness, child find, screening, referral and evaluation in the early identification of children that may have vision impairments.

Under IDEA 2004, KDHE has responsibilities for public awareness, child find, screening and referral for children with vision impairments birth through three years of age. Public awareness activities assist the general public, families, and professionals to become more aware of the importance of early identification and early intervention. Screening procedures are carried out to identify a child who may have vision impairments. These procedures are carried out by public agency staff, early intervention service providers, or designated primary referral source(s). Referral is the process/procedure designed to ensure that once a child is suspected of having a vision impairment, they are referred in a timely manner to the appropriate agency. It is in the best interest of children residing in the State of Kansas that KDHE and KSSB coordinate their efforts.

Through this agreement, the Parties agree that the primary responsibility for child find and the evaluation of children with suspected vision impairment falls to KDHE. If KSSB receives a referral or otherwise becomes aware of a child with possible vision impairment KSSB will share that information, with parental consent, with KDHE and its local partner programs in a timely manner (consistent with Indicator 7 requirements). Once referred, a child being evaluated for eligibility for the Part C program, the KDHE local partner programs are responsible for evaluation, but KDHE will share, with parental consent information with KSSB so they may assist with evaluation and development of the individualized family service plan.

The Parties therefore agree to the following:

4.1. KDHE shall ensure:

4.1.1. Part C local partner programs will share, with parental consent, information with KSSB early intervention providers about children referred to their program with or suspected to have a vision impairment for the purposes of collaboration on evaluation and IFSP development;

4.1.2. Part C local partner programs will include KSSB early intervention providers in Teaming discussions related to providing services to children with a vision impairment;

4.1.3. Availability of appropriate training for KSSB early intervention providers; and

4.1.4. Funding to KSSB for providing early intervention services at no cost to families or local partner programs.

4.2. KSSB shall ensure:

4.2.1. Information on children aged birth to three referred to KSSB is shared, with parental consent, with Part C local partner programs within a timely manner so local partner programs can comply with the required 45-day timeline;

4.2.2. KSSB early intervention providers follow policies and procedures outlined in the Kansas Infant Toddler Procedure Manual;

4.2.3. Consistency with their role as a cooperating partner, through advice, assistance and cooperation with KDHE in the development of policies, procedures and activities related to public awareness, child find and services for children aged birth to three;

4.2.4. Collaboration in the operation of the statewide resource and referral system, 1-800-CHILDREN;

4.2.5. Early Intervention providers attend training provided by Kansas Inservice Training System;

4.2.6. A Program Coordinator is responsible for overseeing early intervention services provided by KSSB.

5. Qualified Personnel.

Qualified personnel provide early intervention services as outlined in the Kansas Infant-Toddler Procedure Manual.

The Parties therefore agree to the following:

5.1. A Program Coordinator handles the day-to-day coordination activities within the service system

5.1.1. KDHE shall ensure:

5.1.1.1. Adequate training in KECDS polices and procedures and the responsibilities of the Program Coordinator;

5.1.1.2. Inclusion in all Coordinator targeted communication; and

5.1.1.3. Inclusion in all special training opportunities provided by KDHE or Kansas Inservice Training System (KITS) for early intervention coordinators.

5.1.2. KSSB shall ensure:

5.1.2.1. The KSSB Coordinator is certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE) and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.1.2.2. The KSSB Coordinator adheres to standards of qualification and ethics required under Kansas statue and regulation.

5.2. Early Intervention providers provide direct services to children and families

5.2.1. KDHE shall ensure:

5.2.1.1. Adequate training in KECDS polices and procedures and the responsibilities of program providers;

5.2.1.2. Inclusion in all provider targeted communication; and

5.2.1.3. Inclusion in all special training opportunities provided by KDHE or KITS for early intervention providers.

5.2.2. KSSB shall ensure:

5.2.2.1. The KSSB early intervention providers are certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE)

and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.2.2.2. The KSSB early intervention providers adhere to standards of qualification and ethics required under Kansas statue and regulation.

6. Uninterrupted Services

6.1.1. KSSB shall ensure: Year-round services, including how holidays, breaks and summer are staffed. It is expected that there will not be a significant decrease in staffing (all staff) or services during times when schools are not in session.

7. Records

All records pertaining to providing services to Part C eligible children must be maintained for six (6) years from the date of the child's exit from early intervention services. Files, physical and/or digital, must be locked in a secured location and housed in a facility of the participating agency.

8. Financial Responsibilities.

KDHE and KSSB financial responsibilities are reviewed and updated annually or as needed.

The Parties agree to the following:

8.1. KDHE shall ensure:

8.1.1. The Part C local partner programs assume financial responsibility for evaluations, assessments and services for eligible children under Part C through the KECDS;

8.1.2. All child find screening, evaluation and service coordination activities are available at no cost to families. Fees shall not be charged to a family for staff time related to the development of the IFSP or the provision of procedural safeguards;

8.1.3. Maximum use shall be made of all third-party funding sources. State planning efforts shall continue to support and facilitate such financing arrangements;

8.1.4. Funding for KSSB, through quarterly payments, to provide early intervention services by at least the amount allocated for that purpose by the legislature in the State General Fund; and

8.1.5. Responsibility for resolving individual financial disagreements under Part C pursuant 34 CFR § 303.511, Methods to ensure the provision of and financial responsibility, for Part C Services.

8.2. KSSB shall ensure:

8.2.1. That KDHE is provided quarterly affidavits of expenditures detailing all cost attributed to providing early intervention services, Including, but not limited to, administration, personnel, travel, and supplies.

8.2.2. That KDHE is provided annual funding reports covering all income and expenses attributed to providing early intervention services.

9. Training and Technical Assistance.

The parties jointly agree that training and technical assistance for personnel working in infant-toddler programs is an important and critical element in the development of quality services for young children with disabilities and their families.

The Parties therefore agree to the following:

9.1. KDHE shall ensure Technical Assistance through KITS is provided to KSSB for early intervention coordinator and providers.

9.2. KSSB shall ensure all early intervention staff have adequate time to attend trainings provided through KITS and contact KITS when Technical Assistance is needed.

10. Data Sharing.

KDHE and KSSB value timely, valid, and reliable data in guiding decisions about the effectiveness, efficiency, and efficacy of program service delivery models. Consistent with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), KDHE and KSSB shall continue to improve methods of data collection and reporting.

The Parties therefore agree to:

10.1. KDHE shall ensure:

10.1.1. KSSB has access to the KECDS Database at both the Coordinator and Provider user tiers;

10.1.2. KSSB staff are provided with access to the records of children served by KSSB; and

10.1.3. KSSB staff are provided with training on Database use.

10.2. KSSB shall ensure:

10.2.1. All data entered into the database is checked quarterly for accuracy;

10.2.2. They respond to all data related inquiries from KECDS; and

10.2.3. Child record information is provided on demand to KECDS as part of compliance reviews.

11. Accountability.

11.1. KDHE and KSSB shall provide representation to the SICC as requested.

11.2. KSSB shall provide presentations to SICC about the early intervention program biannually.

11.3. The Parties shall ensure the coordination of public awareness, child find, screening, referral, evaluation and transition at the local level by fostering and encouraging the development of local level community based interagency agreements.

11.4. The Parties will demonstrate accountability as reported within indicators in the IDEA Part C State Performance Plans (SPP) and Annual Performance Reports (APR).

12. Administering Agencies.

The parties to this MOA shall jointly administer this Agreement and be responsible for annual renewal and a timely and full review every five (5) years. An interim review may be conducted as needed.

13. Effective Date, Amendments, and Termination of the MOA.

13.1. The MOA shall be effective when signed by the respective agency heads as Parties.

13.2. Amendments to this MOA shall be mutually agreed to in writing by the Parties and executed with the same formalities as this MOA. Changes or amendments to any Appendix of this MOA shall be executed in writing by the KDHE Bureau of Family Health Director or its designee and the Superintendent of KSSB or its designee.

13.3. This MOA shall be ongoing and shall not be terminated unless a party gives ninety (90) days advance written notice to the other party of its intent to terminate its participation in the MOA.

14. Resolution

The Parties recognize the complexity of interagency collaboration of comprehensive programs in order to enhance coordination of public awareness, child find, screening, referral, evaluation and services under IDEA Part C. KDHE and KSSB shall keep communication open and frequent at formal and informal levels. The dispute resolution process for both intra- and interagency disputes regarding provision of services or other matters related to Kansas' Part C program shall be fulfilled in compliance with 34 CFR §303.511 and 303.120.

This dispute resolution process does not replace the procedural safeguards- due process, mediation, and state-level complaint available to families.

Intra-agency disputes shall be resolved within each individual agency. Each state agency is responsible for procedures regarding resolution of disputes. Department policies regarding internal disputes are submitted to the agency Secretary or Superintendent for approval.

KDHE and KSSB are responsible for resolving intra- and interagency disputes regarding provision of IDEA services or other matters related to Kansas's Part C program according to the following procedures:

14.1. Staff of the involved agency(s) shall attempt to resolve the dispute within 30 days.

14.2. If it appears by the 30th day that the involved agency(s) shall not be able to resolve the dispute, the following shall occur:

14.2.1. The early intervention service provider, KSSB representative, or agency representative shall submit a written explanation of the dispute to the designee assigned by Secretary of KDHE and the designee assigned by the Superintendent at KSSB.

14.2.2. Within 15 days, the designees for the Secretary and Superintendent shall meet in person or by phone to resolve the dispute consistent with this MOA and related federal and state statutes and regulations.

14.2.3. Within 5 days of reaching the resolution, written notification of the resolution shall be provided to the parties, as well as the chairperson of the Interagency Coordinating Council and State Board of Education.

14.2.4. If the designees for the Secretary and Superintendent are unable to agree on a resolution or if either party to the complaint disagrees with the resolution, the dispute may be appealed to the Secretary of KDHE and Superintendent of KSSB. Appeals must be brought no later than 45 days from the date of the decision rendered in Paragraph 14.2.3.

14.2.5. The Secretary and Superintendent may resolve the issues on appeal and render a written decision or may arrange for a hearing conducted by a hearing officer. If a hearing is held, a hearing officer appointed by the Secretary and Superintendent shall conduct it. The Secretary and Superintendent may affirm, reverse, or modify the proposals of the hearing officer.

14.2.6. During the pendency of an interagency dispute, the early intervention service provider is responsible to provide the services required by the approved IFSP for eligible children and their families.

14.2.7. Nothing in the Agreement shall be construed to limit any existing substantive or procedural protections of state or federal law or regulations.

IN WITNESS WHEREOF: the Kansas Department of Health and Environment and the Kansas State School for the Blind have caused this Memorandum of Agreement to be executed.

Kansas Department of Health and Environment

_____ _____

Janet Stanek
Secretary

Date

Kansas State School for the Blind

_____ _____

Jon Harding
Superintendent

Date

Indicator 1: Timely Provision of Services-Compliance Indicator

Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.

Required Target 100%

Indicator 2: Services in Natural Environments-Performance Indicator

Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

Required Target 95%

Indicator 3: Early Childhood Outcomes-Performance Indicator

Percent of infants and toddlers with IFSPs who demonstrate improved:

A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

Kansas Target 58.50%

A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program

Kansas Target 51.62%

B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

Kansas Target 62.10%

B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program

Kansas Target 50.45%

C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

Kansas Target 68.00%

C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program

Kansas Target 62.40% (Kansas struggles to hit this target and has not hit this target since 2016)

Indicator 4: Family Involvement-Performance Indicator

Percent of families participating in Part C who report that early intervention services have helped the family:

A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights

Kansas Target 88.70%

B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs

Kansas Target 92.10%

C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn

Kansas Target 91.55%

Indicator 5: Child Find (Birth to One)-Performance Indicator

Percent of infants and toddlers birth to 1 with IFSPs

Kansas Target 1.50%

Indicator 6: Child Find (Birth to Three)-Performance Indicator

Percent of infants and toddlers birth to 3 with IFSPs

Kansas Target 3.20%

Indicator 7: 45-Day Timeline-Compliance Indicator

Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

Required Target 100%

Indicator 8: Early Childhood Transition-Compliance Indicator

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;

Required Target 100%

B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and

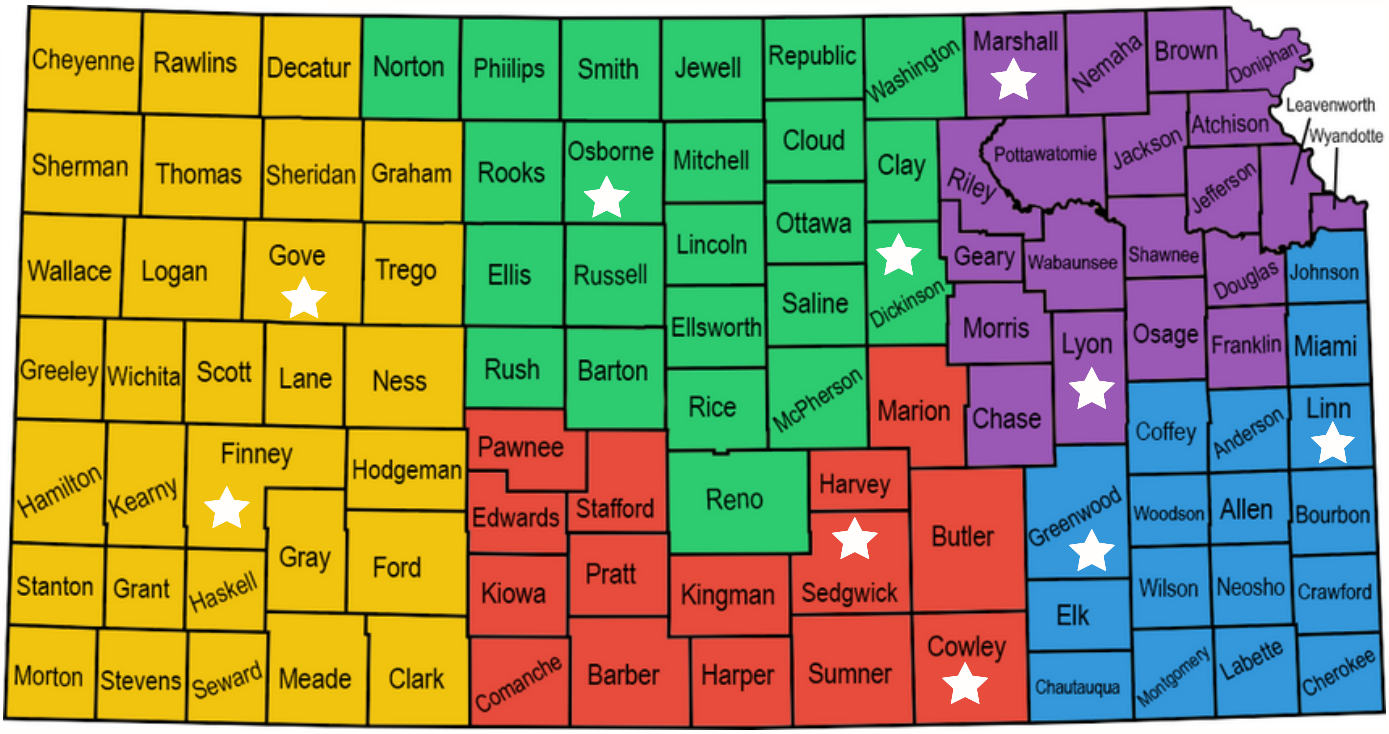
Required Target 100%

C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

Required Target 100%

Field Services

Kansas State School for the Blind



AUNDRAYAH SHERMER (TSVI/COMS)
Director
(913) 335-5596
ashermer@kssdb.org

KELLY MCHUGH SMITH
Administrative Support
(913) 305-3061
kmchughsmith@kssdb.org

LYDIA KNOPP
Makerspace Coordinator
(913) 645-5357
lknopp@kssdb.org

TONI HARRELL
Director, KIRC
(913) 305-3071
tharrell@kssdb.org

MARITES ALTUNA
Director, Kansas Deaf-Blind Project
(913) 645-5645
maltuna@kssdb.org

SUSAN THREINEN (TSVI)
Early Childhood/Family Support
Eastern Kansas
(913) 945-0760
sthreinen@kssdb.org

SABRINA MCADOO (TSVI)
Early Childhood/Family Support
Western/Central Kansas
(913) 945-0696
smcadoo@kssdb.org

MENELY HOGAN (TSVI/COMS)
Field Services Specialist – Western Kansas
(913) 645-2659
mhogan@kssdb.org

ANNA CYR (TSVI/COMS)
Field Services Specialist – North Central Kansas
(913) 645-5324
acyr@kssdb.org

AMBER HANSON (TSVI)
Direct Services – North Central Kansas
(913) 671-0103
ahanson@kssdb.org

KYLIE KILMER (TSVI/COMS)
TASN Project Coordinator
Direct Services – North Central Kansas
(913) 645-5607
kkilmer@kssdb.org

LAURA MITCHELL (TSVI)
Field Services Specialist – South Central Kansas
(913) 945-0769
lmitchell@kssdb.org

☆ denote an Early Intervention TSVI/COMS

The right help, at the right time, in the right location for students with visual impairments.

PAM ARBEITER (TSVI/COMS)
Field Services Specialist – Northeast Kansas
(913) 424-3324
parbeiter@kssdb.org

JULIE MARSTON (TSVI)
Direct Services – Northeast Kansas
(913) 671-0420
jmarston@kssdb.org

LEAH ENRIGHT (COMS)
Direct Services – Northeast Kansas
(913) 671-0108
lenright@kssdb.org

SARA MARTEN (COMS)
Direct Services – Northeast Kansas
(913) 645-5843
sbushland@kssdb.org

SHELLANNE THOMPSON (COMS)
Direct Services – Northeast Kansas
(913) 444-3095
shthompson@kssdb.org

CHRIS GRAY
Certified Braillist – Northeast Kansas
(913) 544-7429
cgray@kssdb.org

MOLLY REARDON (TSVI)
KanLovKids Coordinator
Field Services Specialist – Southeast Kansas
(913) 309-7041
mreardon@kssdb.org

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 22

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on the Recommendations of the Professional Practices Commission (revocation and denial)

Recommended Motion:

It is moved that the Kansas State Board of Education denies or revokes the licenses in the cases of 22-PPC-21; 23-PPC-02; 23-PPC-03; 23-PPC-04; 23-PPC-08; 23-PPC-09; 23-PPC-10; 23-PPC-12; 23-PPC-13; 23-PPC-16; 23-PPC-17; 23-PPC-18; 23-PPC-20 and 23-PPC-22.

Explanation of Situation Requiring Action:

Complaints were filed against the following Licensees. None of the Respondents participated in the proceeding of the Professional Practices Commission.

22-PPC-21

On February 23, 2023, KSDE filed a formal Complaint requesting revocation of Licensee's professional teaching license. The Complaint alleges that on April 13, 2020, Licensee was charged in Johnson County District Court with one count of Aggravated Indecent Liberties as defined in K.S.A 21-5506(b)(3) and K.S.A. 21-6806. The alleged victim of the crime was a student. The original criminal complaint was amended to allow him to plead to one count of misdemeanor battery, with the condition that he surrender his teaching license. On August 11, 2022, KSDE received a letter signed by Licensee requesting the State Board accept surrender of his teaching certificate for life. The PPC recommends revocation of 21-PPC-21's license.

23-PPC-02

Licensee was licensed by the Kansas State Board of Education from 1990 to June 26, 2022. On October 18, 2022, Licensee entered into a 24-month diversion agreement after having been charged with crimes involving drugs and or/felonies, to wit: Distribution or Possession with Intent to Distribute Methamphetamine, level 4 drug felony; Unlawful Possession of Drug Paraphernalia, level 5 drug felony; Unlawful Possession of Controlled Substances (Marijuana), misdemeanor; Unlawful Possession of Drug Paraphernalia, misdemeanor. 2019-CR-610. Licensee's drug possession occurred in 2019, while he was licensed by the State Board. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends retroactive revocation of 23-PPC-02's license.

23-PPC-03

Licensee held a professional teaching license issued by the Kansas State Board of Education between 2012 and July 27, 2022. On or about January 6, 2022, Licensee inappropriately communicated with a student at a nearby school district known to him by way of his employment as the district advisor for Future Farmers of America (FFA). On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends retroactive revocation of 23-PPC-03's license.

23-PPC-04

Licensee is currently licensed by the Kansas State Board of Education. She has been licensed since 2004. On January 23rd, 2019, Licensee pled guilty to and was convicted in Texas County, Oklahoma of Aggravated Trafficking in an Illegal Drug, Methamphetamine, Within 2000ft of a School or Park, a felony, Case No. CF-2018-266. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing. The PPC recommends revocation of 23-PPC-04's license.

23-PPC-08

Licensee was licensed by the Kansas State Board of Education from June 3, 1998 to March 1, 2022. On October 7, 2021, Licensee was charged with one count of felony sexual exploitation of a child and twenty-five counts of felony breach of privacy in Johnson County District Court, Kansas Case No. 21CR02922. He pled guilty on December 15, 2022. He was licensed by the State Board of Education at the time of his misconduct. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends retroactive revocation of 23-PPC-08's license.

