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Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, JUNE 14, 2022 MEETING AGENDA

- | | |
|-----------------|-------------------------------------------------------------------------------------------------------------|
| 10:00 a.m. | 1. Call to Order — Chair Jim Porter |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | 4. Approval of Agenda |
| | 5. Approval of Minutes (May 10 and 11) |
| 10:05 a.m. (IO) | 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. (IO) | 9. Update on Mental Health Intervention Team Program |
| 11:20 a.m. | Break |
| 11:30 a.m. (RI) | 10. Receive Recommendations on Financial Literacy Standards |
| Noon | Lunch (<i>Board Policy Committee will meet</i>) |
| 1:30 p.m. (DI) | 11. Discussion of Graduation Requirements Task Force Recommendations |

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 Makayla Auldridge at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: July 12 and 13, 2022

Kansas leads the world in the success of each student.

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| 2:15 p.m. | (AI) | 12. Act on Accreditation Review Council's Kansas Education System Accreditation (KESA) Recommendations |
| 2:20 p.m. | (RI) | 13. Receive Accreditation Review Council Recommendations for Kansas Education Systems |
| 2:30 p.m. | (IO) | 14. Cybersecurity Update |
| 3:00 p.m. | | Break |
| 3:15 p.m. | (AI) | 15. Act on Recommendations of the Professional Practices Commission |
| 3:25 p.m. | (RI) | 16. Receive Proposed Amendments to Emergency Safety Intervention Regulations |
| 4:00 p.m. | (IO) | 17. Review of the Kansas Safe and Secure Schools Program |
| 4:15 p.m. | (DI) | 18. Discussion of Budget Recommendations to the Governor |
| 4:45 p.m. | (AI) | 19. Consent Agenda <ul style="list-style-type: none"> a. Receive monthly personnel report b. Act on personnel appointments to unclassified position c. Amend the state assessment contract with the Achievement and Assessment Institute to administer, score and report a new reading assessment for grade 2 students. d. Act to request to release a request for proposal for focused interim assessment blocks. e. Act on request to approve Preschool-Aged At-Risk programs for USD 106 Western Plains and USD 297 St. Francis for 2022-2023. f. Act on request to change the fiscal agent for the USD 352 Goodland Kansas Preschool Pilot grant to D0602 Northwest Kansas Educational Service Center. g. Act on request to contract with the Kansas Association of Independent and Religious Schools. h. Act on Educator License Fees for 2022-23. i. Act on Recommendations for Funding Continuation Kansas 21st Century Community Learning Centers Grants for 2022-2023. j. Act on Recommendations for Funding New Kansas 21st Century Community Learning Centers Grants for 2022-2023. k. Act on request to issue the math program required from new legislation. l. Act on request from USD 394 Rose Hill to hold a bond election. m. Act on request from USD 394 Rose Hill to receive Capital Improvement (Bond and Interest) State Aid. |

- n. Act on request from USD 368 Paola to hold a bond election.
- o. Act on request from USD 368 Paola to receive Capital Improvement (Bond and Interest) State Aid.
- p. Act on request from USD 293 Quinter to hold a bond election.
- q. Act on request from USD 293 Quinter to receive Capital Improvement (Bond and Interest) State Aid.
- r. Act on request to contract with vendor(s) to upgrade KSDE student data collection, database and reporting infrastructure.
- s. Act on FY23 Grant Awards for IDEA VI-B Special Education Targeted Improvement Plan Grants.

4:55 p.m.

20. Chair Report and Requests for Future Agenda Items

- (AI) A. Act on Board Travel
- B. Graduation Requirements Task Force
- C. Policy Committee
- D. Committee Reports
- E. Board Attorney Report
- F. Requests for Future Agenda Items

5:15 p.m.

21. Review and Approve the Negotiated Agreement for the Kansas School for the Deaf

5:30 p.m.

RECESS

MINUTES



Kansas State Board of Education

Tuesday, May 10, 2022

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, May 10, 2022 in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:10:33)

ROLL CALL

All Board members were present:

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

Betty Arnold attended the May 10 meeting virtually.

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

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

APPROVAL OF AGENDA

Chairman Porter made a request to vote on consent agenda items 19. c, d, i, j, k and l separately from the other consent items.