23-PPC-09

Licensee is currently licensed by the Kansas State Board of Education. She has been licensed since 2012. On February 22, 2022, Licensee pled guilty to and was convicted in Riley County District Court, Kansas of Felony Unlawful Possession of a Controlled Substance, Case No. RL-2021-CR-000026. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing. The PPC recommends revocation of 23-PPC-09's license.

23-PPC-10

Licensee is currently licensed by the Kansas State Board of Education. He has been licensed since 2013. On September 9, 2021, Licensee pled guilty to and was convicted in Jefferson County District

Court, Kansas of Unlawful Sexual Relations, level 5-person felony in Case No. 2020CR41. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends revocation of 23-PPC-10's license.

23-PPC-12

Licensee was licensed by the Kansas State Board of Education from May 30, 2017, to April 18, 2022. On September 1, 2022, Licensee pled guilty to and was convicted in Riley County District Court, Kansas of Felony Aggravated Burglary and misdemeanor Attempted Lewd and Lascivious Behavior, Case No. RL-2020-CR-000199. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends revocation of 23-PPC-12's license.

23-PPC-13

Applicant was licensed by the Kansas State Board of Education from July 1, 2001 to June 30, 2002. Applicant has applied for a new license. On August 13, 2001, Applicant pled guilty to and was convicted in Sedgwick County District Court, Kansas of Felony driving under the influence, Case No. 00CR2290. On August 14, 2019, Applicant pled guilty to and was convicted in Wichita Municipal Court of Misdemeanor Driving Under the Influence, Case No. 19DU294.On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Applicant did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends denial of 23-PPC-13's application.

23-PPC-16

Licensee has been licensed by the Kansas State Board of Education as an emergency substitute teacher since 2004.On October 18, 2022, Licensee was convicted of and sentenced for Attempted Sexual Exploitation of a Child, in Crawford County case 21-CR-321.On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting revocation of his emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends revocation of 23-PPC-16's license.

23-PPC-17

Applicant has applied for an emergency substitute license. On or about May 26, 2005, Applicant's professional license was revoked by the Kansas Real Estate commission. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last

known address by standard and by certified mail. Applicant did not respond to the Complaint. She filed no answer and did not request a hearing. The PPC recommends denial of 23-PPC-17's application.

23-PPC-18

Licensee was licensed by the Kansas State Board of Education between October, 2014 and February, 2022. On or about October 8, 2020, Licensee unlawfully distributed or possessed with intent to distribute cocaine and possessed money in furtherance of the commission of a felony. Licensee was licensed at the time of that misconduct. Licensee pled no contest to and was convicted of two drug-related felonies. Licensee was licensed by the State Board at the time of her crimes. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing. The PPC recommends retroactive revocation of 23-PPC-18's license.

23-PPC-20

Applicant has applied for an emergency substitute teaching license. Applicant was previously licensed by the Kansas State Board of Education. On January 8, 2008, Applicant was convicted of committing the crime of Theft, in violation of K.S.A. 21-3701, a severity level 9, nonperson felony. Applicant was licensed by the State Board at the time of his felonious conduct. On January 13, 2009, the State Board followed the recommendations of the Professional Practices Commission and denied the then-pending application for a license of Applicant. On the pending application Applicant was asked "Have you had a teacher's or school administrator's certificate, or license denied, suspended, revoked or been the subject of other disciplinary action in any state?". Applicant answered "no" to that question. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Applicant did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends denial of 23-PPC-20's application.

23-PPC-22

Licensee is currently licensed by the Kansas State Board of Education and has been so licensed since 2013. On October 11, 2022, the Licensee was sentenced in Butler County District Court after having been convicted of Indecent Liberties with a Child, a felony involving a child. Licensee's criminal acts took place between December 26, 2021 and February 14, 2022. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC recommends revocation of 23-PPC-22's license.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-02

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee was licensed by the Kansas State Board of Education from 1990 to June 26, 2022.
2. On October 18, 2022, Licensee entered into a 24-month diversion agreement after having been charged with crimes involving drugs and or/felonies, to wit: Distribution or Possession with Intent to Distribute Methamphetamine, level 4 drug felony; Unlawful Possession of Drug Paraphernalia, level 5 drug felony; Unlawful Possession of Controlled Substances (Marijuana), misdemeanor; Unlawful Possession of Drug Paraphernalia, misdemeanor. 2019-CR-610. Licensee's drug possession occurred in 2019, while he was licensed by the State Board.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including diversion for any felony and any crime involving drugs K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be retroactively revoked immediately, based on criminal misconduct, entering a diversion agreement after having been charged with crimes involving drugs and/or felonies, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

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Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 24th day of April, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the License of [redacted]

23-PPC-03

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee held a professional teaching license issued by the Kansas State Board of Education between 2012 and July 27, 2022.
2. On or about January 6, 2022, Licensee inappropriately communicated with a student at a nearby school district known to him by way of his employment as the district advisor for Future Farmers of America (FFA).
3. During the 2020-2021 school year, Licensee reached out to a former student of his that had transferred to a virtual school program. At the time, the former student was 17 years old and was known to Licensee by way of his employment as a former teacher of hers. Licensee made sexually explicit comments to that student and attempted to solicit photos from her of a sexual nature. Licensee sent photographs of his penis to that student via Snapchat.
4. During a January, 2013 school trip, Licensee acted as the sponsor and adult supervisor of several students attending a school-sponsored conference. Licensee was aware that two students had engaged in sexual misconduct that was against school policy but did not report that behavior to school administration as required by that district's policy. On April 4, 2013, Licensee received a Letter of Reprimand from his then-supervisor due to his professional negligence.

5. In October, 2012, while employed as a teacher and FFA sponsor for Ness City High School, Licensee was reprimanded for calling one of his students a "bitch" because she would did not wish to participate in FFA.
6. During the 2011-2012 or 2012-2013 school year, while employed as a teacher and FFA sponsor for High City High School, Licensee was reprimanded by then-Superintendent Hickel for sending inappropriate, suggestive text messages to a student. Licensee resigned from that teaching position prior to any action by the school board.
7. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
8. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be retroactively revoked immediately, based on inappropriate

and suggestive text messages with a student, professional negligence, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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CERTIFICATE OF SERVICE

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[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-04

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education. She has been licensed since 2004.
2. On January 23rd, 2019, Licensee pled guilty to and was convicted in Texas County, Oklahoma of Aggravated Trafficking in an Illegal Drug, Methamphetamine, Within 2000ft of a School or Park, a felony, Case No. CF-2018-266.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of Aggravated Trafficking in an Illegal Drug, Methamphetamine, Within 2000ft of a School or Park, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-08

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the 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 April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee was licensed by the Kansas State Board of Education ("State Board") from June 3, 1998 to March 1, 2022.
2. On October 7, 2021, Licensee was charged with one count of felony sexual exploitation of a child and twenty-five counts of felony breach of privacy in Johnson County District Court, Kansas Case No. 21CR02922. He pled guilty on December 15, 2022. He was licensed by the State Board of Education at the time of his misconduct.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony, and any crimes involving a minor. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be retroactively revoked immediately, based on criminal misconduct, felony sexual exploitation of a child and twenty-five counts of felony breach of privacy, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

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And via interoffice mail to:

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Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-09

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education. She has been licensed since 2012.
2. On February 22, 2022, Licensee pled guilty to and was convicted in Riley County District Court, Kansas of Felony Unlawful Possession of a Controlled Substance, Case No. RL-2021-CR-000026.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of Felony Unlawful Possession of a Controlled Substance, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

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Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-10

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education. He has been licensed since 2013.
2. On September 9, 2021, Licensee pled guilty to and was convicted in Jefferson County District Court, Kansas of Unlawful Sexual Relations, level 5-person felony in Case No. 2020CR41.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including convictions for any felony and any crime involving a minor. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of Unlawful Sexual Relations, level 5 person felony, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

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Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-12

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee was licensed by the Kansas State Board of Education from May 30, 2017, to April 18, 2022.
2. On September 1, 2022, Licensee pled guilty to and was convicted in Riley County District Court, Kansas of Felony Aggravated Burglary and misdemeanor Attempted Lewd and Lascivious Behavior, Case No. RL-2020-CR-000199.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of Felony Aggravated Burglary and misdemeanor Attempted Lewd and Lascivious Behavior, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

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Secretary, Kansas State Board of Education
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And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the License of [redacted]

23-PPC-13

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [redacted] (Applicant) application for an emergency substitute license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Applicant was licensed by the Kansas State Board of Education from July 1, 2001 to June 30, 2002. Applicant has applied for a new license.
2. On August 13, 2001, Applicant pled guilty to and was convicted in Sedgwick County District Court, Kansas of Felony driving under the influence, Case No. 00CR2290.
3. On August 14, 2019, Applicant pled guilty to and was convicted in Wichita Municipal Court of Misdemeanor Driving Under the Influence, Case No. 19DU294.
4. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. The certified mail receipt indicated it was delivered and signed for on February 16, 2023.
5. Applicant did not respond to the Complaint. He filed no answer and did not request a hearing.

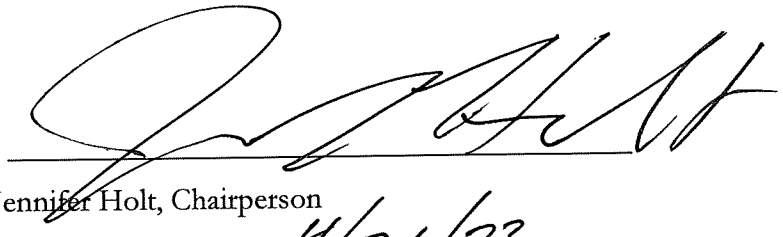
CONCLUSIONS OF LAW

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may deny an application of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Applicant's application is denied based on criminal conduct, felony driving under the influence, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on 4/21/23, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 24th day of April, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-16

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) emergency substitute license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee has been licensed by the Kansas State Board of Education as an emergency substitute teacher since 2004.
2. On October 18, 2022, Licensee was convicted of and sentenced for Attempted Sexual Exploitation of a Child, in Crawford County case 21-CR-321.
3. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting revocation of his emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. The certified mail receipt indicated it was delivered and signed for on February 27, 2023.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

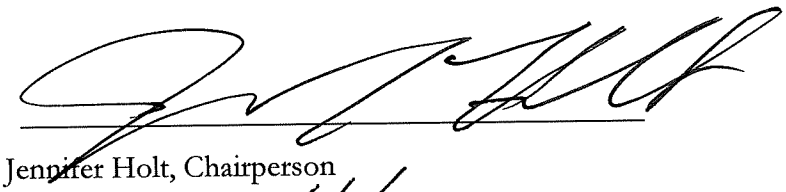
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.

2. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony, and any sexual offense. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be revoked immediately, based on criminal misconduct, felony attempted sexual exploitation of a child and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 24th day of April, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
[redacted]

23-PPC-17

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [redacted] (Applicant) application for an emergency substitute license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant has applied for an emergency substitute license.
2. On or about May 26, 2005, Applicant's professional license was revoked by the Kansas Real Estate commission.
3. On February 13, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Applicant did not respond to the Complaint. She filed no answer and did not request a hearing.

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. 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.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may deny the application of any teacher for misconduct or other just cause including the revocation of a professional license. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Applicant's application is denied based on revocation of her real estate license, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Barbara Hughes
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CERTIFICATE OF SERVICE

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[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-18

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee was licensed by the Kansas State Board of Education between October, 2014 and February, 2022.
2. On or about October 8, 2020, Licensee unlawfully distributed or possessed with intent to distribute cocaine and possessed money in furtherance of the commission of a felony. Licensee was licensed at the time of that misconduct. Licensee pled no contest to and was convicted of two drug-related felonies. Licensee was licensed by the State Board at the time of her crimes.
3. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony and any crimes involving drugs. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be retroactively revoked immediately, based on criminal misconduct, conviction of two drug-related felonies, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Secretary, Kansas State Board of Education
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Topeka, KS 66612

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CERTIFICATE OF SERVICE

I hereby certify that on this 24th day of April, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
[redacted]

23-PPC-20

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [redacted] (Applicant) application for an emergency substitute license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant has applied for an emergency substitute teaching license. Applicant was previously licensed by the Kansas State Board of Education.
2. On January 8, 2008, Applicant was convicted of committing the crime of Theft, in violation of K.S.A. 21-3701, a severity level 9, nonperson felony. Applicant was licensed by the State Board at the time of his felonious conduct.
3. On January 13, 2009, the State Board followed the recommendations of the Professional Practices Commission and denied the then-pending application for a license of Applicant.
4. On the pending application Applicant was asked "Have you had a teacher's or school administrator's certificate, or license denied, suspended, revoked or been the subject of other disciplinary action in any state?". Applicant answered "no" to that question.
5. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Licensee's last known address by standard and by certified mail. The certified mail receipt indicated it was delivered and signed for on February 27, 2023.
6. Applicant did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may deny the application of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony and for any crime involving theft. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Applicant's application is denied based on criminal misconduct, felony theft, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 24th day of April, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the License of [redacted]

22-PPC-21

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education (KSDE) seeking revocation of [redacted] (Licensee) Professional Teaching license.

The hearing on this matter was held on March 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Anne Rogers, Ricardo Sanchez, and Christy Ziegler. The KSDE appeared by and through its attorney, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On February 23, 2023, KSDE filed a formal Complaint requesting revocation of Licensee's professional teaching license.
2. The Complaint alleges that on April 13, 2020, Licensee was charged in Johnson County District Court with one count of Aggravated Indecent Liberties as defined in K.S.A. 21-5506(b)(3) and K.S.A. 21-6806. The alleged victim of the crime was a student.
3. On August 5, 2022, the then-pending criminal charge was amended pursuant to a plea agreement to misdemeanor battery. As a condition of Licensee's sentence to probation, Licensee was ordered to undergo a sex offender evaluation and successfully comply with any recommendations thereof. The Licensee was also required to surrender his teaching certificate for life.
4. On August 11, 2022, KSDE received a letter signed by Licensee requesting the State Board accept surrender of his teaching certificate for life.
5. On February 21st, 2023, KSDE filed a Complaint seeking the revocation of Licensee's license based on K.A.R. 91-22-1a and K.S.A. 72-1397, and asked the State Board to accept Licensee's surrender.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The State Board may deny a license for misconduct or other just cause including crimes involving a minor. K.A.R. 91-22-1a(a)(2).
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission, by vote of 5-0, recommends the Kansas State Board of Education accept Licensee's voluntary surrender of his license and revoke his teaching license.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on _____, 2023.

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

23-PPC-22

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [redacted] (Licensee) professional license.

The hearing on this matter was held on April 21, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education and has been so licensed since 2013.
2. On October 11, 2022, [redacted] was sentenced in Butler County District Court after having been convicted of Indecent Liberties with a Child, a felony involving a child. Licensee's criminal acts took place between December 26, 2021 and February 14, 2022.
3. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed to Licensee's last known address by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

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. 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.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony and any sexual crime involving a minor. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 9-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of felony sexual exploitation of a child, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this April, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on 4/21, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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Secretary, Kansas State Board of Education
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Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 24th day of April, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: **23**

Meeting Date: **05/09/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Legislative Matters: Report on the Current Kansas Legislative Session

From: Sherry Root

Craig Neuenswander will report on the veto session and provide a summary of education bills passed in the 2023 legislative session.

Agenda Number: 24 a.

Meeting Date: 05/09/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive monthly personnel report.

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	5	4	5	2	2	3	1	3	0		
Unclassified	3	5	4	5	2	2	3	1	3	0		
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0		
Total Separations	4	3	3	4	1	2	1	2	2	2		
Classified	0	0	0	0	0	0	0	0	0	0		
Unclassified	3	3	3	4	1	2	1	2	2	2		
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0		
Recruiting (data on 1st day of month)	5	4	5	5	2	4	2	3	1	2		
Unclassified	4	4	5	5	2	4	2	3	1	2		
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0		

Total employees 269 as of pay period ending 04/15/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

Agenda Number: **24 b.**

Meeting Date: **05/09/2023**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

There are no personnel appointments to present this month.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 24 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Jessica Dorsey	Beth Fultz	Randy Watson		

Item Title:

Act on recommendations for funding the 2023-24 AmeriCorps Kansas grant awards.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2023–2024 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The mission of the Kansas Volunteer Commission is to empower all Kansans to meet community needs through service. As the state service commission, the Commission directs effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas. AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities.

The Commission conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes. The Commission conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The Commission considered the review committee's recommendation and subgrantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendations for the 2023-2024 AmeriCorps Kansas subgrantees, with grant funding amounts not to exceed:

Boys & Girls Club of Lawrence $727,574

Boys & Girls Club of Manhattan $345,600

Center for Supportive Communities $215,697

Elizabeth Ballard Community Center $50,000

Emporia State University $123,001

Harvesters – The Community Food Network $316,800

Immunize Kansas Coalition $50,000

Kansas Association for Conservation and Environmental Education $86,400

Kansas City Teacher Residency, Inc. $86,400

Kansas Department of Wildlife and Parks $225,000

Unified Government of Wyandotte County and Kansas City, Kansas $216,000

United Way of Kaw Valley $172,687

USD 260 Derby $160,530

Wichita State University $280,122

Total amount not to exceed $3,055,811

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 24 d.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/9/2023
Jessica Dorsey	Beth Fultz	Randy Watson		

Item Title:

Act on request to contract with America Learns, LLC, for the AmeriCorps Impact Suite software.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with America Learns, LLC, for the purpose of federal subgrantee monitoring, with said contract to be from July 1, 2023 through June 30, 2024, in an amount not to exceed $37,550 out of federal funds.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission will contract with America Learns, LLC, for the AmeriCorps Impact Suite, which is a grantee progress and financial monitoring system. This system will be utilized to monitor the approximately $3 million dollars in grant funds allocated to AmeriCorps Kansas and Volunteer Generation Fund subgrantees.

The contract includes the following services and costs: Grantee Progress Reports ($3,500), Financial Reports ($3,500), Timesheets and Member Files: $2,100 x 13 programs ($27,300), Electronic document signing: $250 x 13 programs ($3,250) and Implementation Consulting and Ongoing Support (Included).

This contract will not exceed a total of $37,550. The contract also includes: unlimited accounts for commission staff, unlimited data storage and access across program years, including archived data from My Service Log, multiple daily data backups, including seven-year storage of end-of-month backups, and access to all upgrades and new features within the services being used.

The proposed contract would operate from July 1, 2023 to June 30, 2024. Federal funds are provided by the Corporation for National and Community Service (DBA AmeriCorps). 166REQUEST AND RECOMMENDATION FO

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 e.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Natalie Clark	Beth Fultz	Randy Watson		

Item Title:

Act on request to initiate an (RFP) request for proposals for the state advisor of Technology Student Association (TSA) Contract.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the RFP process to negotiate a contract for compensation of the Technology Student Association (TSA) State Advisor in an amount not to exceed $10,000 from July 1, 2023 to June 30, 2024, renewable each year for four additional years, from July 1, 2024 through June 30, 2028.

Explanation of Situation Requiring Action:

The current contract, compensating the Technology Student Association (TSA) State Advisor, is set to expire on June 30, 2023.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 f.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Natalie Clark	Beth Fultz	Randy Watson		

Item Title:

Act on request to contract with the Northeast Kansas Education Service Center doing business as Keystone Learning Services to support Perkins V annual Civil Rights reviews.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Northeast Kansas Education Service Center dba Keystone Learning Services to support special populations regarding civil rights ADA reviews and evaluations at a total amount not to exceed $15,000 from July 1, 2023 to June 30, 2024, renewable each year for two additional years, July 1, 2024 to June 30, 2026.

Explanation of Situation Requiring Action:

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

Keystone Learning Services will develop and provide in person training at four (4) conferences identified by KSDE staff. Training will cover ADA Accessibility requirements for Kansas school buildings.
Keystone Learning Services will provide an onsite review of six (6) Kansas schools chosen by KSDE annually. Each review will include an evaluation of parking lots, sports facilities, and all classrooms and common spaces used by CTE students, using the applicable ADA standards. Contractor will provide detailed reports of ADA compliance for each of the six (6) Kansas secondary schools chosen for an annual civil rights review under the Kansas Secondary MOA Agreement.
The current contract to support Perkins V annual Civil Rights reviews is set to expire on June 30, 2023.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 g.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Bert Moore	Bert Moore	Randy Watson		

Item Title:

Act to approve a second term for 4 Special Education Advisory Council (SEAC) members.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the following individuals for a second three year term on the Special Education Advisory Council: Tobias Wood, state agency official; Jennifer Kucinski, representative of other state agency involved in the financing or delivery of related services to exceptional children; Marvin Miller, special education teacher; and Brandon Gay, representative from the state adult corrections agency.

Explanation of Situation Requiring Action:

The Special Education Advisory Council Bylaws allow current members to serve two consecutive terms in the position the member was selected to represent. Each member will complete his/her/their first three year term on June 30, 2023 and is eligible to serve a second three year term.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve a Visiting Scholar License.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

Criteria for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.
Outstanding distinction or exceptional talent in the field.
Significant recent occupational experience which is related to the field.