Dr. Horst moved to approve the May 10 agenda as amended. Mr. Jones seconded. Motion carried 10-0.

MOTION
(00:12:45)

APPROVAL OF THE APRIL MEETING MINUTES

Mr. McNiece moved to approve the minutes of the April 12 and 13 Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:13:25)

COMMISSIONER'S REPORT

Dr. Randy Watson started his monthly presentation by informing Board members that the 2022 Sunflower Summer Program will launch at the end of May. As of May 10th, 87 educational sites have signed up to be involved in the 2022 Sunflower Summer program. That is an additional 16 compared to last year, and every site from last year's program has signed up to participate in the 2022 program excluding one. The Sunflower Summer mobile app will be available to download after Memorial Day weekend, and this opportunity is available to children and families across the state of Kansas until early August, or until the allowed amount of funds have been spent. During the 2021 Sunflower Summer program, 43,120 students were able to participate.

(00:13:53)

To wrap up his presentation, Dr. Watson asked Board members to participate in an accountability report activity.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:35 a.m., Speakers and their topics were: Molly Nevius and Brittany Nanney — maintaining the Fine Arts Credit for High School Graduation. The Citizens' Forum closed at 10:41 a.m.

(00:46:13)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Boline reported on the most recent ESSER Task Force recommendations, including 11 ESSER II change requests and 15 ESSER III expenditure plans. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district expenditure plans for ESSER III and ESSER II change request as presented for use of federal COVID-19 relief funds. Mrs. Haas seconded. Motion carried (9-0-1) with Mrs. Dombrosky abstaining.

(00:53:19)

MOTION
(01:02:21)

RECEIVE RECOMMENDATIONS FROM COMMISSION FOR RACIAL EQUITY AND JUSTICE

Dr. Tiffany Anderson, Co-Chair of the Governor's Commission for Racial Equity and Justice (CREJ), was invited to share recommendations cited in the Commission's two reports. Dr. Tiffany Anderson is the Superintendent at USD 501 Topeka. The first report in 2020 contained recommendations specific to law enforcement and policing. The second report published in 2021, focused on a broader discussion of social determinants of health based on studying racial equity within economic systems, education and health care. She provided an overview of the content, while focusing on topics such as behavioral health, teacher diversity, housing and homelessness, and adverse childhood experiences. Dr. Anderson answered Board members' questions about zero-tolerance policies, and future recommendations that may come to the State Board.

(01:04:30)

Members took a break until 11:48 a.m.

BREAK

REPORT FROM KANSAS FOUNDATION FOR AGRICULTURE IN THE CLASSROOM

Nancy Zenger-Beneda, the Executive Director of the Kansas Foundation for Agriculture in the Classroom, informed Board members of resources available to teachers throughout Kansas at no charge; to help incorporate agriculture in the classroom. Resources vary from free lesson plans (incorporating agriculture with core curriculum), children magazines, printable informational posters, virtual resources and more. These resources are accessible to each teacher in Kansas on the Kansas Foundation for Agriculture in the Classroom website.

(01:57:38)

Chair Porter recessed the meeting for lunch at 12:04 p.m. The Board met with the 2022 US Senate Youth Recipients and their families during lunch.

RECOGNITION OF 2022 US SENATE YOUTH RECIPIENTS

The State Board of Education had the opportunity to hear from the 2022 US Senate Youth program delegates from Kansas. The delegates and alternates received certificates of recognition. The 2022 Kansas Delegates were Gerrit Dangermond from Oskaloosa High School, USD 341 and Will Rues from La Crosse High School, USD 395. The 2022 Kansas Alternates were Kevinh Nguyen from Seaman High School, USD 345 and Andrew Phalen from Lawrence High School, USD 497. The US Senate Youth program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation. To qualify, students need to demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and their future 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 week-long trip to Washington D.C. This year the event was held virtually.

P.M. SESSION
(03:40:02)

UPDATE ON THE UPCOMING 2022 SUMMER ACADEMIES

(04:05:19)

Dr. David Fernkopf, Assistant Director of the Career Standards and Assessments team provided a glimpse into some of the themes and content that will be provided to teachers with the upcoming 2022 Summer Academies. Throughout the summer of 2022, this professional development opportunity will be offered in four different locations within the state, with two-day sessions occurring at each location. A virtual option will also be provided to participants. The first learning opportunity will be June 7 and 8 in Manhattan, KS. Dr. Fernkopf was joined by the CSAS program managers who emphasized the professional development goals for teachers during this opportunity.