Coffeyville Public Schools, USD 445 and Crockett Ward
The Coffeyville Public School District requests that Crockett Ward be granted a Visiting Scholar license valid for the 2022-23 school year. The district will assign Mr. Ward to teach a full schedule of Theatre Courses.

Crockett Ward earned a bachelor's degree from Belhaven University with a major of theatre in 2015. He earned a master's of fine arts degree from the University of Southern Mississippi in 2018.

Mr. Ward has worked in set building, scenic painting, lighting skills training, and costume repair and construction for over five years. He has worked on 24 productions of different plays and musicals at Belhaven University, Brookhaven Little Theatre, and Coffeyville Community College. He has amassed a variety of skills in the theatre profession while serving in numerous positions.

Mr. Crockett meets the criteria of an advanced degree in the subject and related experience in the theatre field. I recommend a Visiting Scholar license valid for the 2022-2023 school year for Crockett Ward be approved, based on meeting two of the established criteria for Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 i.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve local Professional Development Plan.

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for Haven USD 312 and for Norton Community Schools USD 211.

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-9603, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-9601. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed Haven's and Norton Community Schools' five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Professional Development Plan

Norton Community Schools
USD 211

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan

Approval

The USD 211 Professional Development Council approved the following plan, at its meeting held on 3/27/23, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 3/27/23
Signature Date

The USD 211 Board of Education approved the following plan, at its meeting held on April 10, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education Chair: _____
Signature

April 10, 2023
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
Changed from QPA Requirements to the new KSDE PD Requirements	11/21/22
Reformatted the PD Plan to the new PD Plan Template constructed by the KSDE	11/21/22
Added Appendices to the end of PD Plan to share the documentation attached to the PD Process at USD 211	11/21/22
Edited PD Plan after receiving feedback from KSDE	4/3/23

Add pages as needed

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Section One

Professional Development Council (PDC)

Introduction

The Professional Development Council (PDC) is a representative group of local district #211 certified personnel which collaborates with administration and the local Board of Education in matters concerning the planning, development, and operations of the Professional Development Plan.

THE MISSION

The mission of the Norton Staff Development Program is to improve student learning by promoting continuous personal and professional growth of all staff.

BELIEFS

Norton School District believes:

1. Effective staff development has a positive impact on the development of the student.

2. Continuous professional improvement through staff development is a responsibility of all staff.

3. Staff development is one means by which the district accomplishes its mission and goals.

4. Successful staff development fosters constructive change.

5. An effective staff development program allows building and district mission/goals to be accomplished in harmony.

6. Effective staff development occurs when appropriate resources are made available.

7. Staff development is effective when the organization recognizes and addresses all participants' current levels of knowledge/skills.

8. Effective staff development requires planning, implementation, and continuous evaluation at the individual, building, and district levels.

Staff Development Education Goals/Priorities

The essential goal of the District's Staff Development Education Program is that of ensuring continuing improvement and enhancement of the programs of instruction. The main goal is that of providing the opportunity and material resources that make it possible for certified staff to constructively engage in activities that lead to both advancement of the instructional programs and advancement of the professional skill and knowledge of its classroom teachers.

This vision shall be governed by the Professional Development Council, referred as PDC from here on. The PDC represents both certified teachers and leadership. Each member is selected by the group he/she represents. Teachers outnumber leadership, but leadership cannot outnumber teachers. The PDC consists of 10 members and follows the Operational Procedures outlined later in the document.

The PDC writes, coordinates, and administers this District Professional Development Plan and is responsible for development and management of policies and procedures regarding individual, building, and district-level professional and staff development.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that is approved by the USD 211 School Board of Education, and that meets the criteria established by the Kansas State Board of Education. These criteria are:

1) Establishment of a professional development council;

2) An assessment of staff developmental needs;

3) Identification of goals and objectives;

4) Identification of activities;

5) Evaluative criteria;

6) Procedures for awarding professional development points.

Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Council Membership

1. Membership of the Council will consist of 9 members including:

    a. Two certified teachers from Elementary School.
    b. Two certified teachers from Middle/Junior High School.
    c. Two certified teachers from High School.
    d. One administrator.
    e. Two at-large, certified teachers.

    The PDC is the advisory council for the governing body for the local unified school district. Therefore, the USD 211 Board of Education chooses one of its members to be the liaison to the PDC to provide the link between the local Board of Education, the governing body, and the PDC. Although not a voting member, the liaison is vital in maintaining the direction that the Board of Education has directed.

2. Selection of Membership

    Council members will be selected by their respective groups by the second Monday of April for the succeeding term beginning June 1. The administrator of each building shall send out an inquiry for volunteers to fill each position needed. A Google form shall be sent out to the respective group to vote for its representative. For the at-large teacher positions, this will be overseen by the PDC Chairperson and sent to all licensed teachers, with the same guidelines listed above.

    All leader-licensed staff who, including those who are dual licensed and who have not already voted in the teacher building and district elections, will meet and select their representative by the second Monday of April.

    Newly elected members will attend meetings as non-voting members until their term begins. Should a vacancy occur prior to the end of a term, the respective group will use the above process to select a replacement to complete the unexpired term within 30 calendar days after the vacancy occurs.

3. Rotation of Membership

   All council members will serve a two-year staggered rotation term with the exception of the school board member and administrator who will continue to serve for a minimum of one-year term. Any member may choose to serve multiple terms. If the member wants to serve again, the selection process will continue as listed in paragraph 1 of step 2 (Selection of Membership).

4. Resignations and replacement members

   A member of the Council may resign membership at any time. A letter of resignation will be submitted to the Council chairperson at least one regular meeting prior to the effective date of the resignation. The resigning member's constituency shall then be notified immediately by the Council. Any vacancies will be filled according to the selection procedure stated above.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Offices of the Professional Development Council

- Officers: The officers of the PDC shall consist of a chairperson, a vice-chairperson, and a secretary.

- Selection of Officers: All officers shall be elected at the first regular meeting date in August with terms to begin at that meeting. The positions will be filled by a simple majority vote of the PDC members. A quorum must be present to vote.

- Terms of Office: All officers shall hold an office for one year.

- Resignation: Any officer may resign from office at any time provided a letter of resignation is submitted to the Council at least one meeting before the resignation is to become effective.

- Vacancies: Vacancies in officer positions will be filled by a simple majority vote of those present. A quorum (six members) must be present to vote.

Duties of Officers

1. Chairperson:

    - Outlines yearly PDC tasks and timelines.
    - Arranges for the preparation and distribution of agenda for all meetings at least one week in advance.
    - Preside at all regular meetings.
    - Calls and presides at all special meetings.
    - Sends out unofficial minutes to staff, Tuesday following meeting.
    - Receives all resignations from the PDC.
    - Arranges for the preparation of an evaluation of the PDC Plan for inclusion in the district annual school report.
    - Carries out any other duties as described in this document or as assigned by the Council.
    - Handles PDC correspondence.
    - Sends out PD survey to all staff on 1st Monday of May.
    - Collects and reports PD survey results to PDC at May meeting.

2. Vice-Chairperson:

    - Fulfills all the duties of the Chairperson in the Chairperson's absence.
    - Carries out all other duties assigned by the Chairperson.

3. Secretary:

    - Records minutes of all meetings.
    - Arrange for preparation and distribution of minutes to all members of the PDC, the Superintendent, the local Board of Education, 2 copies per building (1 administrator and 1 to the faculty lounge). Send out to all certified personnel via email.
    - Maintains a file of PDC minutes and correspondence.

Annual Training

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

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1. Each member of the PDC will participate in annual training related to his/her responsibilities, which is based upon training designed for PDC and provided by designated trainers.

2. PDC Chairperson will provide the training during the 1st August meeting, by presenting the training video on the KSDE website.

3. Once training is complete the PDC Chairperson will sign off on the district training via the KSDE website, once all members are trained. The Chairperson is responsible for ensuring that the number of teachers is always equal to or greater than the number of licensed leaders.

Operational Procedures

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

Meeting of the Professional Development Council

1. Meetings will be held on a regular scheduled date determined by the Council from August through May. (Twice in August, and bimonthly starting in September) These meetings will take place on the 4th Monday of these months at 4:00 p.m., unless otherwise noted.

2. Special meetings may be called by the chairperson or a majority of the PDC.

3. Quorum: A majority (six members) of the voting PDC membership shall constitute a quorum.

4. Voting: All decisions by vote shall be by majority of the quorum and will follow parliamentary procedure.

5. All meetings will be open to constituents of represented groups or by PDC invitation.

Taking and maintaining records of meetings

1. The secretary of the PDC shall keep minutes of all meetings.

2. Copies of records/minutes and materials submitted to the PDC will also be kept in the district office.

3. A master file of the IPDP's will be maintained in a separate file in the district office. These records will be considered confidential and access to them will be according to Board of Education policy and to the PDC when in session.

4. Copies of the minutes/records of the PDC will be available to all certified personnel. An unofficial copy will be sent out to all staff the Tuesday following the meeting via email listserv by PDC Chairperson.

5. Minutes will become official at the subsequent meeting with a simple majority vote.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

Professional Development Plan Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Training Staff to use the system for Recertification

At the back-to-school meeting at the start of the new school year, each certified staff member will be given a PDC brochure (Appendix B), which includes the information about the USD 211 system for professional development. The current PDC Chairperson will review this material with the staff during this meeting. At the conclusion of this meeting staff members will fill out their Individual Professional Development Plan (Appendix A), as discussed in Section 4 of this plan.

Purpose of Professional Development Council

The USD #211 Professional Development Council exists with a three-fold purpose:

1. To assess the in-service needs of the district and to design and coordinate professional development activities that advance and enhance the district's program of instruction and to refine and extend the skills, methods, and knowledge of its certified staff.

2. To work collaboratively with the Local Board of Education and the district administration regarding the development and implementation of professional development activities of the district.

3. To provide the structure and the means through which the certified personnel may use participation in staff development education activities for licensure in the State of Kansas.

Functions of the Professional Development Council

The major functions of the Professional Development Council include the following:

1. Develop a system to translate the needs into goals and objectives for the staff development program.

2. Evaluate individual professional development plans (IPDPs).

3. Develop and recommend to the USD #211 Board of Education a five-year staff development plan to be submitted to the Kansas Department of Education.

4. Review all local staff development education program operations.

5. Provide a training/information session explaining the District Professional Development Plan and Individual Professional Development Plan.

6. Prepare an annual update which should include:

    a. Review of USD #211 Professional Development Plan.
    b. A statement of priorities of this plan for the following school year.
    c. An update of proposed activities of the plan for the following school year.

7. Submit amendments to the USD #211 Board of Education and the Kansas State Board of Education when required.

8. Each member of the PDC will participate in annual training related to his/her responsibilities, which is based upon training designed for PDC and provided by designated trainers. Currently all members of the PDC are trained at the 1st meeting of the year, by watching the training video provided on the KSDE website.

Assessment of in-service needs

Needs Identification Process

Definition: A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between what is and what should be. The methods used to determine the discrepancies between the actual and desirable outcomes comprise the needs identification process.

A needs assessment survey will be coordinated by the PDC to gain information about the staff development needs of a district, school building, and individuals. This survey will be conducted in February for the upcoming school year. This information will be used to establish priorities for staff development program planning and development.

Another evaluation tool as to the effectiveness of in-services shall be conducted at the conclusion of district sponsored presentations/in-services. This is called the In-service evaluation survey.

Data to determine needs may be derived from, but not limited to:

- Personal interviews;
- Group discussions;
- Review of existing information;
- Completion of an in-service needs assessment survey (Appendix C);
- In-service evaluation survey results (Appendix C).

Identification of goals and objectives to achieve the in-service needs

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Identification of in-service goals and objectives

In-service needs assessment survey

- At the March PDC meeting the Chairperson shall share results from the needs assessment survey

- The PDC shall analyze the findings of the survey to highlight and recommend which in-service needs the certified staff is requesting to the district administrative team

1. District:
   - In-service goals shall be adopted annually following a needs assessment of certified staff, input from site councils/BLT's and/or in conjunction with Board of Education annual goals.
2. Building:
   - Building Leadership Teams will identify areas for staff development based on the KESA Accreditation targeted areas of improvement.
3. Individual:
   - Individual who develops an IPDP will, with his/her principal or supervisors, develop a plan of professional activities to build knowledge and/or skills in the area of teaching responsibilities. It is recommended that at least half of the earned points will be in the area of teaching responsibilities and not more than half should fall into coaching or extracurricular activities. This will insure a balance between academic and extracurricular professional advancement.

Identification of activities and actions to achieve the goals and objectives

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Identification of in-service activities and actions

Administrative Team:

1. Upon receiving recommendations from the PDC as to which in-service needs the certified staff is requesting, the administrative team look at priorities and rank the needs.

2. Recommendations will be weighed against KSDE areas of emphasis for the school districts.

3. Administrative team will communicate with the service centers and outside entities to schedule in-service based on these needs.

4. Any needs not fulfilled by the administrative team/district will be available online through Infinitec. This service is provided to the staff through our special needs cooperative agreement through NCKSEC.

Evaluative criteria to determine levels of success in meeting the in-service need(s)

Procedures and Criteria for Annual Review

1. The PDC shall evaluate the Professional Development Plan and its effectiveness by using a variety of data gathering tools to determine the progress of the staff development program toward meeting its goals and objectives.

    - Each building looks at individual sessions to determine effectiveness.
    - Each Building Leadership Team evaluates the professional development both in and out of the district to determine effectiveness and ensure the Professional Development Plan is aligned to KESA Accreditation goals.
    - The PDC will focus on effectiveness of meeting the goals at the building, district, and individual level.

2. The PDC shall evaluate the general administration of the Professional Development Plan by analyzing the effectiveness of the need identification process, the coordination of staff development activities, and the PDC procedures.

3. The PDC will recommend needed changes based upon the evaluation of the program.

Reporting results of evaluation of in-service needs

System for reporting the result

After the needs assessment is completed, the council meets to share the results from the survey along with feedback from the BLT's and individual staff. The results of the assessment are summarized and sent out to the administrators, teachers, and board members.

Amending the Professional Development Plan

Procedure for Amending the District Professional Development Plan

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it.

2. The PDC may adopt amendments to the District Professional Development Plan by a two-thirds majority of Council members, provided that these amendments have been introduced in writing at a preceding regular meeting.

3. Amendments approved by the PDC will be submitted to the USD #211 Board of Education for approval.

4. Once an amendment is approved by both the PDC and the USD 211 Board of Education, the PDC Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the USD 211 Board of Education approved it.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Individual Professional Development Plan (Appendix A)

Individual Professional Development Plans (IPDP) are required of all certified personnel in the district for re-licensure in Kansas. All certified staff will automatically be included in a district/building level IPDP by their participation in the School Improvement Plan (KESA) staff development offered through district level in-service.

The IPDP should include the following steps:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. **Assess your individual needs**

   Identify personal professional development needs - including acquiring points for licensure renewal. A summary of each individual's PD points is stored and available at the USD 211 office.

3. **Determine your individual professional development goals**

   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

   Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development Plan**

   The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

   Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

   In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

   Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

   Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Criteria for submitting of Individual Professional Development Plans

a. The plan will be written for a period of one year.

b. The professional/personal growth goal(s) will be clearly stated and aligned with district and building goals.

c. The activities will be designed to promote the 3 levels of professional growth to increase the knowledge and/or skill of the participant in professional areas.

d. Maximum credit will be given for activities that show results in teaching and student learning.

Procedure for receiving, reviewing, and approving records of personal professional development plan

a. At the first in-service of the school year, all certified personnel will fill out an Individual Professional Development Plan. All participants will submit an IPDP Application Form indicating their intentions to participate in the Professional Development Plan (PDP). Participants should complete, sign, discuss, and submit the form to their immediate supervisor for review. All forms may be obtained from the office of each attendance center or at the district office.

b. The principal/superintendent signs the IPDP form indicating of the employee's participation in the IPDP. The approval will be forwarded over to the chairperson of the Council for PDC approval.

c. The IPDP application form will be reviewed for completeness by 2 PDC members and discussed by the PDC at the 2nd of August meeting for approval. If a plan is disapproved, notification will be given of the reasons for the disapproval with possible suggestions for either revision and resubmitting the plan or submitting an appeal to the Council.

d. The PDC Chairperson shall sign and date the IPDP for approval. All forms will be stored at the district office and PD points recorded on the back of said form for the school year.

e. A listing of the approval applications will be sent to the local board of education.

Criteria for Evaluating IPDP's

The PDC will use but will not be limited to the following questions in reviewing IPDP's when necessary:

a. The IPDP meets and/or aligns with the goals of the building and district.

b. The applicant signed and dated the document.

c. The immediate supervisor signed and dated the document for approval. They do not have to sign it if they do not agree with it. If there are concerns, the supervisor may bring those up when the PDC has the plan up for review.

d. The activities are extensive enough to warrant and justify awarding of points.

e. The in-service activities directly relate to one or more of the following three component areas for professional growth and licensure:

- Content endorsement: *Activities which are designed to increase a teacher's knowledge of their subject matter(s). The acquisition of skills and knowledge which are related to endorsement/licensure/teaching areas.*

- Professional education standards: *Activities which are designed to enhance a teacher's instructional knowledge, skills, and/or competencies. Pedagogy, knowledge, competencies, and skills needed to perform in an education role. Ex: improving classroom management or discipline.*

- Service to the profession: *Activities that assist others in acquiring proficiency in instruction, pedagogy or content; or, relating to licensure, accreditation or professional organizations. Ex: serving on committees, training of staff, being published, holding offices in professional organizations, attending coaching or other clinics related to extracurricular activities. These activities ARE NOT eligible for Application (2x) or Impact (3x) points*.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Licensed Professionals in district but not employed by the district

1. Individual Professional Development Plans available at any school location. The individual can fill out the IPDP in the same manner that the employed, certified staff does. In the case of a nonemployee in the district the superintendent serves as supervisor.

2. The individual will turn in all educational/in-service forms to the district office to be reviewed at the next available PDC meeting for approval. All documentation required for level of request must be included with the forms.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Non-approval of IPDP by PDC

a. After the IPDP approval meeting all non-approved IPDPs will be returned to the requesting individual with guidance/suggestions for revision.

b. The requesting individual will resubmit IPDP at the subsequent PDC meeting for approval.

c. After all local appeals of non-approval for an individual professional development plan are exhausted, licensed staff may appeal the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at (785)296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either “in-service education” or “service to the profession”.

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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Awarding of Points

1. Three Levels for Awarding Points (All forms are included in Appendix B)

   Professional development points are awarded according to three levels. For each of the three levels there are no limits on the number of points that may be earned. No limits mean that there are no caps in reference to points earned for licensure renewal. Forms are color coordinated for easier access. The three levels are described below:

   Level I - Knowledge (In person or online)
   Points awarded based on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the in-service activity.

   Level II – Application
   Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. Evidence is required to demonstrate application. *Service to the Profession activities are not eligible for application points.*

   Level III – Impact
   Points awarded based on the demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. Evidence is required to demonstrate impact. *Service to the Profession activities are not eligible for application points.*

2. Evidence Necessary for Awarding Points

   Level I - Knowledge and Service to the Profession Activities
   Participants must provide the following evidence:

   - Complete Level I Knowledge Form;
   - Attendance form, minutes or agenda;
   - Committee members will be eligible to receive one point for every hour spent outside the committee's regular meeting and outside their normal teaching time for specific committee projects. Documentation will be set on an individual basis;
   - Public presentation to faculty or school board. *The presenter will gain presentation time and preparation time. Documentation needs to be provided for preparation time.*

Level II - Application
Participants must complete Level II Application Form with at least one form of evidence:
Listed below are a few examples of level II application evidence:

- Lesson plans;
- Peer or administrator observation;
- Review of student product;
- Teacher log/journal;
- Video presentation;
- Published work in an educational journal.

Note: Additional information may be requested by the council to show application.

Level III - Impact
Participants must complete Level III Impact Form and submit one form of evidence:
Listed below are a few examples of level III impact evidence:

- Evidence of improved student academic achievement over a period of time;
- Documentation of positive changes in related students' behaviors over a period of at least two semesters or one academic year. Examples include but are not limited to: improved attendance, higher homework completion rates, independent observation of positive student classroom behaviors, increased enrollment in advanced courses; increased participation in school-related activities, and decreased dropout rate;
- Evidence of application by others which positively impacts students;
- Evidence of related district or school change procedures which positively impacts students.

Procedures for Documenting Approved Professional Development Activities

1. Out-of-district In-Service

    - All out-of-district in-service activities must be approved on the Professional Leave Form in order to be considered for in-service credit.
    - Activities may be added to the IPDP at any time by requesting on the yellow leave form and after being approved by the building principal and superintendent. Notification of approval will be given to the participant.

- The Knowledge level form must be completed, and an agenda from the activity must be attached and given to the principal before approval by the PDC.

- All information must be completed by the participant and received by the chairperson of the PDC within one month from the completion of the activity.