ACT ON RECOMMENDATIONS TO ESTABLISH NATIVE AMERICAN ADVISORY COUNCIL

(04:14:21)

A recommendation was made to the State Board of Education to establish the Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG); to act as a temporary advisory body to the Kansas State Department of Education and partner with the Kansas Board of Regents (KBOR) for areas of reform related to American Indian Education. This workgroup will consist of multiple institutions (the Kansas State Board of Education, the Kansas Department of Education and the Kansas Board of Regents).

Mrs. Mah made a motion to accept the recommendations dated May 4th, 2022 to establish the Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG); to act as a temporary advisory body to the Kansas State Department of Education and partner with the Kansas Board of Regents (KBOR) for areas of reform related to American Indian Education. Dr. Horst seconded. Motion carried 10-0.

MOTION
(04:24:45)

EDUCATOR SHORTAGE INFORMATION AND TEACHER LICENSURE DISCUSSION

(04:26:02)

Dr. Mischel Miller, the Director of Teacher Licensure and Accreditation discussed the current accreditation waiver for the substitute licensure requirements, relative to the number of days that can be served in the classroom, and the possible continuation of the waiver opportunity. In addition, Dr. Miller provided an update to the Board on the TEAL (Temporary Emergency Authorized License) utilization, and provided future options for the Board's consideration.

ACT ON ACCREDITATION REVIEW COUNCIL'S KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) RECOMMENDATIONS

(05:06:27)

During the State Board meeting in April, Jeanette Nobo presented information on two (2) systems that were ready for review of an accredited status recommendation. The two systems presented to the Board for accredited status were USD 232 DeSoto and USD 446 Independence. Jay Scott brought these two 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 USD 232 DeSoto and USD 446 Independence. Mrs. Mah seconded. Motion carried 10-0.

MOTION
(05:11:52)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

(05:14:18)

The Accreditation Review Council (ARC) has recommended an accreditation status for the next twenty-one systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the twenty-one systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in June. The following systems were received by the Board in May:

- USD 108 Washington County
- USD 207 Ft. Leavenworth

- USD 212 Northern Valley
- USD 227 Hodgeman County Schools
- USD 268 Cheney
- USD 272 Waconda
- USD 320 Wamego
- USD 348 Baldwin City
- USD 380 Vermillion
- USD 395 LaCrosse
- USD 417 Morris County
- USD 430 South Brown County
- USD 434 Santa Fe Trail
- USD 440 Halstead
- USD 452 Stanton County
- USD 457 Garden City
- USD 458 Basehor-Linwood
- USD 459 Bucklin
- USD 498 Valley Heights
- Z0029-9897 Resurrection Catholic School

One System has been reviewed and recommended for redetermination to accredited status, which is Holy Spirit Catholic School.

Members took a break until 3:25 p.m.

BREAK

GRADUATION TASK FORCE REPORT AND RECOMMENDATIONS

(05:36:23)

Leadership from the Graduation Requirements Task Force covered the mastery of skills, competencies and value assets recommendations. Jarred Fuhrman presented data on the state-wide stakeholder survey. The survey had 2,147 participants and 90 percent of the submissions were made by parents, teachers and community members. Although the survey data was presented to the Board, the Task Force is still in the process of going through feedback from the public on the course requirements.

The Task Force recommends to the State Board to clarify and provide examples of flexibility, as well as criteria for personalization tools. The State Board will discuss the recommendations during their June meeting.

LEGISLATIVE MATTERS AND LEGISLATIVE LIAISONS' REPORT

(06:37:51)

Deputy Commissioner Dr. Craig Neuenswander began his report by providing a list of bills that have passed (and awaiting signatures) to the Board. Dr. Neuenswander covered a few highlights on HB 2239, which contains upcoming tax cuts. With HB 2239, there will be a credit allowed against the tax liability of a qualified taxpayer imposed under the Kansas income tax act in an amount equal to the expenditures made by the taxpayer for school and classroom supplies during the taxable year. The amount of the credit allowed each taxable year should not exceed \$250. Discussions took place on other bills as well.