- To receive credit, all information on approved summer activities occurring between the last day of school and the first duty day in the fall must be submitted one month after the first duty day. Lateral movement on the salary schedule has additional requirements which are listed in the negotiated agreement.

2. Local In-Service

    - In-service credit may be awarded for local in-service activities.

    - An attendance sheet or its equivalent must be submitted with the actual time in attendance. If activity is more than one day, a separate attendance sheet is required for each day.

3. Other Professional Activities (school committees, curriculum development, presenting a training, published work, supporting another school with accreditation, engaging in coaching clinics or other extracurricular activities.) *These activities are considered to be Service to the Profession and as such are not eligible for Application (2x) or Impact (3x) points.*

    - An attendance sheet or its equivalent must be submitted with the actual time in attendance. If activity is more than one day, a separate attendance sheet is required for each day.

    - All information must be completed and received by the Chairperson of the PDC within one month from the completion of the activity.

    - To receive credit, all information on approved summer activities occurring between the last day of school and the first duty day in the fall must be submitted one month after the first duty day. Lateral movement on the salary schedule has additional requirements which are listed in the negotiated agreement.

4. College and University Courses

    - Courses taken since the last certification may be available for use in reviewing your licensure if courses are approved by the Superintendent on a **College Course Approval Form** (Appendix B). Lower division undergraduate courses would only be allowed upon the prior approval of the superintendent.

    - Copies of course credit slips, transcripts or a letter from college or university citing satisfactory course completion must be submitted before points can be awarded.

- All college and university credit hours will be converted to PDC points using the 1 hour = 20 points ratio.

5. Action Research/Book Studies

    - Participants must submit an IPDP and present their project to the PDC for approval prior to undertaking the research project.

    - A copy of the publication, outline, slides, pictures, or equivalent data must be submitted to the PDC for review.

    - Awarding of points will be contingent upon completion of project and approval by the council.

PDC Guidelines on Approval of Points

1. Council expects professional standards of quality in all paperwork submitted.

2. Any conference which has been approved by the Unified Office is considered to be an "Approved Conference." All required forms must be submitted to the PDC.

3. The point award system will be based on the following criteria once a cumulative time is determined: Zero to 14 minutes receives 0 points; 15-44 minutes receives a ½ point, 45 to 59 minutes receives 1 point.

4. 30 minutes will be considered the luncheon part of an in-service. Points will only be awarded for the business meeting/in-service portion of the time.

5. No points will be awarded for registration time.

6. There is a maximum of 1 point for viewing materials at a conference. Additional points must be formally requested in writing or by appealing before the council in person.

7. All staff will be asked to complete evaluation forms of staff development activities.

8. Staff development programs may be considered as a "package" for points.

Appendix A

Individual Professional Development Plan

(Stored in each office area)
(Records Maintained by District Secretary)

Individual Professional Development Plan Form – Paper document color: Yellow

- Front
- Back

Appendix B

Documentation for In-service

(Paper copies will be included in printed plan for staff)

Attendance Sheet (Local In-service/Meetings) – Paper document color: Orange

Knowledge Level Form (Level 1) – Paper document color: Blue

- Front
- Back

Online Knowledge Level Form (Level 1) – Paper document color: Neon Green

- Front

Application Level Form (Level 2) – Paper document color: Canary Yellow

- Front

Impact Level Form (Level 3) – Paper documentation color: Salmon

- Front

College Course Approval Form – Paper documentation color: Purple

- Lower Level
- Upper Level/Graduate

PDC Brochure (Training/Information) – Paper document color: Pink

- Front
- Back

Appendix C

Survey Tools

Post In-service Survey

Needs Assessment Survey

From: Megan Hett
To: Edward Kalas
Subject: Approved PD Plan
Date: Wednesday, April 5, 2023 3:59:34 PM
Attachments: USD 312 PD Plan Final Walkthrough for PDC Approval 040423.docx

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EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Dr. Kalas,

Our PDC approved the attached plan at our meeting today. Please let me know if you need anything else. Thanks for your help throughout this process.

Have a great evening,

--

Megan Hett
USD 312 Haven Public Schools
Director of Learning Services

Professional Development Plan
2022-2027

Haven
USD 312

Date Plan Approved by USD 312 PDC: 4/5/23
Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

5-year Professional Development Plan Approval

The USD 312 Professional Development Council approved the following plan, at its meeting held on April 5, 2023, as per KAR 91-1-216 (c), for submission to the Kansas State Board of Education for approval.

PDC Chair: _____ _____

Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

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Section One

Professional Development Council (PDC)

District Vision

Through intentionally designed systems, Haven School District is committed to creating a positive and inclusive culture, focusing on academic and personal success to ultimately be the district of choice for staff, students, and our communities.

Membership

Any licensed educator, employed by the district, can serve as a Professional Development Council representative through a volunteer and peer selection process.

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Membership Team:

Licensed Teachers: 7 Total

Yoder Charter School	*1*
Haven Middle School	*1*
Haven Grade School/Haven Preschool	*2*
Haven High School	*2*
Counselor	*1*

Licensed Leaders: 6 Total

Yoder Charter School	*1*
Haven Middle School	*1*
Haven Grade School/Haven Preschool	*1*
Haven High School	*1*
District Office	*2*

- *PDC Membership is determined in May for the following school year through a peer selection process.*
    - *All vacant positions are communicated to licensed staff through district email from the Director of Learning Services.*

- *All certified employees have the opportunity to volunteer for open PDC membership spots through a Google Form (Appendix A).*
- *All volunteers (for each position) are then placed on a ballot (Google Form-Appendix B) and voted for by the group they represent (teacher or leader at each building). If no employees volunteer to serve on the PDC then all eligible representatives will be placed on the ballot.*

- *Members agree to serve a 5-year term but may end their membership early if they choose.*
- *The PDC members will select a Professional Development Chairperson through a volunteer and voting process*
  - *All PDC Members will have the opportunity to be the PD Chairperson by volunteering during the 4th Quarter PDC Meeting.*
  - *All volunteers are then placed on a ballot (Google Form) and voted for by all PDC members. If no members volunteer to serve on the PDC then all eligible representatives will be placed on the ballot. The ballot will be emailed to all PDC members within one week of the 4th Quarter PDC meeting by the Director of Learning Services and should be completed within one week.*
  - *The PDC Member with the most votes will be name PDC Chairperson for the following school year. Results of the vote will be shared with the PDC via email by the Director of Learning Services.*
- *All Google Forms used for nominations and voting with be stored in the USD 312 Shared Drive-Professional Development Council.*
- *All results from voting will be stored in the USD 312 Professional Development Shared Drive-all PDC Members will be granted access.*
- *Members with two unexcused absences in one school year will be removed from the committee and replaced with a licensed staff member that represents the same building and level (teacher or leader). The same selection process will apply.*
- *The Director of Learning Services will monitor the teacher/leader ratio of the Council to ensure it consists of as many or more teachers than leaders and inform the PDC of any issues.*

The current members of the USD 312 Professional Development Council are:

Name	Position	Category	Term
Danielle Retzlaff	HGS Title Teacher	HGS Licensed Teacher	23/24-28/29
Joni Allsup	HGS 4th Grade Teacher	HGS Licensed Teacher	23/24-28/29
Mark Schmidt	YCS 6th/7th/8th Grade Teacher	YCS Licensed Teacher	23/24-28/29
Corri Hernandez	HMS CTE Teacher	HMS Licensed Teacher	23/24-28/29
Tara Cooprider	HHS ELA Teacher	HHS Licensed Teacher	23/24-28/29

Mindy Barter	HHS ELA Teacher	HHS Licensed Teacher	23/24-28/29
Rachel Kelly	HGS Counselor	District Counselor (Teacher Licensed)	23/24-28/29
Craig Idacavage	Superintendent	District Leader	23/24-28/29
Megan Hett	Director of Learning Services **Chairperson**	District Leader	23/24-28/29
Laurel Scott	HGS Principal	HGS Building Leader	23/24-28/29
Matt Pfeiffer	HMS Assistant Principal	HMS Building Leader	23/24-28/29
Shannon Atherton	YCS Principal	YCS Building Leader	23/24-28/29
Jared Kirkpatrick	HHS Principal	HHS Building Leader	23/24-28/29

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

- Complete annual PDC training
- Determine professional development needs and plans for certified staff
- Develop and maintain a district professional development 5 year plan (submit to state board by August 1 of the year it goes into effect)
- Commitment and contributions to the mission and goals of the school District
- Participate in District initiatives
- Demonstration of leadership in the classroom, school and profession
- Participation in professional learning
- Deepening content knowledge

- Effective and purposeful collaboration
- Communication with all stakeholders
- Professional self-reflection and evaluation

Annual Training

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

- *Each PDC member will complete the Professional Development Council (PDC) Training provided by Greenbush Service Center.*
- *PDC Training will be assigned with other required annual training in August of each school year*
    - *Required training modules will be emailed to PDC members through district email from the Director of Learning Services*
- *PDC Training is to be completed by 9/15 of each school year*
    - *Training verification form should be completed (provided with Greenbush modules) and certificate should be forwarded to the Director of Learning Services and stored in the District Office*
    - *The Director of Learning Services is responsible for keeping an electronic log of all required training for certified staff members. This document is stored in the USD 312 Professional Development Shared Drive*
        - *All PDC members will have access to the USD 312 Professional Development Shared Drive*

Operational Procedures

KAR 91-1-217. In-service education professional development council.
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

- *PDC Meetings: The PDC will meet once each quarter during district late start dates*
    - *September:*
        - *Review/approve IPDPs for all certified staff members*
        - *Discuss upcoming district PD dates/plans*
    - *November:*
        - *Review PD Needs Assessment Results*
        - *Review district mission statement & strategic goals*

        - *Review 1st Quarter PD Activity Evaluations*
        - *Discuss upcoming district PD dates/plans*
    - *February:*
        - *Review/revise PD Needs Assessment and email to certified staff*
            - *Results stored in PDC Shared Drive*
        - *Review 2nd Quarter PD Activity Evaluations*
        - *Review/revise district 5 Year PD Plan*
        - *Discuss upcoming district PD dates/plans*
    - *April:*
        - *Notify certified staff of any vacancies on the PDC and email PDC Volunteer Form to eligible staff members*
        - *Elect PDC Chairperson for following school year*
        - *Review 3rd & 4th Quarter PD Activity Evaluations*
        - *Revise PD Goals for following school year*
        - *Discuss upcoming district PD dates/plans*

- *Resignation from the PDC*
    - *Any member may resign from office at any time, provided a letter of resignation is submitted to the PDC.*
- *PDC Vacancies*
    - *Upon the resignation or removal of any Professional Development Council Member, a special election shall immediately be held according to the procedures outlined above.*
- *Voting*
    - *With a quorum of at least 7 members, a simple majority vote will constitute a successful vote. If there is a tie, the vote may be postponed.*

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Professional Development Philosophy

The purpose of professional development for USD 312 is to provide a coherent and systematic program of learning opportunities for our licensed staff. This will be an ongoing process based on the needs and interests of

the staff. The professional development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level.

1.Assessment of in-service needs

PDC will use the following areas of focus:

- The goals that DLT has prioritized to give to the PDC to focus on for professional development:
    - 85% of students will be low risk as determined by Fastbridge BSEL Screeners (MySAEBRS, SAEBRS)
    - 85% of students will show growth in reading as measured by Fastbridge Reading Screeners (aReading, earlyReading)

2.Identification of goals and objectives to achieve the in-service needs

The PDC will conduct a gap analysis to determine professional development needs for certified staff. This will include a PD Needs Assessment that will be given to all certified staff members. The outcome of the needs analysis will identify the skills the staff will need to improve through professional development opportunities. The PDC will use this information to write SMART professional development goals. This process will begin again after the step 4 evaluation.

- Example: The current DLT goal for reading is that 85% of students will show any growth in reading as measured by Fastbridge reading screeners by the end of academic school year 2027.
    - PD Goal: USD 312 will have 50% of PreK-3rd grade teachers complete LETRS training by the end of the 2024-25 school year.

3.Identification of activities and actions to achieve the goals and objectives

The PDC will use the SMART Goals from Step 2 to identify activities and actions to achieve the goals and objectives. The actions and activities identified should:

1. Be results based and support increased student achievement
2. Address individual and team needs in a collaborative fashion within a learning community
3. Be directed toward fulfilling the district's mission and vision
4. Align with individual, building, and/or district goals
5. Focus on on-going individual improvement for all employees
6. Reflect research and best practices
7. Align with National Standards for professional learning
8. Align with Kansas Standards

Examples of activities & actions:

- Collaborative Learning (KAGAN)
- LETRS Training (PreK-3rd Grade Teachers, Special Education Teachers, Title Teachers)

- Trauma-Informed Schools
- MTSS Strategies
- Personalized PD Opportunities (Interests, Content Areas, Grade Levels, Ed Camps etc.)
- Staff Wellness Activities

4.Evaluative criteria to determine levels of success in meeting the in-service needs

Certified staff members will be surveyed at the end of each PD Activity (Appendix D). The PDC will look at the results of these surveys to determine if the training was successful.

Additionally, the DLT will assess the progress towards the district goals (determined by DLT) by looking at student data measures. Through our communication loops, PDC will be relayed this information and if PD efforts should continue to focus on current goals or, if adequate progress has been made, may change based on direction from DLT and any new goals that they have identified.

5.Reporting results of evaluation of in-service needs

Results of the evaluation will be reviewed by the PDC and shared with the DLT. The PDC Chairperson will share these results during the April DLT meeting each year. DLT will share these results with buildings through our communication loops.

6. Amending the Professional Development Plan

The 5 Year PD Plan (including PD Goals) will be reviewed and revised during the 3rd and 4th quarter PDC meetings.

- Changes can be recommended by any PDC member and will need majority agreement. These changes should be driven by the evaluation of PD goals, activities, and evaluations.
- If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the Director of Learning Services will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Employee IPDP Procedures

One or more of the required areas must be included in an individual's IPDP; content endorsement, professional standards, and service to the profession, in addition to the following plan activities:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

3. **Determine your individual professional development goals**
   These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**
   Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

   Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development plan**

   The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

   Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

   In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**
   Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

   Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Each certified employee should develop an Individual Professional Development Plan using Frontline, the district's professional development tracking system.

- **<u>Frontline Procedures:</u> The Director of Learning Services will review procedures listed below with all certified staff during August In-Service each year**
    - **My PG Profile**
        - Updated each August: building assignment, department, grade level
    - **Personal Goals**
        - Updated each August
        - Should include at least 3 active goals
    - **Long Range Individual Professional Development Plan Form**
        - Updated each August: staff information, IPDP dates, District Objectives, Building Objectives, Personal Goals
            - After updates, print form
            - Review goals with direct supervisor and discuss action steps to reach these goals
            - Form should be signed by certified staff member and direct supervisor and forwarded to the PDC Chairperson to be reviewed/approved by the PDC and filed at the District Office
- **<u>Goals Selection</u>**
    - Consider your needs in relation to the Professional Teaching Standards, self-evaluations, and/or formal evaluations
        - KEEP2 evaluations should be reviewed with your supervisor after each evaluation
    - Consider your needs in relation to licensure renewal
    - Consider your needs in relation to district and building goals
    - Consider your needs in relation to your own professional growth as an educator
    - Collaborate with your direct supervisor to determine professional development learning goals by September 15th of each year
    - Include goals/activities related to one or more of the following:
        - Content endorsement standards as adopted by the state board
        - Professional education standards as adopted *by the state board*
        - *Service to the profession*
- **<u>Plan Implementation</u>**
    - Begin to implement your learning plan by participating in relevant learning opportunities designed to help you meet your goals. Touch base with your PDC representative and/or building principal, as needed, for help in selecting appropriate learning activities.
- **<u>Reflect</u>**
    - Reflect upon your progress in meeting your goals while completing self-evaluations in KEEP. Your principal will contact you about your progress as part of this process.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

- Licensed Professionals who live or work in the district but are not employed by the district are eligible to file a professional development plan with the district.
  - These individuals should notify the Director of Learning Services of their request to have a plan with the district
    - Megan Hett, Director of Learning Services
    - Email: mhett@havenschools.com; Phone: 620-465-3445
  - The Director of Learning Services is responsible for creating the individual an account on Frontline and providing instructions for accessing their account and updating their plan
  - It is the responsibility of account owner to file PD point requests through the IPDP Form on Frontline and provide completion documentation to the PDC Chairperson.
  - It is the responsibility of the account owner to track the life of their license and to obtain the PDC points needed for license renewal.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeal Process: If an IPDP is not approved by the PDC, the person may appeal the decision by submitting the plan to the license review committee for review. The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Professional Development Points

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Awarding Professional Development Points for Re-licensure

- *Definitions*
    - ***In-Services Education*** *means Professional Development and Staff Development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions. (KAR 91-1-205(d))*
    - ***Service to the Profession*** *means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content that directly relates to licensure of professional educators, accreditation processes, or professional organizations. (KAR 91-1-205(k))*
- *There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the above definitions of either "in-service education" or "service to the profession".*
-
-
- *Professional Development points will be awarded at the rate of 1 point per 1 clock-hours of in-service education*
    - *Points can be earned for the following:*
        - *District provided trainings, workshops, and other professional development activities*
            - *PDC Chairperson will add these activities to Frontline under District Catalog*
                - *Certified staff members are responsible for logging in to Frontline and signing up for these activities prior to the activity date*
        - *Certified staff members are responsible for signing the sign in sheet when they arrive at the PD activity*
                - *PDC Chairperson will confirm attendance on Frontline after the PD activity which will finalize the activity and award the PD points to each attendee*
        - *Building provided trainings, workshops, and other professional development activities*
        - *Individual Professional Development Activities*
            - *Certified staff can request to attend professional development activities provided any*
            - *Individual Professional Development Activity requests should be submitted through the PD Request Form on Frontline*
            - *Individual Professional Development Activities should align with the individual's Long Range IPDP*
            - *Requests will be reviewed by the Director of Learning Services for approval*
- *Professional Development points will be awarded at the rate of 2 points per 1 clock-hours of in-service education if knowledge gained through the activity is applied. (see chart below)*

- *Application of content should be verified through observation by the individual's direct supervisor. Verification of application should be submitted in writing to the PDC Chairperson*

- *Professional Development points will be awarded at the rate of 3 points per 1 clock-hours of in-services education if knowledge gained through the activity is applied and positively impacts student's performance. (see chart on page 16)*
    - *Application of content and positive impact on student performance should be observed by the individual's direct supervisor. Verification should be submitted in writing to the PDC Chairperson.*
- *The PDC should not impose a limit on the number of PD points that an individual can earn for license renewal in any given time period.*
-

Levels/Categories	Evidence	Sample Activities	Points
Knowledge *What do you know now that you did not know before?*	Participation in activities that gives participants new knowledge/skill about content and/or professional practices.	*Attendance at a workshop or conference *Observation in a classroom *Student Group/Book Study *Reading professional journal *Committee work (service to profession only)	**1 clock-hour of Inservice education or service to the profession=1 PD point* **1 college semester hour credit = 20 PD points*
Application *What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?*	Evidence that results from application of the skill/content acquired at the knowledge level	*Sharing your new knowledge with colleagues (names needed) *Teaching the new knowledge to at least one other colleague (names needed) *Using the new knowledge in a lesson with your students (supervisor observation needed) *Having a colleague observe and give feedback on your use of the knowledge in a lesson with your students	*2X Knowledge Level Points
Impact *How has student performance improved?* *What has positively changed about the program?*	Evidence and/or artifacts that demonstrate a positive impact on students learning or educational program or policy.	*Samples of student work, rubrics, assessments *Observation by peer/administrators of lesson *Student pre/post data, plans, project *Reflection writings *Student products via technology *Evaluation data collected	*3X Knowledge Level Points

Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

- The same processes are in place to earn PD points for employment or other local matters (including salary advancement). See pages 14-16 for details on obtaining PD points.
- See Salary Movement Procedure Request Form for more details (Appendix F)

Appendix A

PDC Member Volunteer Form

PDC Member Volunteer Form

PDC will meet 4 times during each school year to determine PD goals and plans for all certified staff.

* Required

1. Email *

2. I am willing to serve on the USD 312 Professional Development Council for a 5 year term. *

   Mark only one oval.