ACTION ON CONSENT AGENDA

Mr. Jones moved to approve Consent Agenda items 19 a, b, e through h, m and n. Dr. Horst seconded. Motion carried (9-1). In this action, the Board:

MOTION
(07:17:13)

- received the monthly personnel report.
- accepted personnel appointments to unclassified positions.
- approved the 2022–2023 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.
- approved the recommendations for licensure waivers.
- approved the recommendations of the Licensure Review Committee.
- approved the recommendations of the Evaluation Review Committee for higher education accreditation and program approval.
- accepted the request from USD 330 Mission Valley to hold bond election.
- accepted the request from USD 330 Mission Valley for capital improvement (bond and interest) state aid.

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to pull consent items (on behalf of another board member) 19 c, d, i, j, k, and l as one group, but separate from the other submissions. Mr. Jones moved to approve Consent Agenda items 19 c, d, i, j, k, and l. Mrs. Waugh seconded. Motion carried (9-1) with Mrs. Dombrosky in opposition. In this action, the Board:

MOTION
(07:17:33)

- approved the grant awards for the parent education program (Kansas Parents as Teachers) for 2022-2023, 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.
- approved districts to operate Preschool-Aged At-Risk programs for 2022-2023. 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.
- authorized the Commissioner of Education to initiate the contract bid process for Kansas Center of CTE (KCCTE) in an amount not to exceed \$20,000.00 to provide facilitation and web-housing of middle school CTE curriculum for the period July 1, 2022 through August 15, 2022.
- approved the additional grant awards for the Kansas Preschool Pilot for 2022-2023. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.
- authorized the Commissioner of Education to purchase services from GIZMO Pictures under a Prior Authorization in an amount not to exceed \$20,000 for the period June 13, 2022 through July 15, 2022
- authorized the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$30,000 for the purpose of disseminating public service announcements to inform the public that households will need to complete

Free and Reduced Meal Applications for SY 2022- 23 to determine eligibility for free and reduced-price meals and to assist schools in recruitment of School Nutrition Staff.

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Action on Board Travel: Additional travel requests were made during this time. Mrs. Clifford moved to approve the travel requests as amended. Mr. Jones seconded. Motion carried (10-0).

MOTION
(07:20:24)

Committee Reports: Updates were given on the following -

- Mrs. Mah stated that the Redesign Advisory Committee met for their last meeting on May 6, 2022.
- Dr. Horst mentioned that KSHSAA Executive Board and the Board of Directors recently met. The State Board of Education will be provided with the results of their meeting within a few months.

Board Attorney's Report: Board Attorney Mark Ferguson provided the Board with a monthly written report on recent activity. He stated that the pending litigation with the Thad Snider case has been completely resolved with all parties. Mark Ferguson also mentioned that the Professional Agreement between the Kansas School for the Deaf NEA and the Kansas State Board of Education has been circulated, and may be presented to the Board in June for action/approval.

(07:24:56)

Requests for Future Agenda Items:

- Mr. Porter mentioned that he would like to continue hearing the story of Jackie Ortega (student from Highland Park, USD 501 Topeka) as she continues her education at the University of Kansas.
- Mr. Porter would like to hear more information on student teaching being seen as a barrier for individuals who need to have a consistent pay for living expenses.
- Mrs. Mah requested a report be given to the State Board by KSDE staff on the Racial Equity and Justice report presented by Shannon Portillo in March and Dr. Tiffany Anderson in May.
- Mrs. Mah requested a follow-up report from the Children's Cabinet on the current progress with the early childhood state-wide plan (All In for Kansas).
- Mrs. Arnold requested that more information on the Individual Plans of Study (IPS) be provided to the Board.

Chair's Report:

Chair Porter reminded members that their meeting tomorrow, May 11 will take place at the Kansas School for the Deaf at 9:00 a.m., with an optional tour of Olathe West High School afterwards.

(07:31:05)

RECESS

The meeting recessed at 5:15 p.m. until 9:00 a.m. Wednesday at the Kansas School for the Deaf.