   - ◯ YES

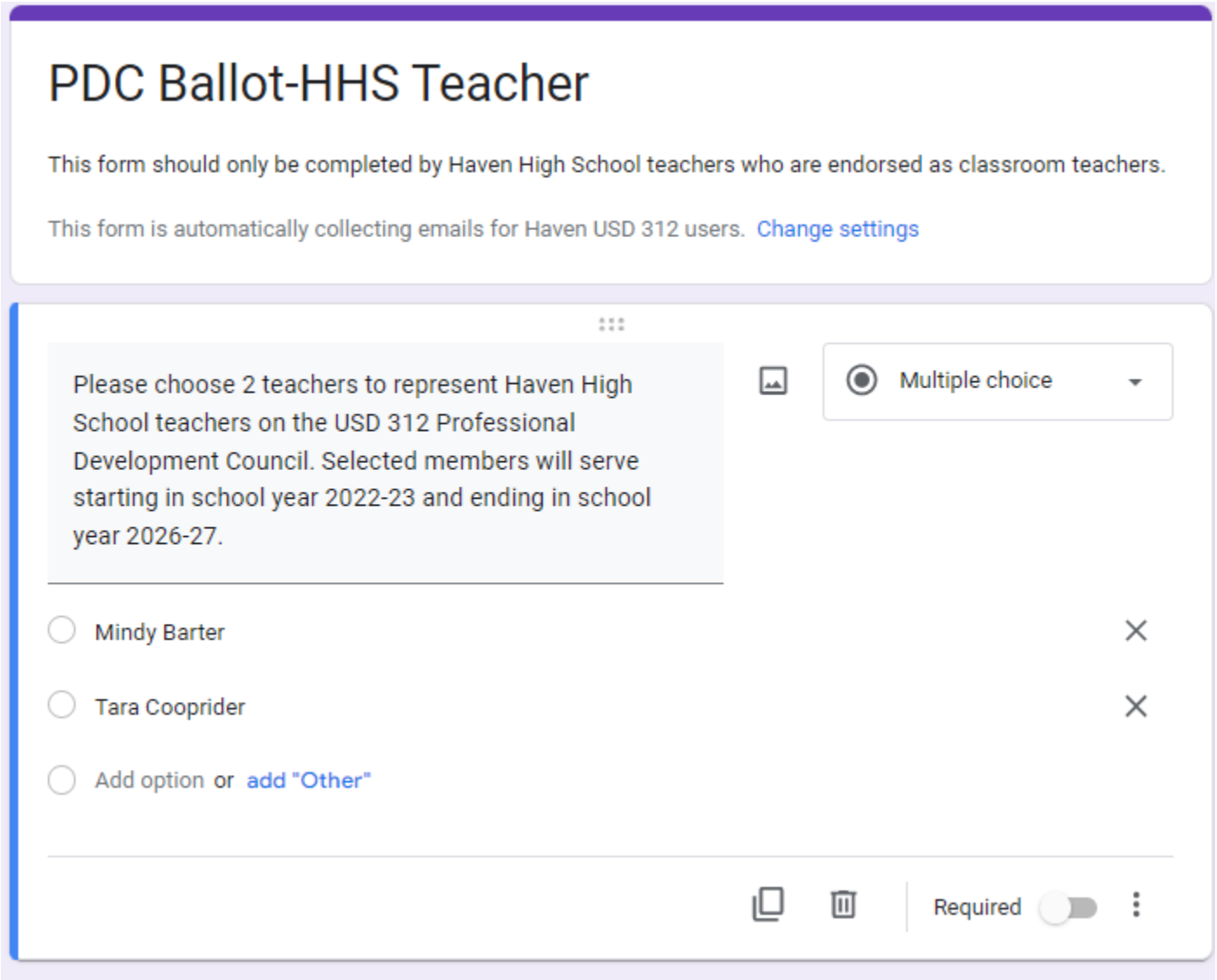
3. I represent the following category of certified staff members at USD 312. *

   Mark only one oval.

   - ◯ Yoder Charter School Teacher (1)
   - ◯ Haven Middle School Teacher (1)
   - ◯ Haven Grade School/Haven Preschool Teacher (2)
   - ◯ Haven High School Teacher (2)
   - ◯ District Counselor (1)
   - ◯ District Leader (2)
   - ◯ Building Leader HGS (1)
   - ◯ Building Leader YCS (1)
   - ◯ Building Leader HMS (1)
   - ◯ Building Leader HHS (1)

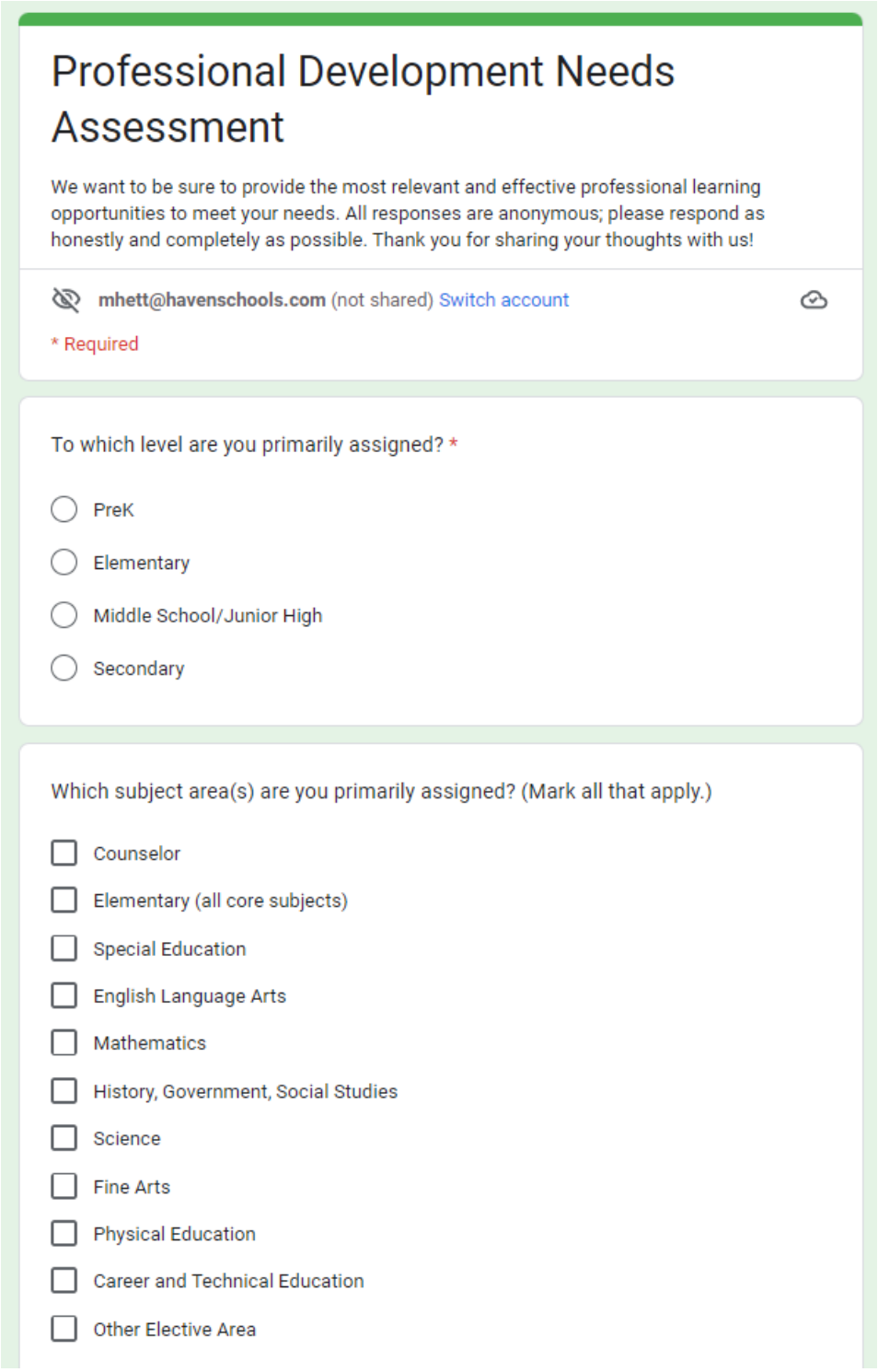
Appendix B

Professional Development Council Ballot (ex. Haven High School)



Appendix C

Professional Development Needs Assessment



Professional Development Needs Assessment

We want to be sure to provide the most relevant and effective professional learning opportunities to meet your needs. All responses are anonymous; please respond as honestly and completely as possible. Thank you for sharing your thoughts with us!

mhett@havenschools.com (not shared) Switch account

* Required

To which level are you primarily assigned? *

- ○ PreK
- ○ Elementary
- ○ Middle School/Junior High
- ○ Secondary

Which subject area(s) are you primarily assigned? (Mark all that apply.)

- ☐ Counselor
- ☐ Elementary (all core subjects)
- ☐ Special Education
- ☐ English Language Arts
- ☐ Mathematics
- ☐ History, Government, Social Studies
- ☐ Science
- ☐ Fine Arts
- ☐ Physical Education
- ☐ Career and Technical Education
- ☐ Other Elective Area

Appendix C

Professional Development Needs Assessment Continued

Please rate the importance of each topic as it relates to your own professional learning needs.

	Urgently Important	Important, but not top priority at this time.	Not important at this time
Utilizing instructional technology	○	○	○
Utilizing high impact instructional strategies	○	○	○
Utilizing data to drive instruction	○	○	○
Utilizing Professional Learning Communities (PLCs) to effectively plan and collaborate	○	○	○
Supporting the social and emotional needs of students	○	○	○
Increasing family and community engagement	○	○	○

Please rate the importance of each topic as it relates to your own professional learning needs.

	Urgently Important	Important, but not top priority at this time.	Not important at this time
Content Area Standards and their Depths of Knowledge	○	○	○
Adjusting curriculum maps to meet new needs	○	○	○
Implementing Tiered Systems of Support to provide academic interventions	○	○	○
Implementing Tiered Systems of Support to provide social and emotional interventions	○	○	○
Utilizing formative and summative assessment data	○	○	○
Implementing structured literacy and/or supporting struggling readers	○	○	○

What additional topics not mentioned do you also need professional development?

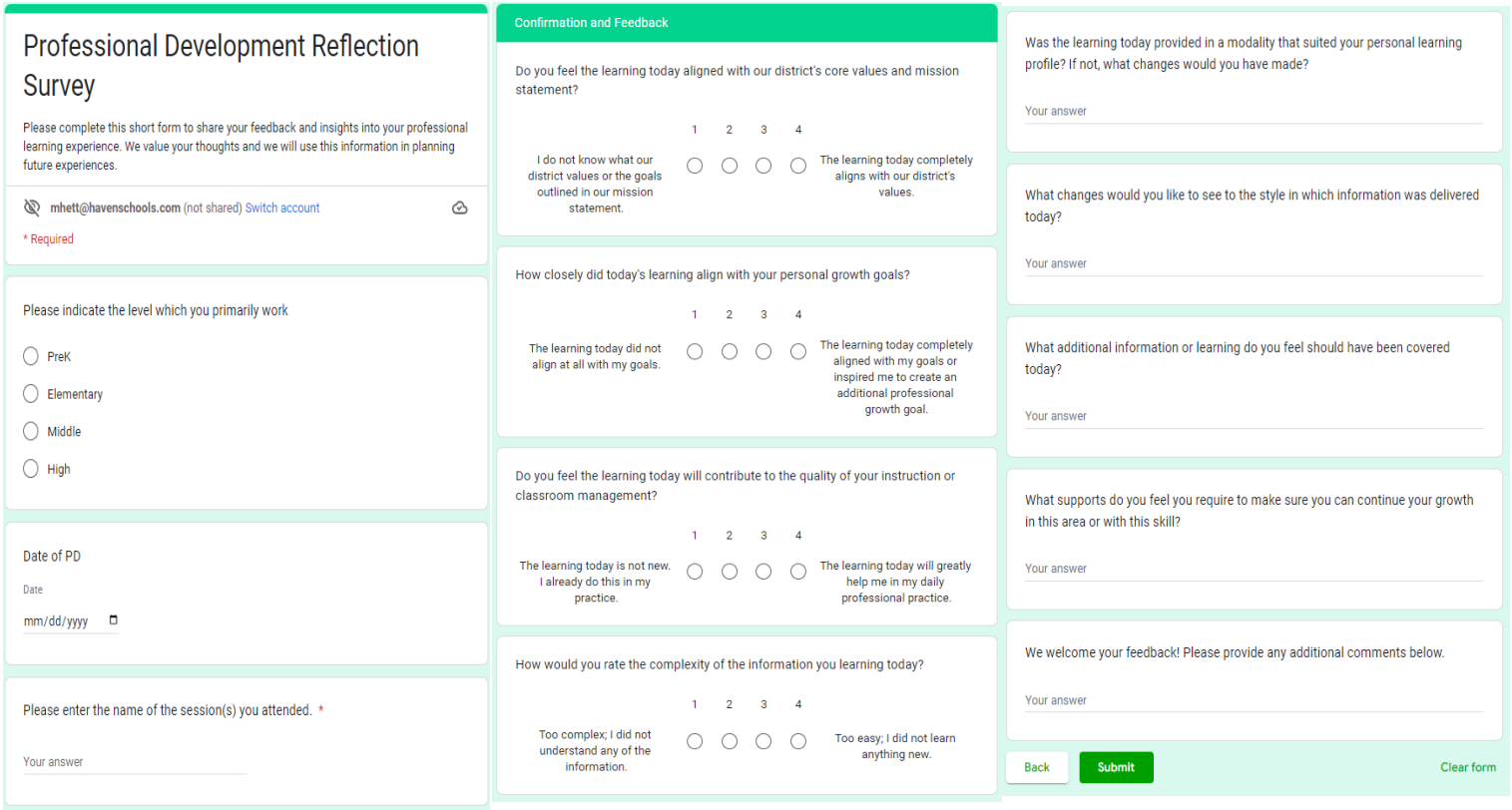
Your answer

Please rank your preferred method to receive professional development.

	This is my top preferred method.	I'm fine with this method, but it's not my top choice.	I do not enjoy or learn well with this method.
On-Demand or asynchronous videos as an individual	○	○	○
On-Demand or asynchronous videos as a small group or team	○	○	○
Live webinars as a large group	○	○	○
Live webinars as an individual or small group	○	○	○
In person training as a large group	○	○	○
In person training as an individual or small group	○	○	○
Opportunity to choose my own topics	○	○	○

Appendix D

Professional Development Activity Evaluation Form



Professional Development Reflection Survey

Please complete this short form to share your feedback and insights into your professional learning experience. We value your thoughts and we will use this information in planning future experiences.

mhett@havenschools.com (not shared) Switch account

* Required

Please indicate the level which you primarily work

- PreK
- Elementary
- Middle
- High

Date of PD

Date

mm/dd/yyyy

Please enter the name of the session(s) you attended. *

Your answer

Confirmation and Feedback

Do you feel the learning today aligned with our district's core values and mission statement?

	1	2	3	4	
I do not know what our district values or the goals outlined in our mission statement.	○	○	○	○	The learning today completely aligns with our district's values.

How closely did today's learning align with your personal growth goals?

	1	2	3	4	
The learning today did not align at all with my goals.	○	○	○	○	The learning today completely aligned with my goals or inspired me to create an additional professional growth goal.

Do you feel the learning today will contribute to the quality of your instruction or classroom management?

	1	2	3	4	
The learning today is not new. I already do this in my practice.	○	○	○	○	The learning today will greatly help me in my daily professional practice.

How would you rate the complexity of the information you learning today?

	1	2	3	4	
Too complex; I did not understand any of the information.	○	○	○	○	Too easy; I did not learn anything new.

Was the learning today provided in a modality that suited your personal learning profile? If not, what changes would you have made?

Your answer

What changes would you like to see to the style in which information was delivered today?

Your answer

What additional information or learning do you feel should have been covered today?

Your answer

What supports do you feel you require to make sure you can continue your growth in this area or with this skill?

Your answer

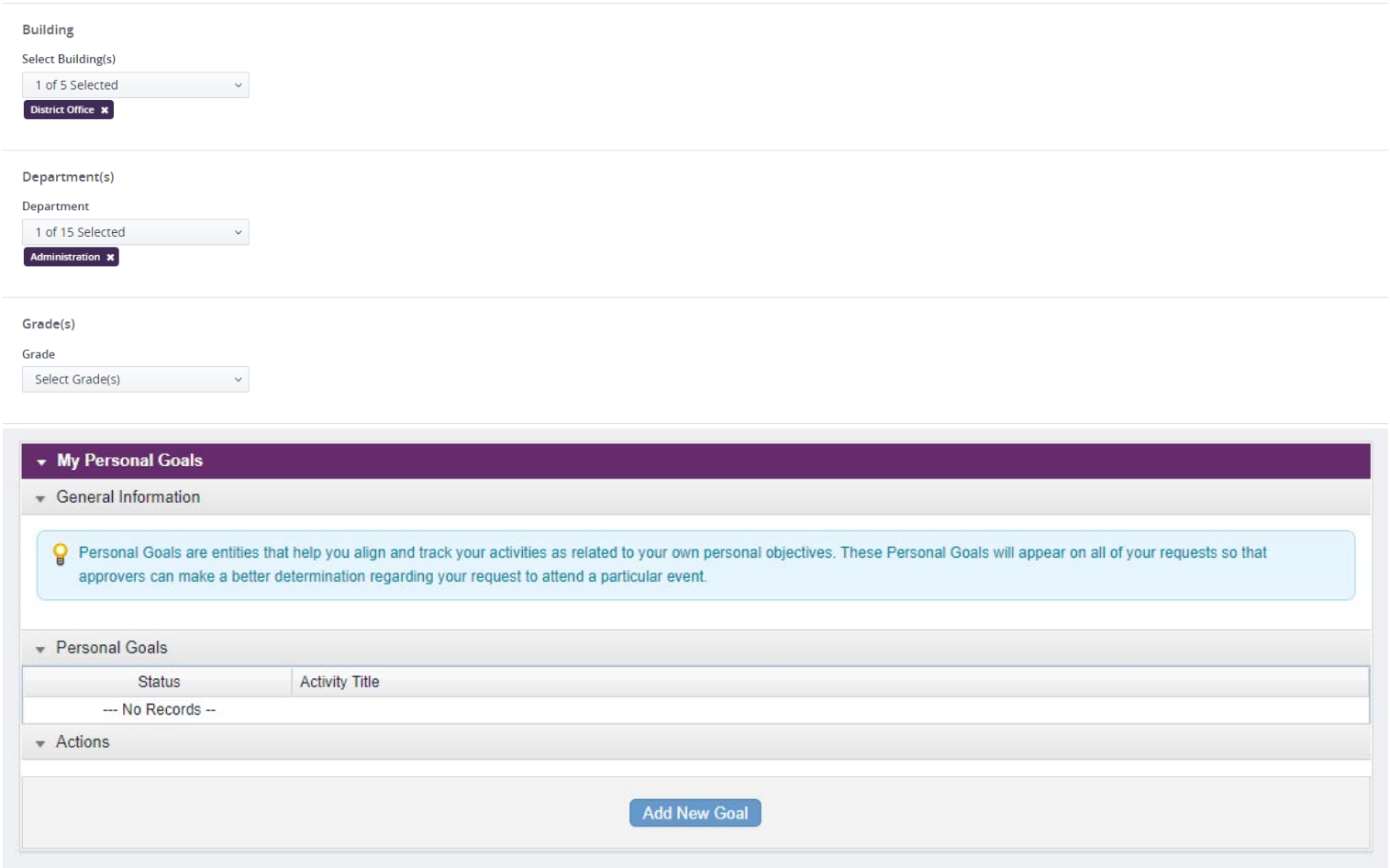
We welcome your feedback! Please provide any additional comments below.

Your answer

Back Submit Clear form

Appendix E

Frontline Forms- My PG Profile, Personal Goals, Long Range IPDP



Long Range Individual Professional Development Plan Form

Haven USD 312
Use this form to submit your individual professional development plan.
A new IPDP form must be submitted at least once during each licensure cycle.

Important:

Before starting an IPDP Form, make certain you have edited your My Personal Goals and My User Profile using the links at the left.

Staff Information

Full Name / IPDP

Teaching Assignment

Highest Degree Earned

IPDP Dates

Today's Date

End Date of Current Licensure Cycle

Checked below are my goals for professional development for the current school year.
These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Select
District Objectives

Goal : Relationships
- Community
- Families
- Staff
- Students

Goal : Relevance
- Curriculum
- Student Engagement

Goal : Rigor
- CTE
- Data
- Professional Learning
- Resources

Goal : Responsive Culture
- Early Childhood
- Leadership
- Nutrition and Wellness
- School Climate

Select
Building Objectives

- District Office:Supporting District/BOEGoals
- District Office:Technology Support

Identify Personal Goals

Characters left **2048**

List District and/or Building committee responsibilities for the upcoming school year.

Committee Responsibilities

Characters left **2048**

Finish

Submit | Save as Draft

**Building objectives will vary by building

Appendix F

Salary Movement Procedure Request Form

USD 312
Salary Column Movement Requests

Negotiated Agreement Guidelines

Staff members shall be placed on the next appropriate column contingent upon the staff member having earned the additional numbers of hours. All hours past BA must be graduate hours unless graduate credit cannot be obtained and the course received prior approval through the office of the superintendent. PDC points may be used for movement on the salary schedule as follows:

a) 1 college credit = 20 PD points
b) MASTERS (BA+45) Eight (8) college hours and enough points to equal a total of seven (7) hours may be used through MASTERS (BA+45) level (03)
c) After MASTERS, points and/or hours may be used. (03)
d) Only points earned since the latest renewal of license may be used.
e) When teachers reach the last step on the Masters/BA+45, MA+15/BA+60, MA+30, and he MA+45 columns, there are not further step increases.

Requirements to Move Columns

- 300 total PD points, 15 college credits, or a combination of both
- College Transcripts to help you advance to a new column must be given to the District Office by the June 1st due date and be entered into Frontline Professional Development.

Salary Movement Procedure

1. Complete the attached Column Movement Request Form in its entirety.
2. Print and attach a transcript report (on Frontline) showing the PDC points and/or college credits that you will use for column movement.
3. Submit both documents to the Director of Learning Services by June 1.

Important:

- College hours or PDC points that were previously used for column advancement may not be used again. All points have to fall within the last 5 years.
- Past PDC points from a previous place of employment **may not** be used.
- **Current or future college hours:** College hours should be entered into the "College Cr Approval" link in Frontline. Send unofficial/official transcripts to the Director of Learning Services once the course(s) have been completed. Transcripts must be received by August 1 to be counted for column movement.
- It is the teacher's responsibility to ensure that the college hours and PDC points they are indicating on the request form for column movement have not been utilized before in this capacity.
- 1 college credit = 20 PD points

Column Movement Request Form
(Please return on or before June 1)

Haven Public Schools
414 West Main Street
Haven, KS 67543

Requirements: **300 Total Points**-College credits and PDC points previously used for column movement may not be used again.

Name: Highest Degree

I request consideration for movement from my current column on the salary schedule:

Column:

To the following new location on the salary schedule:

Column: for the _____ school year.

- Transcript Printed by Director of Learning with Teacher and Director signature.

_____ _____
Teachers Signature Date

(For office use) If approved column: _____ School Year: _____

(For office use) Approved: _____ Date: _____
PDC Chair Signature

(For office use) Not Approved _____ Date: _____
PDC Chair Signature

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 j.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case # 3487
Applicant requested initial Kansas Licensure for High-Incidence Special Education PRK-12. Review for the license is required due to completion of an alternative teacher preparation program through iTeach Texas in Texas. The applicant met with the Licensure Review Committee to discuss details of the program and experience. Applicant has K-12 teacher certification from the state of Texas and is a special education teacher in Texas right now specializing with autistic children K-3. The Licensure Review Committee recommends approval of high-incidence special education K-12. Moved by Allen, seconded by Cody and approved unanimously.

Case # 3494
Applicant requested initial Kansas Licensure for Mathematics (5-8) and High Incidence Special Education (PRK-12). Review for the license is required due to completion of an alternative teacher preparation program: iTeach Texas in Texas. The Licensure Review Committee recommends denial based on lack experience in content area. Moved by Dan, seconded by Anita and approved unanimously.

Case # 3495
Applicant requests initial Kansas Licensure for French (PRK-12), History, Government, and Social Studies (5-8), Journalism (6-12), Speech/Theater (6-12), and Building Leadership (PRK-12). Review for the license is required due to not meeting the recent or accredited experience requirements to be issued a professional level Kansas teaching license or an initial level Kansas school leadership license. Applicant does not meet the required 3.25 GPA in course work requirement for an initial school leadership license. The Licensure Review Committee recommends approval based on achievements in Texas. Moved by Anita, seconded by Jessica and approved unanimously.

Case # 3496
Applicant requests an additional transitional Kansas teaching license based on extreme extenuating circumstances. Review for the license is required due to not meeting renewal requirements for the standard professional Kansas teaching license. The Licensure Review Committee recommends approval of a 1-year transitional teaching license to meet the requirements to renew initial license due to extenuating circumstances. Moved by Dan, seconded by Allen and approved unanimously.

Case # 3497
Applicant requests initial Kansas licensure for High-Incidence Special Education (K-6, 6-12). Review for the license is required due to completion of an alternative teacher preparation program through Grand Canyon University. The Licensure Review Committee recommends approval for a high-incidence special education license based on their degree for course work and achievements of out of state license. Moved by Jessica, seconded by Dan and approved unanimously.

Case # 3487

Applicant requested initial Kansas Licensure for High-Incidence Special Education PRK-12. Review for the license is required due to completion of an alternative teacher preparation program through iTeach Texas in Texas. The applicant met with the Licensure Review Committee to discuss details of the program and experience. Applicant has K-12 teacher certification from the state of Texas and is a special education teacher in Texas right now specializing with autistic children K-3. The Licensure Review Committee recommends approval of high-incidence special education K-12. Moved by Allen, seconded by Cody and approved unanimously.

Case # 3494

Applicant requested initial Kansas Licensure for Mathematics (5-8) and High Incidence Special Education (PRK-12). Review for the license is required due to completion of an alternative teacher preparation program: iTeach Texas in Texas. The Licensure Review Committee recommends denial based on lack experience in content area. Moved by Dan, seconded by Anita and approved unanimously.

Case # 3495

Applicant requests initial Kansas Licensure for French (PRK-12), History, Government, and Social Studies (5-8), Journalism (6-12), Speech/Theater (6-12), and Building Leadership (PRK-12). Review for the license is required due to not meeting the recent or accredited experience requirements to be issued a professional level Kansas teaching license or an initial level Kansas school leadership license. Applicant does not meet the required 3.25 GPA in course work requirement for an initial school leadership license. The Licensure Review Committee recommends approval based on achievements in Texas. Moved by Anita, seconded by Jessica and approved unanimously.

Case # 3496

Applicant requests an additional transitional Kansas teaching license based on extreme extenuating circumstances. Review for the license is required due to not meeting renewal requirements for the standard professional Kansas teaching license. The Licensure Review Committee recommends approval of a 1-year transitional teaching license to meet the requirements to renew initial license due to extenuating circumstances. Moved by Dan, seconded by Allen and approved unanimously.

Case # 3497

Applicant requests initial Kansas licensure for High-Incidence Special Education (K-6, 6-12). Review for the license is required due to completion of an alternative teacher preparation program through Grand Canyon University. The Licensure Review Committee recommends approval for a high-incidence special education license based on their degree for course work and achievements of out of state license. Moved by Jessica, seconded by Dan and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 k.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act to approve Northwest Kansas Educational Service Center Interlocal Agreement

Recommended Motion:

It is moved that the Kansas State Board of Education approve renewal of the Northwest Kansas Educational Service Center Interlocal Agreement.

Explanation of Situation Requiring Action:

Kansas state law authorizes boards of education of any two or more school districts to enter into school district interlocal cooperation agreements for the purpose of jointly and cooperatively perform any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law to be performed by school districts of this state. K.S.A. 72-13,100.

Member districts of the Northwest Kansas Educational Service Center Interlocal wish to continue their agreement for another term of 5 years. The school boards of each district listed in the Agreement have adopted by resolution(s) to sign the agreement and ask for State Board approval, which is also a requirement of K.S.A. 72-13,100. The Kansas State Department of Education's Office of General Counsel has reviewed the pending Agreement for legal sufficiency and finds that it complies with all applicable state laws, as is the standard practice for reviewing such agreements and presenting them to the State Board for final approval.

Note 1: The first sentence of the Agreement makes reference to K.S.A. 71-13,100. There is no such statute, and the intent was to reference K.S.A. 72-13,100. All member school districts were made aware of that typographical error by way of letter and agreed to ratify the Agreement with the understanding that it has been corrected by amendment.

Note 2: The Agreement was ratified individually by every listed member school district's school board. For the sake of economy, the signature pages are not included in these materials but are available in KSDE's Office of General Counsel for review upon request.

NORTHWEST KANSAS EDUCATIONAL SERVICE CENTER
INTERLOCAL AGREEMENT

This Agreement is made pursuant to the provision of K.S.A. 12-2901 *et seq.* and K.S.A. 71-13,100, as amended and supplemented. It is made with the sincere desire of all cooperating school districts to work together for the mutual benefit of the children we serve. We hereby and herein formally join together in an atmosphere of trust and confidence to continue an educational service center, a separate legal entity known as the Northwest Kansas Educational Service Center (NKESC).

The following unified school districts, by and through their respective boards of education, have each adopted a resolution authorizing the school district to enter into this Agreement.

Unified School District #103
Cheyenne County, Kansas

Unified School District #105
Rawlins County, Kansas

Unified School District #208
Trego County, Kansas

Unified School District #241
Wallace County, Kansas

Unified School District #242
Wallace County, Kansas

Unified School District #274
Logan County, Kansas

Unified School District #275
Logan County, Kansas

Unified School District #281
Graham County, Kansas

Unified School District #291
Gove County, Kansas

Unified School District #292
Gove County, Kansas

Unified School District #293
Gove County, Kansas

Unified School District #294
Decatur County, Kansas

Unified School District #297
Cheyenne County, Kansas

Unified School District #314
Thomas County, Kansas

Unified School District #315
Thomas County, Kansas

Unified School District #316
Thomas County, Kansas

Unified School District #352
Sherman County, Kansas

Unified School District #412
Sheridan County, Kansas

Unified School District #468
Lane County, Kansas

1. **Purpose**

The purpose of this educational service center (NKESC) shall be to jointly and cooperatively provide educational services, duties, functions, activities, obligations and responsibilities which are authorized or required by law to be performed by school districts of this state and any other purpose authorized by law. Provided, however, all programs and services shall be approved by the board of directors prior to implementation.

2. **Board of Directors and Officers**

NKESC shall be governed by a board of directors consisting of one member from the board of education of each member school district, which board of directors shall operate said educational service center.

The NKESC board of directors shall be comprised of the President of the Board of Education of each member school district or such other board member designated by the board of education of each member school district. The board of education of each member school district shall also appoint an alternate board member to serve in the absence of the designated NKESC board member. The term of office of the members of the NKESC board of directors shall be filled by the member school district in the same manner as the original designation within thirty (30) days from the date of such vacancy.

The NKESC board of directors shall meet at such times and places as may be decided by said board. A quorum for conducting educational service center business shall be ten (10) members. The board shall elect from its members a President and Vice President who shall serve in the absence or incapacity of the President. The board shall also appoint three (3) individuals, one to act as NKESC executive director, one to act as NKESC clerk, and one to act as NKESC treasurer, none of whom shall be members of the board of directors. The executive director, clerk, and treasurer may receive compensation and shall perform such duties as prescribed by the board of directors.

The board of directors has the authority to adopt policies, rules, and regulations to implement this Agreement and to operate the NKESC, including, but not necessarily limited to, procedures for financing the operation of the NKESC, acquisition of property, employment of personnel, personnel policies and procedures, student policies and procedures, budget preparation, and administration establishment of curricular disposition of property of the NKESC

upon complete termination of this Agreement, and such other policies and rules and regulations normally adopted by a board of education of unified school district.

3. **Methods of Financing**

Each member school district agrees to finance the operation of the NKESC in the manner hereinafter specified.

The funds required to operate NKESC shall be derived from fees charged by NKESC for constructed services provided to unified school districts, and other educational institutions, districts, and organizations, plus funds anticipated to be received from local state and federal projects. Additional funds may be assessed to each party as provided for below.

Buy-In Services. All costs for any Buy-In Services shall be paid by the member school district based on the average cost of the program and the district's requested share of such service. The costs shall be allocated to the member school district as determined by the board of directors, provided the costs shall be paid by only the member districts requesting such Buy-In Services.

Base Funding. The Kansas State Department of Education shall be requested to certify to the clerk of the NKESC the total FTE enrollment and general fund budget of each member school district. The clerk of NKESC, or designated employee thereof, shall total the number of students of all the participating member school districts and total the general fund budget amounts of the member school districts for the purpose of allocating the Base Funding budget of the NKESC. For the purpose of allocating the Base Funding costs the FTE enrollment figures and general fund budget amounts shall be for the prior school year.

Each member district shall pay its proportionate share of all Base Funding costs. "Base Funding costs" are defined as those budgeted items adopted by the board of directors in the following areas:

1. General Fund:
   Instructional Materials Center,
   General Administration,
   Technical Support;
2. Capital Outlay Fund;
3. Staff Development;

4. Such other costs as may be determined by the board of directors.

Each member school district will determine the actual services to be provided by the NKESC for the following school year. On or before May 1, each member school district will provide to NKESC a written statement of any changes in services from the current year to be provided for the following school year. On or before July 1, the board of directors shall notify each member district of the district's share of the preliminary budget. A preliminary annual budget to operate the NKESC shall be presented to the board of directors of the NKESC on or before July 1. On or before August 1, each member school district will sign a written invoice of services to be provided, identifying programs and costs. The final budget will be adopted not later than the August board meeting. By mutual agreement, the member school district and the NKESC may alter the invoice for services during the school year and from year to year.

Each member school district agrees to budget an amount sufficient to pay its proportionate share of the NKESC's budget, including Base Funding costs and other costs, as identified on the invoice for services as heretofore provided. If the amount any member school district is required to pay is in excess of such district's legal budget authority, such district shall attempt to raise the budget authority according to Kansas law or will request fewer services from the NKESC to reduce the cost to an amount less than the legal budget authority. Dates of payment shall be ten percent (10%) due and payable on August 1, with an additional ten percent (10%) due and payable on the first day of September, October, November, December, January, February, March, April and May, at which time all assessments should be paid in full.

4. Acquisition and Disposition of Property

All property, both real and personal, acquired by the NKESC shall be taken in the name of said NKESC and shall be the property of said NKESC, and not the property of any member school district. If any such property is sold while this Agreement is in effect, the proceeds of such sale shall be paid into the treasury of the NKESC and may be expended in any lawful manner as directed by the board of directors of the NKESC.

5. Term of Agreement and Effective Date

The term of this Agreement for joint or cooperative action in performing any of the education services, duties, functions, activities, obligations, or responsibilities, which are authorized or required by law to be performed by school districts of this state shall be for a term

of five (5) years commencing on July 1, 2023. This Agreement shall be effective only upon the approval of the Kansas State Board of Education pursuant to K.S.A. 12-2904(g)(2). This Agreement shall be effective after it is recorded in the office of the Register of Deeds in each county where NKESC and member school districts are located and the office of the Kansas Secretary of State. NKESC will be responsible for recording this Agreement.

NKESC will be responsible to record this Agreement.

6. Renewal of Cooperative Agreement

A new Interlocal Agreement shall be presented to the member school districts by March 1, 2028. Each board of education shall return the duly approved and executed Agreement to the NKESC clerk on or before April 1, 2028.

7. Modification of the Cooperative Agreement

Within the limitations provided by Kansas law, this Agreement may be changed or modified by the affirmative vote of not less than two-thirds (2/3) of the contracting districts.

8. Partial Termination of the Interlocal Agreement

Partial termination of this Agreement for the provision of educational services for the reason that a member school district wishes to withdraw shall require written notice from the member school district to the NKESC clerk on or before July 1, 2027. The NKESC board of directors shall act upon the member's request to withdraw by October 1, 2027.

Any unified school district that withdraws from membership prior to complete termination of this Agreement shall not be entitled to any of the property or money which has been acquired by the NKESC.

9. Complete Termination of the NKESC

Not less than two-thirds (2/3) of the member school districts shall have the authority to recommend complete termination of the NKESC. Complete termination shall be subject to and in accordance with Kansas law.

Upon complete termination, the board of directors shall distribute all NKESC property to the current member school districts. In the alternative, all property may be sold at public or private sale as determined by the board of directors and the net cash proceeds distributed as herein provided. All monies in the treasury and all other assets at the time of the termination shall be distributed to each school district that is a member of the NKESC at the time of

termination on the same basis as each school district contributed to Base Funding of said NKESC for the last budget of the NKESC.

10. Termination Subject to State Law

The partial or complete termination of the NKESC as set forth in this Agreement shall be subject to the provisions of Kansas law.

11. New Member

If a non-member school district seeks to become a party to this Agreement, such application shall be considered as provided by Kansas law, rules and regulations of the Kansas Board of Education, and policies and procedures adopted by the NKESC board of directors.

12. Mandatory Provision of Kansas Law

The terms and conditions of K.S.A. 72-1146, 72-1147, and 72-1148 are incorporated herein by reference. In particular, the parties acknowledge that each member school district shall be responsible only for its actions or failure to act under the contract, but not for the actions or failure to act of any other party to this Agreement. No party to this Agreement is obligated to indemnify or hold harmless any other party for damages, injury or death resulting from actions or failures to act on the part of any party to this Agreement; and, except as otherwise provided by K.S.A. 72-8230, in the judgment of any of the member school districts, acting through their Boards of Education or the NKESC board of directors, if funds are not appropriated to continue to allow a member district to participate in this Agreement, a member district may withdraw from this Agreement at the end of its current fiscal year.

The terms and conditions of the State of Kansas Department of Administration Form DA-146a are incorporated into this Agreement as though fully set out herein. For the information of all parties, a complete copy of the State of Kansas Department of Administration Form DA-146a is attached.

IN WITNESS WHEREOF, parties have caused this Agreement to be signed by the president of the board of education of each respective district.

EXECUTED THIS ___ day of _____, by the presidents and clerks respectively of the following unified school districts.

State of Kansas
Department of Administration DA-146a
(Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

> The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.
>
> The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of _____, 20____.

1. **Terms Herein Controlling Provisions**: It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.

2. **Kansas Law and Venue**: This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.

3. **Termination Due To Lack Of Funding Appropriation**: If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.

4. **Disclaimer Of Liability**: No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).

5. **Anti-Discrimination Clause**: The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract**: This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.

7. **Arbitration, Damages, Warranties**: Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.

8. **Representative's Authority to Contract**: By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.

9. **Responsibility for Taxes**: The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.

10. **Insurance**: The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.

11. **Information**: **No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.***

12. **The Eleventh Amendment**: "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 I.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Jon Harding		Randy Watson		

Item Title:

Act to approve the Kansas State School for the Blind's general and IDEA grant assurances form.

Recommended Motion:

It is moved that the Kansas State Board of Education approves the Kansas State School for the Blind's *general and IDEA grant assurances form* as required by the Kansas State Board of Education to receive Part B (federal) funds.

Explanation of Situation Requiring Action:

KSSB would spend the $29,940.00 received to pay for the *"Employment of a Special Education Intervention Specialist (k-12 and preschool)"*

Sub-recipients of federal Individual with Disabilities Education Act (IDEA) Part B funds (KSSB) are required to comply with current IDEA Part B statutory and regulatory requirements and applicable requirements in the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR). An LEA must use Part B funds only for the excess costs of providing special education and related services to children with disabilities except where IDEA specifically provides otherwise. These funds are to be used for the purpose of providing for the education and services of students with a disability, to strengthen education, drive reforms and improve results for students' ages 3 through 21.

KANSAS STATE DEPARTMENT OF EDUCATION

Local Education Agency (LEA) Application for The Individuals with Disabilities Education Act (IDEA) Part B Funds

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LEA ASSURANCES

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The Individuals with Disabilities Education Act (IDEA) as Amended by the Individuals with Disabilities Education Act Amendments of 2004 (PL 108-446) and its implementing regulations;

The Kansas Special Education for Exceptional Children Act and the Kansas State Board of Education's administrative regulations on special education;

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements that are not inconsistent with IDEA, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

Subject	Statute	Regulation
Discrimination on the basis of race, color, or national origin	Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)	34 CFR part 100.
Discrimination on the basis of sex	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)	34 CFR part 106.
Discrimination on the basis of handicap	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)	34 CFR part 104.
Discrimination on the basis of age	The Age Discrimination Act (42 U.S.C. 6101 *et seq.*)	34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

Note: Some program statutes authorize the Secretary—under certain circumstances—to provide benefits directly to private school students. These "bypass" provisions—where they apply—are implemented in the individual program regulations.

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

Note: This section is based on a provision in the General Education Provisions Act (GEPA). Section 427 of the Department of Education Organization Act (DEOA), 20 U.S.C. 3487, provides that except to the extent inconsistent with the DEOA, the GEPA "shall apply to functions transferred by this Act to the extent applicable on the day preceding the effective date of this Act." Although standardized nomenclature is used in this section to reflect the creation of the Department of Education, there is no intent to extend the coverage of the GEPA beyond that authorized under section 427 or other applicable law.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, notably including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements
- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:
- §200.403 Factors affecting allowability of costs.
- §200.404 Reasonable costs.
- §200.405 Allocable costs.
- §200.413 Direct costs.
- §200.415 Required certifications.
- §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. IDEA Part B Grant Assurances

An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in §§300.201 through 300.213.

(Authority: 20 U.S.C. 1413(a))

34 CFR §300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§300.101 through 300.163, and §§300.165 through 300.174.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(1))

34 CFR §300.202 Use of amounts.

(a) *General.* Amounts provided to the LEA under Part B of the Act—

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) *Excess cost requirement*—(1) *General.* (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children

of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of *excess costs* in §300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A))

34 CFR §300.203 Maintenance of effort.

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§300.204 and 300.205 that the LEA:

(i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) *Compliance standard.* (1) Except as provided in §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of §300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014))
[80 FR 23666, Apr. 28, 2015]
Note: An LEA may apply the exceptions in §300.204 and the adjustment in §300.205 to meet both the eligibility and compliance standards. When determining the amount of funds that an LEA must budget to meet the eligibility standard, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment that the LEA: (i) took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and (ii) reasonably expects to take in the fiscal year for which the LEA is budgeting. (From OSEP Memo 15-10, Issuance of Guidance on the Final Local Educational Agency (LEA) Maintenance of Effort (MOE) Regulations under Part B of the Individuals with Disabilities Education Act (IDEA), July 27, 2015.)