(07:32:28)

MINUTES



Kansas State Board of Education

Wednesday, May 11, 2022

SCHOOL VISITS

The State Board of Education attended a scheduled visit to the Kansas State School for the Blind on Wednesday, May 11, 2022.

(No recording)

The following Board members were present:

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

KANSAS SCHOOL FOR THE DEAF

Superintendent Luanne Barron provided school updates to the State Board, which was followed by a research presentation from the University of Kansas. There were also student presentations given during this time.

TOUR OF OLATHE WEST HIGH SCHOOL

Board members had an opportunity to tour Olathe West High School following their visit at the Kansas School for the Deaf. This is Olathe's newest high school in the district.

ADJOURNMENT

The day's activities concluded at approximately 3:30 p.m. The next regular monthly meeting is June 14 and 15, 2022 in Topeka.

Jim Porter, Chair

Makayla Auldridge, Secretary

MINUTES



Kansas State Board of Education

Tuesday, April 12, 2022

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, April 12, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:04:36)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Chairman Porter made one addition to the consent agenda, adding item Q, and if approved would appoint Makayla Auldridge as Board Secretary until a permanent replacement has been made. Chairman Porter also added agenda item number 21 which would be an executive session for a personnel issue.

Mrs. Dombrosky then asked to vote on consent agenda items 19. D, E, F and L separately from the other consent items.

Dr. Horst moved to approve the April 12 agenda as amended. Mrs. Haas seconded. Motion carried 10-0.

MOTION
(00:06:04)

MOTION
(00:07:16)

APPROVAL OF THE MARCH MEETING MINUTES

Mrs. Dombrosky moved to approve the minutes of the February 25 special Board meeting and the March 8 and 9 regular Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:07:31)

COMMISSIONER'S REPORT

Dr. Randy Watson began his monthly presentation by informing Board members that teachers throughout the state are hosting staff development opportunities named Kansas LEADs which focuses on the State Board outcomes. The next opportunity to attend one of these events would be June 3 and 4, 2022 in the KC metro area. Kansas LEAD events will continue throughout multiple areas of our state in 2023-24.

Dr. Watson also highlighted that Sunflower Summer will continue through the summer of 2022, 2023 and 2024 or until the funds are no longer available. 34,000 students throughout Kansas participated last summer. The Sunflower Summer mobile app will be available to download after Memorial Day weekend, and this opportunity is available to children and families across the state of Kansas until early August, or until the allowed amount of funds have been spent. All children in

(00:07:50)

Kansas will be eligible to participate (ages 4 through 18 and has not yet graduated from a Kansas high school); regardless if they attend a public school, private school or are home-schooled. More information will be shared with the State Board next month.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:48 a.m., Speakers and their topics were: Molly Nevius and Brittany Nanney — maintaining the Fine Arts Credit for High School Graduation. The Citizens' Forum closed at 10:54 a.m.

(00:51:15)

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KESA

The Accreditation Review Council (ARC) has recommended an accreditation status for the next two systems awaiting a recommendation. Jeanette Nobo referenced the informational findings of the ARC regarding these systems and any identified areas of improvement. Systems have the opportunity to appeal the ARC decision. Executive summaries, accountability reports and other narratives were provided to Board members for De Soto, USD 232 and Independence, USD 446. 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.

(00:57:44)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Boline reported on the most recent ESSER Task Force recommendations, including four ESSER II change requests and ten ESSER III expenditure plans. The ESSER III applications for consideration this month were mostly from smaller districts, with their primary needs identified as teaching and learning. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district expenditure plans for ESSER III and ESSER II change request as presented for use of federal COVID-19 relief funds. Mrs. Haas seconded. Motion carried (9-0-1) with Mrs. Dombrosky abstaining.

(01:14:01)

MOTION

(01:21:24)

Members took a break until 11:21 a.m.

BREAK

ANNOUNCEMENT OF KANSAS CAREER AND TECHNICAL EDUCATION SCHOLARS FOR 2022

The Career and Technical Education Scholar recognition program began as an opportunity to recognize well-rounded outstanding CTE students. Students apply for the certificate. The qualifying criteria includes workplace experience and community service. Education Program Consultant Helen Swanson announced that there are 140 Kansas CTE scholars for 2022. Board members received a list of the honorees, their school of attendance, field of study and career interest.

(01:36:46)

Chair Porter recessed the meeting for lunch at 11:38 a.m. The Board Policy Committee met during lunch.

(01:45:00)

INFORMATION ON STUDENT PROJECT TO DESIGNATE SANDHILL PLUM AS STATE FRUIT

At 1:30 p.m., Chairman Porter reconvened the meeting and welcomed Nathan McAlister, Humanities Program Manager to introduce elementary students from Sabetha Elementary School USD 113, which involved fourth and fifth-grade students across Kansas (from twenty-four different school districts) to help designate the sandhill plum as the state fruit. Several students from Sabetha Elementary shared their experience on creating the bill, in which they shared testimony before the House Federal and State Affairs Committee on House Bill 2644; and the bill was signed by Governor Kelly on Tuesday, April 12 naming the sandhill plum as the state fruit.

P.M. SESSION

(03:31:50)

SPRING EDUCATOR VACANCY REPORT AND TEACHER VACANCY AND SUPPLY UPDATE

Dr. Mischel Miller, Director of Teacher Licensure and Accreditation, reported on data collected in the fall of 2021 and spring 2022 regarding vacancies in teacher licensure. The data did not include the vacancies that are yet to come. The top five assignment vacancies are: special education, elementary, science, math and English language arts (same assignment vacancies as the data shown in October of 2021). Dr. Miller's presentation included information from the Licensed Personnel Report regarding current educator demographics. Solutions to the struggles of filling vacancies were discussed. Other topics were expansion of mentoring programs and partnerships with community

(04:02:04)

colleges. There were questions about recruiting, increased need for substitute teachers, retention and need for classified personnel support. Continuing objectives of the Teacher Vacancy and Supply Committee were covered. Deb Ayers-Geist, Director of Special Services for USD 202 Turner assisted with the presentation.

QUARTERLY UPDATE ON WORK OF SPECIAL EDUCATION ADVISORY COUNCIL (SEAC)

KSDE Director of Special Education and Title Services Bert Moore and SEAC Vice Chair Trisha Backman provided the quarterly update to members about work of the Special Education Advisory Council. SEAC provides policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. In this presentation, Mr. Moore highlighted activity from the January SEAC meeting, including an annual update from the State Inter-Agency Coordinating Council (ICC for infant-toddler up to five-years old), as well as the lack of student teachers in early childhood.

Mr. Moore and Trisha Backman also discussed other decisions that have been made, their sub-committee report and details of differentiated federal monitoring.

Members took a 10-minute break until 3:26 p.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Professional Practices Commission Chair Jennifer Holt attended the meeting virtually to review current cases presented for action.

Mrs. Mah moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law from the Professional Practices Commission and issue the license for case 21-PPC-19. Mrs. Arnold seconded. Mrs. Clifford followed up with comments and concerns regarding the issuance of the license in case 21-PPC-19. After Mrs. Clifford's comments, the voting of Mrs. Mah's motion took place, in which the vote was (0-10); motion was defeated.

Next, Chairman Porter moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law from the Professional Practices Commission and suspension the license for case 21-PPC-15 for the remainder of the contract year for 2021-22. Mr. Jones seconded. Motion carried (10-0).

Then, Dr. Horst moved to deny or revoke the licenses for cases 21-PPC-18, 21-PPC-21, 21-PPC-22, 21-PPC-23, 21-PPC-24, 21-PPC-27, 21-PPC-29 and 21-PPC-30. Mrs. Arnold seconded. Motion carried (10-0).

Further discussion took place regarding the earlier motion on 21-PPC-19, Attorney Mark Ferguson recommended to the State Board of Education that action be taken, whether to issue the license or deny the license. Mr. Jones moved that the Kansas State Board of Education reject the findings of fact and conclusions of law of the Professional Practices Commission and deny the license for case 21-PPC-19 according to the terms of the Final Order to be issued by the State Board of Education. Dr. Horst seconded. Motion carried (10-0).