34 CFR §300.204 Exception to maintenance of effort.

Notwithstanding the restriction in §300.203(b), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child—

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(B))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) *Amounts in excess.* Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.

(b) *Use of amounts to carry out activities under ESEA.* If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) *State prohibition.* Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) *Special rule.* The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(C))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.206 Schoolwide programs under title I of the ESEA.

(a) *General.* Notwithstanding the provisions of §§300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—

(1)(i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(2) The number of children with disabilities participating in the schoolwide program.

(b) *Funding conditions.* The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202(a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §300.202(a)(1).

(c) *Meeting other Part B requirements.* Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—

(1) Receive services in accordance with a properly developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(D))

34 CFR §300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(3))
[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29761, June 30, 2017]

34 CFR §300.208 Permissive use of funds.

(a) *Uses.* Notwithstanding §§300.202, 300.203(b), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) *Services and aids that also benefit nondisabled children.* For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) *Early intervening services.* To develop and implement coordinated, early intervening educational services in accordance with §300.226.

(3) *High cost special education and related services.* To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) *Administrative case management.* An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(4))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.209 Treatment of charter schools and their students.

(a) *Rights of children with disabilities.* Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) *Charter schools that are public schools of the LEA.* (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must—

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools—

(A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools—

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) *Public charter schools that are LEAs.* If the public charter school is an LEA, consistent with §300.28, that receives funding under §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) *Public charter schools that are not an LEA or a school that is part of an LEA.* (1) If the public charter school is not an LEA receiving funding under §300.705, or a school that is part of an LEA receiving funding under §300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(5))

34 CFR §300.210 Purchase of instructional materials.

(a) *General.* Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) *Rights of LEA.* (1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(6)

Note: Kansas has defined 'timely manner' as; the responsible public agency has taken all reasonable steps to ensure that needed instructional materials, including instructional materials that cannot be produced from NIMAS files, are provided in accessible formats to blind or other children with print disabilities at the same time as nondisabled children receive instructional materials. The definition for timely manner applies to all children with disabilities that need instructional materials provided in an accessible format regardless of the eligibility requirements of NIMAS.

34 CFR §300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(7))

34 CFR §300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(8))

34 CFR §300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(9))

Section III. National Instructional Materials Accessibility Center (NIMAC) Opt-in/Opt-Out Assurance

A Local Education Area (LEA) has a choice to coordinate with the National Instructional Materials Access Center (NIMAC) or to implement the standard without coordinating with the National Instructional Materials Access Center (NIMAC). 34 CFR §300.210

Please select the appropriate box to indicate the LEAs choice to opt-in or out of the NIMAC to implement the NIMAS Standard:

OPT-IN The LEA coordinates with the National Instructional Materials Access Center and, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, enters into a written contract with the publisher of the print instructional materials to:

(a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center (NIMAC), electronic files containing the contents of the print instructional materials using the NIMAS standard

Or

(b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

OPT-OUT The LEA has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

CERTIFICATION

HEREBY CERTIFY that the applicant has read and understands the General and IDEA grant assurances and will comply with such assurances.

Name of Local Board Official:

Board Approved Date:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **24 m.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/9/2023**
Luanne Barron		Randy Watson		

Item Title:

Act to approve the Kansas State School for the Deaf's general and IDEA grant assurances form

Recommended Motion:

It is moved that the Kansas State Board of Education approves the Kansas State School for the Deaf's general and IDEA grant assurances form as required by the Kansas State Board of Education to receive Part B (federal) funds.

Explanation of Situation Requiring Action:

KSD would spend the $109,267.00 received to pay for the "Employment of an Elementary Teacher"

Sub-recipients of federal Individual with Disabilities Education Act (IDEA) Part B funds (KSD) are required to comply with current IDEA Part B statutory and regulatory requirements and applicable requirements in the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR). An LEA must use Part B funds only for the excess cost of providing special education and related services to children with disabilities except where IDEA specifically provides otherwise. These funds are to be used for the purpose of providing for the education and services of students with a disability, to strengthen education, drive reforms and improve results for students' ages 3 through 21.

KANSAS STATE DEPARTMENT OF EDUCATION

Local Education Agency (LEA) Application for The Individuals with Disabilities Education Act (IDEA) Part B Funds

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LEA ASSURANCES

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The Individuals with Disabilities Education Act (IDEA) as Amended by the Individuals with Disabilities Education Act Amendments of 2004 (PL 108-446) and its implementing regulations;

The Kansas Special Education for Exceptional Children Act and the Kansas State Board of Education's administrative regulations on special education;

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements that are not inconsistent with IDEA, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

Subject	Statute	Regulation
Discrimination on the basis of race, color, or national origin	Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)	34 CFR part 100.
Discrimination on the basis of sex	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)	34 CFR part 106.
Discrimination on the basis of handicap	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)	34 CFR part 104.
Discrimination on the basis of age	The Age Discrimination Act (42 U.S.C. 6101 *et seq.*)	34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

Note: Some program statutes authorize the Secretary—under certain circumstances—to provide benefits directly to private school students. These "bypass" provisions—where they apply—are implemented in the individual program regulations.

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

Note: This section is based on a provision in the General Education Provisions Act (GEPA). Section 427 of the Department of Education Organization Act (DEOA), 20 U.S.C. 3487, provides that except to the extent inconsistent with the DEOA, the GEPA "shall apply to functions transferred by this Act to the extent applicable on the day preceding the effective date of this Act." Although standardized nomenclature is used in this section to reflect the creation of the Department of Education, there is no intent to extend the coverage of the GEPA beyond that authorized under section 427 or other applicable law.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, notably including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements
- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:
- §200.403 Factors affecting allowability of costs.
- §200.404 Reasonable costs.
- §200.405 Allocable costs.
- §200.413 Direct costs.
- §200.415 Required certifications.
- §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. IDEA Part B Grant Assurances

An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in §§300.201 through 300.213.

(Authority: 20 U.S.C. 1413(a))

34 CFR §300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§300.101 through 300.163, and §§300.165 through 300.174.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(1))

34 CFR §300.202 Use of amounts.

(a) *General.* Amounts provided to the LEA under Part B of the Act—

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) *Excess cost requirement*—(1) *General.* (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children

of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of *excess costs* in §300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A))

34 CFR §300.203 Maintenance of effort.

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§300.204 and 300.205 that the LEA:

(i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) *Compliance standard.* (1) Except as provided in §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of §300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014))
[80 FR 23666, Apr. 28, 2015]
Note: An LEA may apply the exceptions in §300.204 and the adjustment in §300.205 to meet both the eligibility and compliance standards. When determining the amount of funds that an LEA must budget to meet the eligibility standard, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment that the LEA: (i) took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and (ii) reasonably expects to take in the fiscal year for which the LEA is budgeting. (From OSEP Memo 15-10, Issuance of Guidance on the Final Local Educational Agency (LEA) Maintenance of Effort (MOE) Regulations under Part B of the Individuals with Disabilities Education Act (IDEA), July 27, 2015.)

34 CFR §300.204 Exception to maintenance of effort.

Notwithstanding the restriction in §300.203(b), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child—

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(B))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) *Amounts in excess.* Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.

(b) *Use of amounts to carry out activities under ESEA.* If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) *State prohibition.* Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) *Special rule.* The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(C))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.206 Schoolwide programs under title I of the ESEA.

(a) *General.* Notwithstanding the provisions of §§300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—

(1)(i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(2) The number of children with disabilities participating in the schoolwide program.

(b) *Funding conditions.* The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202(a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §300.202(a)(1).

(c) *Meeting other Part B requirements.* Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—

(1) Receive services in accordance with a properly developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(D))

34 CFR §300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(3))
[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29761, June 30, 2017]

34 CFR §300.208 Permissive use of funds.

(a) *Uses.* Notwithstanding §§300.202, 300.203(b), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) *Services and aids that also benefit nondisabled children.* For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) *Early intervening services.* To develop and implement coordinated, early intervening educational services in accordance with §300.226.

(3) *High cost special education and related services.* To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) *Administrative case management.* An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(4))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

34 CFR §300.209 Treatment of charter schools and their students.

(a) *Rights of children with disabilities.* Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) *Charter schools that are public schools of the LEA.* (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must—

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools—

(A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools—

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) *Public charter schools that are LEAs.* If the public charter school is an LEA, consistent with §300.28, that receives funding under §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) *Public charter schools that are not an LEA or a school that is part of an LEA.* (1) If the public charter school is not an LEA receiving funding under §300.705, or a school that is part of an LEA receiving funding under §300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(5))

34 CFR §300.210 Purchase of instructional materials.

(a) *General.* Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) *Rights of LEA.* (1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(6)

Note: Kansas has defined 'timely manner' as; the responsible public agency has taken all reasonable steps to ensure that needed instructional materials, including instructional materials that cannot be produced from NIMAS files, are provided in accessible formats to blind or other children with print disabilities at the same time as nondisabled children receive instructional materials. The definition for timely manner applies to all children with disabilities that need instructional materials provided in an accessible format regardless of the eligibility requirements of NIMAS.

34 CFR §300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(7))

34 CFR §300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(8))

34 CFR §300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(9))

Section III. National Instructional Materials Accessibility Center (NIMAC) Opt-in/Opt-Out Assurance

A Local Education Area (LEA) has a choice to coordinate with the National Instructional Materials Access Center (NIMAC) or to implement the standard without coordinating with the National Instructional Materials Access Center (NIMAC). 34 CFR §300.210

Please select the appropriate box to indicate the LEAs choice to opt-in or out of the NIMAC to implement the NIMAS Standard:

OPT-IN The LEA coordinates with the National Instructional Materials Access Center and, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, enters into a written contract with the publisher of the print instructional materials to:

(a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center (NIMAC), electronic files containing the contents of the print instructional materials using the NIMAS standard

Or

(b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

OPT-OUT The LEA has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

CERTIFICATION

HEREBY CERTIFY that the applicant has read and understands the General and IDEA grant assurances and will comply with such assurances.

Name of Local Board Official:

Board Approved Date:

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann E. Mah, District 4
Cathy Hopkins, District 5
Dr. Deena Horst, District 6
Dennis Hershberger, District 7
Betty J. Arnold, District 8
Jim Porter, District 9
Jim McNiece, District 10

WEDNESDAY, MAY 10, 2023
MEETING AGENDA

9:00 a.m.		1. Call to Order – Chair Melanie Haas
		2. Roll Call
		3. Approval of Agenda
9:05 a.m.	(IO)	4. Recognition of 2022 Blue Ribbon Schools
9:30 a.m.	(AI)	5. Act on Approval of Registered Apprenticeship Grant
9:45 a.m.	(RI)	6. Update on Substitute Licenses
10:15 a.m.	(AI)	7. Receive Staff Response and Act on Proposed Emergency Safety Intervention (ESI) Regulation Amendments
10:45 a.m.		**Break**
11:00 a.m.	(IO)	8. Learning Series: School Budgets 101
Noon		**ADJOURN**

Agenda Number: 4

Meeting Date: 5/10/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Recognition of 2022 Blue Ribbon Schools

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2022 Kansas Blue Ribbon Schools at its May board meeting.

The National Blue Ribbon Schools Program recognizes schools that have students achieving at very high levels or are making significant progress in closing achievement gaps among different groups of students.

2022 Blue Ribbon Schools

- Cottonwood Elementary School, Andover USD 385, Principal Shari Rooks.
- Morris Hill Elementary School, Geary County USD 475, Principal Melisa Burgess.
- R.L. Wright Elementary School, Sedgwick USD 439, Principal Julie Scott.

The principals from the above-named schools will share with Board members the factors they have found to be most significant in raising student achievement at their schools. They will be available to respond to questions from Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Approval of Registered Apprenticeship Pilot Program Grant

Recommended Motion:

It is moved that the Kansas State Board of Education approve the application to start a Teaching Registered Apprenticeship Pilot Program Grant.

Explanation of Situation Requiring Action:

Purpose:

A Teaching Registered Apprentice (RA) program will be a tool to address teacher shortage. The Teaching RA program will allow districts to identify teacher candidates from their current work force such as para educators, substitute teachers, or students who graduated from their district. The Teaching RA program will allow districts to hire candidates as teacher apprentices while the candidate completes college coursework to become a licensed teacher. Teacher apprentice candidates will not serve as teachers of record during the program but serve as an apprentice under the tutelage of a mentor teacher while coursework is completed.

In order to initiate a Teaching RA program, an application must be approved by the Kansas Department of Commerce. The attached application will initiate the approval process.

Background:

The federal government defines registered apprenticeships as being industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential. Last year, the Department of Labor recognized teacher training as an industry eligible to participate in the Registered Apprentice program. A Teaching RA program allows one to work in a district as a teacher apprentice under the direction of a mentor teacher while completing coursework to earn a bachelor's degree and complete a state-approved teacher preparation program.

Since May 2022, the licensure team met with higher education partners, district partners and other professional education organizations to explore the idea of creating a RA program. At this time, the licensure team is ready to apply to the Department of Commerce for to initiate a Teaching RA program in Kansas, and the licensure team plans to start a pilot Teaching RA program during the Fall 2023-2024 School Year.

Additional Information:

During the 2023 Legislative session, House Bill 2292 was introduced which directs the creation of a Teaching RA program, and provides funding to do so. The bill was passed through the house and the Senate Commerce Committee. The Bill is pending Senate approval. If the bill is approved, the Department of Education will be required to create and implement a Teaching RA program.

Overview of Teacher Registered Apprenticeship

General information:

Kansas Registered Teacher Apprenticeship will be a four-year competency-based apprenticeship in which an individual will receive paid on-the-job training in a school district and a bachelor's degree from an accredited Kansas teacher preparation program.

The Goal:

The goal of the registered apprenticeship is to establish an avenue for individuals to receive paid classroom experience, allowing them develop teaching skills/competencies over the course of four years, while simultaneously pursuing a bachelor's degree. Once the individual completes their bachelor's degree, has demonstrated their proficiency in all the required apprentice teaching competencies, and completed all additional licensure requirements, they can apply for their teaching license.

How it will work:

- **Teacher Apprenticeship Pathway** – This program is for an individual who has a strong interest in becoming a teacher but lacks the training and education requirements. The individual would need to be a currently employed by the district or have an employment agreement in hand. The district and the individual would mutually agree that the apprenticeship is the correct path for the individual to take to gain the required teaching experience and a bachelor's degree, to become a licensed teacher for the district.
  If an individual begins the program without any college credit or any teaching experience, the apprenticeship will last at least four years. If the individual has any prior teaching experience and/or college credit prior to starting the program, those will be assessed to determine how much prior credit will be given and the duration of the apprenticeship may be decreased due to the individual having fewer proficiencies and/or college credit requirements to meet.

- Once the prior experience is assessed, the individual would be hired by the district as a teaching apprentice and be paid an hourly wage for their work. The individual will work full-time for the district during the school year and during any sessions of summer school offered by the district as an apprentice for the school in a variety of capacities to gain different experiences that encompass the job of a teacher. The apprentice will be assigned at least one mentor who will monitor their progress and assess their competencies as they progress through the program. The majority of the apprentice's time will be spent in the classroom assisting their mentor teacher or other teachers to gain hands on experience to learn and master the different teaching competencies required as part of the apprenticeship. While they are working for the district, the individual will also be pursuing a bachelor's degree.

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Once the apprentice is able to demonstrate their mastery of the teaching apprenticeship competencies, the educator prep program, and their bachelor's degree, the apprentice will be given a certificate of completion, and can apply for a Kansas teaching license. At the same time, the district will hire the individual as a salaried teacher of record in their specialization.

Information for Dept of Commerce Form 1 – Registered Apprenticeship Application

Onet Code:

25-3099.00 – K-12 Teacher

SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

A. Responsibilities of the sponsor:

Kansas Department of Education must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) parts 29 and 30, and all relevant guidance issued by the Kansas Office of Apprenticeship. The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document "Requirements for Apprenticeship Sponsors Reference Guide."

Sponsors shall:

- •Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- •Ensure there are qualified training personnel and adequate supervision on the job.
- •Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these standards and the document "Requirements for Apprenticeship Sponsors," and that meets the requirements of Title 29, CFR part 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- •Register all apprenticeship standards with the Kansas Office of Apprenticeship, including local variations, if applicable.
- •Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- •Arrange for periodic evaluation of apprentices' progress in skills and technical knowledge, and maintain appropriate progress records.
- •Notify the Kansas Office of Apprenticeship within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- •Provide each apprentice with a copy of these standards, Requirements for Apprenticeship Sponsors Reference Guide, and Appendix A, any applicable written rules and polices, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration

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Agency, then provide apprentices a copy of the updated standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.

B – Minimum Qualifications - 29 CFR §29.5(b)(10)

1. Minimum age of an apprentice – 18
2. Education requirement – High School Diploma or GED
3. Physical requirements - No
4. Are we going to make any aptitude tests a requirement? No
5. Other – any other requirements – Fingerprint and KBI background check; Must meet admissions requirements for college system; must be employed or have employment contract in hand as an apprentice with a district.

C – Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship will be a four year competency based program and will require a total of 1800hrs of RTI, which is them attaining a Bachelor's degree in a teacher preparation program at an accredited college/university. (1 credit hour equals 15 clock hours, so 120 credit hours for a Bachelor's degree equals 1800 clock hours).

D – Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

See below for description of OJL and RTI training.

E - Credit for Previous Experience – 29 CFR § 29.5(b)(12)

An applicant can seek credit for previous experience gained outside of the supervision of the sponsor/employer district when they make application for an apprenticeship.

Previous experience can include prior college level coursework leading to a bachelor's degree or to paraprofessional specialized training (Title I, SPED, etc) or participation in another sponsor's teacher apprenticeship program.

The employer district must accept the request for previous experience at the time of application. The Kansas Department of Education will be notified upon receiving the request, prior to the applicant being hired as an apprentice.

The employer district must request appropriate records and documentation to substantiate the applicant's claim.

Documentation may include successful completion of related instruction (college level course transcript(s)), Praxis Core (or other Praxis exams) passing scores, appropriate on the job learning and experience, paraprofessional specialized training (Title I, SPED, etc), or records from another sponsor's teacher apprenticeship program.

Before credit for previous experience can be gained, the employer district and KSDE will review the documentation.

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The employer district will make a recommendation to KSDE to accept or reject the candidates request for prior experience. Once both parties (sponsor and KSDE) agree on the prior experience, credit will be granted.

An apprentice granted credit must be advanced to the wage rate designated for the period to which such credit accrues.

The Intermediary (KSDE) will advise the Office of Apprenticeship of any credit granted and the wage rate to which the apprentice is advanced within 45 days.

All documentation of the request for credit for previous experience will be kept in the apprentice record and made available to the sponsor or OA as required.

F – Probationary Period – 29 CFR § 29.5 (b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period of 1 year.

During the probationary period, either the apprentice or sponsor/employer district may terminate the apprenticeship agreement, without stated cause, by notifying the other parties in writing.

The Sponsor (employing district) and KSDE will keep the records for each probationary apprentice.

Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period.

Any probationary apprentice evaluated as satisfactory after a review of the probationary period must be given full credit for the probationary period and continue in the program.

When notified that an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the employer district sponsor will recommend to KSDE whether the apprentice should continue in a probationary status and may require the apprentice to repeat a process or series of processes before advancing to the next wage classification.

The sponsor will make the final determination of the corrective action with the apprentice after reviewing documents and consulting with the employer district.

After the probationary period, the apprenticeship agreement may be cancelled at the request of the apprentice or may be suspended or cancelled by the employer district or sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action.

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For all cancellations, the employer district must provide written notice to the apprentice and KSDE, with KSDE then giving notice to the Kansas Office of Apprenticeship of the action taken within 45 days.

G – RRatio of Apprentices to Journeyworkers - 29 CFR § 29.5 (b)(7)

3 apprentices to 1 Journeyman

H – AApprentice Wage Schedule - 29 CFR § 29.5 (b)(5)

Initial - $14/hr

6 month bump - 2% pay raise

6 month bump - 2% pay raise

6 month bump - 2% pay raise

6 month bump - 2% pay raise

6 month bump - 2% pay raise

6 month bump - 2% pay raise

6 month bump - 2% pay raise

Final Wage: $20/hr = $41,600/yr*

*Districts are allowed to pay more than the wage scale, however, if they pay less, they will need to have it reviewed by the Kansas Office of Apprenticeship.

I – EEOA actions

Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)
Per the Department of Labor, CFR Title 29A, PART 30 revised "Equal Employment Opportunity in Apprenticeship and Training," which states:

We will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older. We will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

_____ _____

Sponsor Signature Date

_____

Type/Print Name

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Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4, and 30.10

[The following must be completed by all Registered Apprenticeship Programs.]

To ensure equal employment, diversity, and inclusion opportunities, *(RAP name)* _____ is committed to executing affirmative efforts in recruitment, hiring, training, employment, and all other aspects of our Apprenticeship Program and to complying with the applicable apprenticeship regulations.