KANSANS CAN HIGHLIGHT: POSTSECONDARY SUCCESS

Through the Kansans Can Star Recognition Program, the State Board and KSDE recognize district success in each of the outcome areas that Kansans have indicated they value in the state's education system. Postsecondary success is a quantitative category that reports the percent of high school graduates who either earned an industry-recognized certification, a higher education degree or continued their education two years after graduation. The Postsecondary Effectiveness Star Award recognizes districts that exceed the predicted effectiveness rates. Two of the Gold Award honorees were invited to describe how they are meeting the postsecondary needs of their students, the two schools were Salina Catholic Diocese and USD 372 Silver Lake. Geoff Andrews, Superintendent of the Salina Catholic Diocese and Dr. Nick Compagnone, Executive Director explained that their postsecondary success can be credited to their relationship building within the community, especially with parents. Geoff Andrews also highlighted their STREAM program which

(04:49:45)

BREAK

(05:27:18)

MOTION
(05:28:34)

MOTION
(05:35:41)

MOTION
(05:36:29)

MOTION
(05:40:20)

(05:41:16)

focuses on science, technology, religion, engineering, the arts and math. Brad Womack, Superintendent of USD 372 Silver Lake and Ryan Luke, High School Principal focused their presentation on several different topics such as CTE courses, community support and providing students with the opportunity to have individuality and flexibility in their schedules.

ACT ON REVISED RECOMMENDATION OF THE EVALUATION REVIEW COMMITTEE FOR HIGHER EDUCATION NEW PROGRAM APPROVAL FOR OTTAWA UNIVERSITY

(06:35:20)

Dr. Catherine Chmidling provided the State Board with a quick review of the application process for Ottawa University; the State Board during the Jan. 11, 2022 meeting, postponed action on the ERC's recommendation for Ottawa University's proposed new School Counselor program, expressing concern over Not Met School Counselor Standards 1 and 4. The Board requested that the Not Met standards be further addressed. The university was asked to address the Areas for Improvement associated with the Not Met standards. Revised program materials and explanations of the proposed program's alignment to the School Counselor standards were provided to the ERC at an ad hoc meeting of the committee held March 1, 2022. The ERC revised its recommendations for the proposed program based on the revised program design and revised description of program alignment to School Counselor program standards.

Mrs. Mah moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for the new program approval for Ottawa University.

MOTION
(06:37:54)

Mrs. Haas seconded. Motion carried (10-0).

HISTORY GOVERNMENT SOCIAL STUDIES UPDATE

Nathan McAlister, KSDE Humanities Program Manager provided important information concerning Kansas History, technical reporting clarifications concerning the student data category labeled "other," and a report from discussions with the House Education Committee.

(06:38:31)

LEGISLATIVE MATTERS AND LEGISLATIVE LIAISON REPORTS

Deputy Commissioner Dr. Craig Neuenswander began his report by stating that legislators are currently on break, returning on April 25. Dr. Neuenswander updated members on the status of specific bills; in which discussion took place. The Board then discussed Special Education funding.

(06:58:03)

Mrs. Waugh moved that the Kansas State Board of Education suspend the Board policies, for the purpose of adding an action item to today's agenda. Mrs. Arnold seconded. Motion carried (10-0).

MOTION
(07:41:50)

Mrs. Waugh moved that the Kansas State Board of Education recommend an additional \$155 million for Special Education funding to meet the required 92 percent by Federal Law (KSA 72-3422).

MOTION
(07:43:50)

Mrs. Arnold seconded. Motion carried (6-4).

Members took a 10-minute break.

BREAK

ACTION ON CONSENT AGENDA

Mr. Jones moved to approve Consent Agenda items 19 a, b, c, g through k, and m through q. Mrs. Arnold seconded. Motion carried (10-0). In this action, the Board:

MOTION
(07:51:46)

- received monthly personnel report
- accepted personnel appointments to unclassified positions
- granted the charter school renewal requests for USD 312 Yoder Charter, USD 373 Walton Rural Life Center and USD 501 Hope Street Academy.
- extended the contract with The College Board for Advanced Placement Summer Institute programming in an amount not to exceed \$14,950 for the period June 1, 2022 to Sept. 1, 2022.