1. We will announce apprenticeship opportunities when they are available to all organizations in the area from which we recruit that can potentially reach anyone who might be eligible for the apprenticeship position, such as:
   i. Registration agencies
      (1) Kansas Works website: https://www.kansasworks.com/
      (2) Federal DOL Apprenticeship site: https://www.apprenticeship.gov/list-your- apprenticeship-jobs
   ii. Local training providers including K12 schools, higher education, and pre- apprenticeship programs
   iii. Local Workforce Boards
   iv. Community organizations and buildings
   v. Community publications and local newspapers
   vi. Any outside agency or organization

2. We may participate, when necessary, in various outreach opportunities to optimize diversity and inclusion, such as annual workshops, job fairs, and community outreach programs targeted at underrepresented groups, and advertise all openings for our program in social media, job-search engines, and other wide-circulation media in our recruitment area(s) that specifically serve or target underrepresented populations.
3. We may, when available, work with K12 school systems, higher education organizations, community organizations, and other training providers to develop or expand programs that are targeted at preparing people from underrepresented groups to meet the criteria for entry into our apprenticeship program.
4. We will intentionally foster acceptance, understanding, and support among program members, including supervisors, employees, apprentices, and applicants by posting the EEO Pledge, providing information about the RAP's commitment to EEO to apprentices and those who work with them, and providing anti-harassment training to apprentices and those who work with them.

5. We will create and use a standard application form for all interested apprentice applicants which incorporates self-identifying questions including, but not limited to race, ethnicity, and sex. We will ensure that this information is entered in the Registered Apprenticeship Partners Information Database System (RAPIDS) for those individuals who are selected to become an apprentice.

6. We will invite all apprentices to disclose whether they have a disability as defined in 29

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CFR 30.2 using the Voluntary Disability Disclosure Form approved by the White House Office of Management and Budget; renew that invitation annually; and include the Voluntary Disability Disclosure Form in our standard application form (see step 6).

7. We will utilize the RAPIDS utilization analysis tool to analyze race, sex, and ethnicity as described in 29 CFR 30.4(c) to assess whether barriers to apprenticeship exist for particular groups of individuals for each major occupation group within the apprenticeship program. If necessary, we will implement utilization goals to measure the effectiveness of our outreach, recruitment, and retention efforts.

8. If the percentage of apprentices in any major occupation group who are qualified individuals with disabilities is less than 7 percent, we will assess whether impediments to equal opportunity for such individuals with disabilities exist.

9. If our utilization of any of the targeted groups is below our goal for that group (as determined under step 7 of this affirmative effort plan), or if we find (under step 8) impediments to opportunity for individuals with disabilities, we will undertake targeted outreach, recruitment, and retention activities that are likely to generate an increase in applications of apprenticeship and improve retention of apprentices from any targeted group(s) and/or from individuals with disabilities. Such activities will include at least:
    i. Those found in section 1, 2 and 3 of this affirmative effort plan;
    ii. Evaluating and documenting after every selection cycle for registering apprentices the overall effectiveness of such activities; and
    iii. Maintaining records of the targeted outreach, recruitment, and retention activities and records related to our evaluation of these activities.

10. We will conduct an annual and comprehensive review of all aspects of our apprenticeship program to ensure the program is operating free of discrimination and to make any necessary modifications to the program to ensure compliance with 29 CFR Part 30.

J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law.

An apprentice should submit a complaint to the district superintendent. If the complaint is not resolved, the apprentice should contact KSDE or the Kansas Office of Apprenticeship.

Below are the methods by which apprentices may send a complaint:

The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received *within 15 days of the alleged violation(s)*. The sponsor will make such

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rulings as it deems necessary in each individual case within 30 days of receiving the written notification:

Name: District Information
Address:
Telephone Number
Email Address:

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Kansas Department of Education.

Name: KSDE information
Address:
Telephone Number:
Email Address:

COMPLAINTS REGARDING DISCRIMINATION
Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within 300 days of the alleged discrimination.

Complaints of discrimination should be directed to the following contact:
Kansas Office of Apprenticeship
Telephone Number:
Email Address:
Point of Contact:

An apprentice may also be able to file complaints directly with the Equal Employment Opportunity Commission (EEOC), or State Fair Employment Practices Agency.

Reciprocity of Apprenticeship Programs 29 CFR § 29.13 (a)(7)

An apprentice may transfer within the apprentice program or to another state or regional teacher apprenticeship program. To maintain the role of apprentice, the apprentice must initiate a change discussion with the KSDE and the apprentice employer (district/sponsor). The initiation of a transfer shall include a written request to KSDE and the employer district. If the apprentice has an existing service agreement with the employer, the apprentice and the district must agree to severing the service agreement.

In the event of a disagreement on the severance of a service agreement, KSDE shall be involved to mediate the discussion about the service agreement. The decision of KSDE will be binding to both the apprentice and employer district.

If the receiving district is an apprenticeship district, the district must agree to the proposed transfer and offer the apprentice a position in line with the apprentice's license area and at the

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level of wage per the wage schedule. If the district is not a KS Apprenticeship program district, the apprentice may select to work with another apprenticeship district or to cancel the apprenticeship agreement.

TRANSFER AND RELATED INSTRUCTION

An apprentice cannot be transferred from the employer district to a non-employer district by a related instruction provider without the agreement of the apprentice, employer district, and KSDE.

Upon agreement of a transfer, the apprentice will be provided:
(1) a transcript of related instruction and OJL by the university and employer district or program sponsor; (if transferring to a different related instruction provider)
(2) Transfer must be to the same occupation; and
(3) A new apprenticeship agreement must be executed when the transfer occurs between program sponsors.

TRANSFER TO NEW SPONSOR

An apprentice may transfer within the apprentice program or to another state or regional teacher apprentice program. To maintain the role of apprentice, the apprentice must initiate a change discussion with the sponsor district and KSDE.

The apprentice must receive credit from the new sponsor for the training (OJL and RI) already satisfactorily completed. If the apprentice has an existing service agreement with the current employer, the apprentice and the district must agree to severing the service agreement prior to the transfer being completed. In the event of a disagreement on the severance of a service agreement, KSDE may be involved to mediate the discussion about the service agreement. The decision of KSDE will be binding to both the apprentice and employer district.

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Work Process Schedule

Teacher
O-Net/SOC Code: 25-3099

Required On-the-Job Learning Competencies

On-the-job–learning (OJL) work process competencies are a list of areas in which an apprentice must demonstrate proficiency to successfully complete their apprenticeship and become a licensed teacher. The individual will perform training and tasks under the supervision of a mentor to eventually meet the level "proficient in task" in each category, before completing the apprenticeship. In all cases, the apprentice is required to receive sufficient experience to make them fully proficient in all areas of Professionalism, Environment, Planning, and Instruction.

Below is an overview and detailed breakdown for each area an apprentice must demonstrate proficiency. In the detailed breakdown of each competency, a "possible evidence" section provides a variety of options for the district to introduce and track/monitor competencies. The districts are not required to use "possible evidence" tasks, however, they will need to list out all the tasks they used to introduce, monitor, and demonstrate proficiencies for each apprentice in boxes provided below each section.

Areas of Competencies:

Construct 1: Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

1.1 Learner Development

- The teacher planned instruction based on the learning and developmental levels of all students.
- *Key indicators: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.*

1.2 Learner Differences

- The teacher recognized and fostered individual differences to establish a positive classroom culture.
- *Key indicators: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.*
-

1.3 Learning Environment

- The teacher established a classroom environment conducive to learning.
- *Key indicators: collaborating with students, establishing a safe, respectful and academically challenging environment.*

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

2.1 Content Knowledge

- The teacher demonstrated a thorough knowledge of content.
- *Key indicators: encouraging use of multiple representations, explanations and a wide variety of*

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experiences building student understanding.

2.2 Innovative Applications of Content Knowledge

- The teacher provided a variety of innovative applications of knowledge.
- *Key indicators: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.*

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

3.1 Planning for Instruction

- The teacher used methods and techniques that are effective in meeting student needs.
- *Key indicators: planning rigorous activities, using objectives that align with standards, meeting needs of students.*

3.2 Assessment

- The teacher used varied assessments to measure learner progress.
- *Key indicators: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.*

3.3 Instructional Strategies

- The teacher delivered comprehensive instruction for students.
- *Key indicators: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.*

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

4.1 Reflection and Continuous Growth

- The teacher engaged in reflection and continuous growth.
- *Key indicators: engaging in ongoing, purposeful professional development, reflecting on practice and seeking professional development, analyzing and reflecting on student data to guide instruction.*

4.2 Collaboration and Leadership

- *The teacher participated in collaboration and leadership opportunities. Key indicators: collaborating with multiple stakeholders, communicating in a variety of ways, demonstrating leadership skills.*

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1.1 Learner Development: The teacher planned instruction based on the learning and developmental levels of all students.

Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planning and alignment of instruction	• Teacher lesson plans	• Lesson and unit plans reflected consistent alignment with the students' learning needs and illustrate how the teacher takes into consideration the developmental levels of all students.
Using a variety of teaching approaches and resources	• Teacher lesson and/or unit plans • Student work samples • Learning style inventories • Observations (by peers or evaluators)	• Lesson plans and student work consistently reflected a variety of approaches to help students learn. Observations or artifacts of classroom activities over a period of time provide evidence of the variety.
Adapting instruction to meet student needs	• Teacher reflection • Samples of student work • Conference notes with colleagues	• The teacher consistently reflected on instruction both during and after and provided both written and oral evidence of this.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

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1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture.

Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of all students	• Student surveys • Student writing • Parent surveys • Student attendance data	• The teacher consistently interacted with students in a respectful manner, encouraging and respecting them as they share their thoughts and experiences.
Using knowledge of students to create a culture of respect among all students	• Student reflections/contributions of personal experience • Classroom rules • Behavior and/or office referrals	• Student writing and discussion provided consistent evidence of contributions of personal experiences to the topics being studied during class.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

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1.3 Learning Environment: The teacher established a classroom environment conducive to learning.

Sources of Evidence for Establishing a Classroom Environment Conducive to Learning

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaboration with students	• Classroom rules developed collaboratively • Student surveys • Student developed rubrics	• The teacher was seen consistently involving students in various classroom activities, giving the student opportunities to give direction to their own learning.
Establishing a safe, respectful, and academically challenging environment	• Lesson plans • Classroom expectations • Observations (by peers or evaluators) • Student work samples • Feedback to students	• Student work provided consistent evidence that students are being academically challenged at their appropriate level.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

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2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.
Sources of Evidence for Showing Knowledge of Content

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Knowledge of content by encouraging use of multiple representations, explanations, and a wide variety of experiences	• Lesson plans aligned to content standards • Curriculum committee work documentation • Observations of strategies used to deliver content (by peers or evaluators)	• Evidence observed shows the teacher consistently provided a variety of instructional strategies that provide students a range of experiences to learn content.
Built student understanding	• Student work samples • Student feedback and reflection pieces • Teacher developed assessments and rubrics • Student involvement in content contests	• Student work, judged according to a rubric, consistently showed understanding of key content area topics.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

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2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Use of problem solving, critical thinking skills, and technology	• Problem-solving based assignments with student responses • Student created videos	• Evidence consistently showed effective use of critical thinking skills in developing content- based assignments; questions promote evaluation and synthesis rather than recall.
Explored and delivered content through real world application of knowledge	• Portfolio of materials associated with real world application of topics of study • Feedback from community member regarding a project tied to a real-world activity	• A collection of student work over a period of time consistently showed practical application of content
Collaborated to provide cross curricular learning opportunities	• Co-Curricular performances tied to the subject area • Unit plans from collaborative planning	• Evidence from lesson plans showed students making use of a variety of content areas within one activity.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals (list date)	Proficient in Task (list date)	Completion Date	Mentor Sign off	Supervisor Sign off

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3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs.
Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Planned rigorous activities	• Formative and summative assessments • Observations (by peers and evaluators) • Student work samples showing the rigor of the assignments • Teacher and student reflections	• Evidence from student work consistently showed that lessons are planned using challenging and appropriate activities.
Used objectives that align with standards	• Lesson plans noting relevant standards • Assessment data	• Assessment data consistently showed students meeting district, state, and national standards.
Met needs of all students	• Student need inventory • Individual assessment data including portfolios	• Evidence from portfolios collected over a period of time reflected student understanding of content appropriate for their individual needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

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3.2 Assessment: The teacher used varied assessments to measure learner progress.

Sources of Evidence for using varied assessments to measure learner progress

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Provided opportunities for students to demonstrate learning	• Scored rubrics from performance assessments • Assessment samples (formative and summative) • Portfolios • Student presentations	• Evidence consistently showed that students have a variety of ways to demonstrate their learning: oral presentations, portfolios.
Used assessment data to inform instruction	• Teacher reflection • Lesson plans linking activities to assessment results	• Teacher consistently provided rationales for chosen activities based on student assessment results.
Provided feedback to promote student responsibility	• Written feedback on student work • Observations (by peers or evaluators) • Teacher/student conferences	• Written evidence from teacher/student conference consistently showed student identification of next steps in the learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

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3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Sources of Evidence for Delivering Comprehensive Instruction for Students

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Used a variety of strategies to engage and challenge students in a variety of learning situations	• Professional growth log • Lesson plans • Observations	• Evidence from lesson plans consistently showed use of strategies to engage students in worthwhile content learning activities.
Incorporated strategies for differentiation and scaffolding for all students	• Teacher reflection • Lesson plans showing how strategies were used for scaffolding/differentiation	• Teacher consistently developed assignments that provide students with a variety of options and submission schedules.
Engaged students in higher order thinking	• Student work samples that reflect use of higher level thinking skills	• Teacher consistently provided students with problem solving activities related to the classroom content.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

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4.1 Sources of Evidence for Engaging in Reflection and Continuous Growth

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Engaged in ongoing, purposeful professional learning connected to student learning	• Professional development log noting connections to classroom application of learning • Written evaluation of a professional learning experience • Professional portfolio	• Teacher consistently sought professional learning experiences (workshops, courses, and self-study) and applied the learning to classroom activities.
Reflecting on practice and actively seeks opportunities for improvement	• Lesson plans with reflections on effectiveness of lesson and ideas for future improvements • Video recording of a lesson with feedback from a peer or evaluator	• Teacher consistently welcomed feedback from peers in the development of lesson plans and the implementation of instruction and activities.
Analyzing and reflecting on student data to impact student growth	• Formative and summative assessments • Data collection device for use over an extended period of time to see student growth	• Teacher consistently collected data from a variety of sources and determined what students have and have not learned in order to address student learning needs.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

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4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

Sources of Evidence for Participation in Collaboration and Leadership Opportunities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collaborated with multiple stakeholders in school and professional activities	• Minutes of meetings: IEP, PLC, Student Improvement Team meetings • Notes from meetings with mentor • Contact logs	• Evidence shows the teacher's consistent communication with a mentor to discuss a variety of learning strategies.
Used a variety of methods of communication	• Copies of communication: emails, letters, newsletters • Log of phone calls	• The teacher consistently used a reflective journal and shared ideas from that with colleagues in a team meeting.
Demonstrated leadership skills used to support and improve student learning	• Agendas generated by the teacher in a team leadership role • Portfolio of leadership activities	• Teacher consistently initiated meetings with a variety of groups such as care givers, peers and teachers of the same content to improve student learning.

Task (please list out tasks used to assess this proficiency)	Introduction Date	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off	Supervisor Sign off

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Work Process Schedule

Teacher

O-Net/SOC Code: 25-3099

Related Instruction:

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in a teacher preparation program.** Before moving into to a full-time teacher position, the individual will have **obtained a bachelor's degree from an accredited institution and complete all state required certifications.**

Total hours 1,800 (120 credit hours)

	Credits	*Hours*
Year 1: General Education	*30*	*450*
Year 2: Completion of General Education and Beginning Core Requirements	*31*	*465*
Year 3: Completion of Core Requirements and Beginning Major Coursework	*30*	*450*
Year 4: Completion of Major Coursework	*29*	*435*
Total Credits	*120*	*1800*

The academic training for the instruction requirement under this apprenticeship program will be conducted by an accredited college/university that is an approved Kansas EPP. The below schedule is just an example of a four years of a bachelor's degree program based on a four-year program of study. All KSDE approved bachelor's degree programs require 120 credit hours and a standardized general education, core, and major curriculum, though some class titles/numbers may differ between colleges/universities.

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Sample Bachelor's Degree Learning Plan

Total Hours: 120 Credit Hours – 1800 Clock Hours

First Year

Fall Semester		**Hours**
ENGL 101	College English I	3
MATH 111	College Algebra (C or better required)	3
GEN ED - FYS	First Year Seminar - See list	3
PSY 111	General Psychology	3
SOC 111 (or) ANTH 102	Intro to Sociology (or) Cultural Anthropology	3
	Credit Hours	**15**

Spring Semester		Hours
ENGL 102	College English II	3
COMM 111	Public Speaking	3
GEN ED - Fine Arts	Fine Arts Gen. Ed - See list	3
STAT 370	Elementary Statistics (Fulfills a three-hundred level general education course)	3
CI 270	Intro to Education Profession (B- or better required)	3
	Credit Hours	**15**

Second Year

Fall Semester		Hours
HIST 131 (or) HIST 132	U.S. Colonial to 1865 (or) U.S. since 1865	3
MATH 501	Elementary Mathematics (C or better required)	5
CI 345	Integrated Learning through the Arts (B- or better required)	2
CESP 334	Intro to Diversity: Human Growth and Development (B- or better required. Also fulfills a three-hundred level general education course)	3
BIOL 106	Human Organism	3
	Credit Hours	**16**

Spring Semester		Hours
CI 519	Mathematical Investigations (C or better required)	3
CI 416	Classroom Management (B- or better required)	2
CI 401	Family Collaboration in Schools and Community (B- or better required)	3
GEOL 300 (or) BIOL 370	Energy, Resources and Environment (or) Intro to Environmental Science (Fulfills a three-hundred level general education course)	3
GEOG 125 (or) GEOG 210	Principles of Human Geography (or) Intro to World Geography	3
CI 203	Self-Care for Today's Educator (B- or better)	1
	Credit Hours	**15**

Year Three

Fall Semester		Hours
CI 311	Intro to Diversity: Field Experience (B- or better required)	1
CI 320	Intro to Diversity: Exceptionalities (B- or better required)	2
CI 321	Intro to Diversity: Cultural Issues (B- or better required)	2

CI 329	Universal Design for Learning (B- or better required)	1
CI 520	Physical Science in the Elementary Classroom	3
CI 324	Linguistics for Elementary Teachers (B- or better required)	3
CI 313	Reading & Writing Exceptionalities (B- or better required)	2
	Credit Hours	**14**

Spring Semester		**Hours**
CI 504	Special Ed Law (B- or better required)	3
CI 402E	Instructional Strategies, Assessment and Management (ISAM): Elemenary Teaching Early Literacy K-2 (B- or better required)	3
CI 402J	Instructional Strategies, Assessment and Management (ISAM): Elementary Social Studies (B- or better required)	3
CI 411A	Preteaching Internship: Elementary Core IIA (B- or better required)	2
CI 403	Learning and Educational Assessment (B- or better required)	2
CI 323	Technology Seminar in Elementary Education (B- or better required)	1
Electives	Electives for 120 hours	2
	Credit Hours	**16**

Year Four

Fall Semester		**Hours**
CI 402U	Instructional Strategies, Assessment and Management (ISAM): Intermediate Literacy (3-6) (B- or better required)	3
CI 402M	Instructional Strategies, Assessment and Management (ISAM): Elementary Mathematics (B- or better required)	3
CI 402S	Instructional Strategies, Assessment and Management (ISAM): Elementary Science (B- or better required)	3
CI 411B	Preteaching Internship: Elementary Core IIB (B- or better required)	2
CI 427	Philosophy, History and Ethics of Education (B- or better required)	3
HPS 425	Methods in Physical Education and Health (B- or better required)	2
	Credit Hours	**16**

Spring Semester		**Hours**
CI 446	Elementary Teaching Internship and Classroom Management Seminar (B- or better required)	2
CI 447	Elementary Teaching Internship (B- or better required)	11
CAS 501	Teacher Licensure Capstone	0
	Credit Hours	**13**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2023
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Update on Substitute Licenses

Recommended Motion:

The Teacher Licensure team will provide an update on substitute teaching licenses.

Explanation of Situation Requiring Action:

At the December 2022 SBOE meeting, the board approved an extension of the Expanded Emergency Substitute License through 6/30/2023. The licensure team will provide a statistical update of the Expanded Emergency Substitute license, as well as update the board on the current status of pending substitute license changes.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2023
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Receive Staff Response and Act on Emergency Safety Intervention (ESI) Regulation Amendments

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the proposed amendments to its Emergency Safety Intervention regulations K.A.R. 91-42-1 and 91-42-2. **(Roll call vote required)**

Explanation of Situation Requiring Action:

A public hearing was held on Tuesday, May 9th. Scott Gordon will provide the staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.

Agenda Number: 8

Meeting Date: 5/10/2023

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Learning Series: School Budgets 101

From: Sherry Root

Craig Neuenswander will provide background and an overview of the school finance formula.