- authorized the Commissioner of Education to contract with Southeast Kansas Education Service Center (Greenbush) in an amount not to exceed \$175,000 to provide four two-day summer workshops for Kansas educators during the period June 7 to July 20, 2022.
- authorized the Commissioner of Education to negotiate and enter into a contract with America's Service Commissions for the purpose of recruiting an Encore Fellow to support Commission outreach activities, with said contract to be from July 1, 2022 through June 30, 2023, in an amount not to exceed \$35,250 out of federal funds.
- authorized 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, 2022 through June 30, 2023, in an amount not to exceed \$29,600 out of federal funds.
- authorized the Commissioner of Education to negotiate and enter into a contract with Tide-mark Institute, LLC, in an amount not to exceed \$23,550 to provide professional development to Kansas science educators for the period June 23 to July 11, 2022.
- authorized the Commissioner of Education to negotiate and enter into a contract with the University of Kansas Medical Center to work with KSDE in administering the 2023 Youth Risk Behavior Survey in selected Kansas schools. The contract would be in an amount not to exceed \$10,000 for the period Dec. 1, 2022 to May 31, 2023.
- accepted revised request from USD 258 Humboldt, Allen County, to hold a bond election.
- accepted revised request from USD 258 Humboldt, Allen County, to receive Capital Improvement (Bond and Interest) State Aid.
- accepted the recommendations for licensure waivers.
- appointed Makayla Auldridge as Acting Board Secretary.

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Mrs. Dombrosky asked to pull consent items 19 D, E, F and L as one group, but separate from the other submissions. Mr. Jones moved to approve Consent Agenda items 19 D, E, F and L. Dr. Horst seconded. Motion carried (9-1) with Mrs. Dombrosky in opposition. In this action, the Board:

- approve grant awards for the Kansas Preschool Pilot for 2022-2023, 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 in an amount not to exceed \$8,332,317.
- authorize the Commissioner of Education to negotiate a contract with eScholar LLC to renew the software license, maintenance and support for generation and tracking Student IDs in an amount not to exceed \$247,000 over a three-year period from June 15, 2022 to June 14, 2025.
- authorized the Commissioner of Education to negotiate a contract with eScholar LLC to renew maintenance and support for generation and tracking Teacher IDs in an amount not to exceed \$111,000 over a three-year period from June 15, 2022 to June 14, 2025.

MOTION
(07:52:40)

- authorize the Commissioner of Education to initiate a contract with Null Education for the purpose of providing professional learning to math teachers in an amount not to exceed \$25,306 for the period June 1 to Aug. 31, 2022.

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

(07:53:20)

Action on Board Travel: Mr. Jones moved to approve the travel requests. No additional travel requests were made. Mr. McNiece seconded. Motion carried (10-0).

MOTION
(07:54:36)

Committee Reports: Updates were given on the following -

- Mrs. Mah stated that the Kansas Association for Native American Education (KANAE) plans to meet with select State Board of Education members and Dr. Randy Watson on Friday, April 15.
- Mrs. Clifford mentioned that the Board's Policy Committee met during the lunch break and made a few changes for recommendation. Their next meeting will take place on June 14 during the lunch break.
- Mr. McNiece stated that the Graduation Requirements Task Force leadership team will meet tomorrow as they are in the process of writing their recommendations for May.

Board Attorney's Report: Board Attorney Mark Ferguson gave an update on the letters of intent to negotiate with the Kansas School for the Deaf and mentioned his recent request to schedule upcoming meetings. He also indicated that he has provided written reports on recent activity.

Requests for Future Agenda Items:

- Mrs. Mah requested that a report be given to the State Board by staff on the Equity and Justice report presented by Shannon Portillo in March.

Chair's Report:

Chair Porter reminded members that their meeting tomorrow, April 13 will take place at the Kansas School for the Blind at 8:30 a.m., with an optional tour of Wyandotte High School afterwards. He also reminded members that the second day of the May meeting will take place at the Kansas School for the Deaf, with an optional tour of Olathe West High School afterwards.

EXECUTIVE SESSION FOR PERSONNEL MATTERS OF NON-ELECTED PERSONNEL

Mrs. Waugh moved to recess into Executive Session to discuss the following matters, to discuss personnel matters of non-elected personnel for consultation with an attorney, which would be deemed privileged in the attorney/client relationship to discuss matters affecting a student. The session would begin at 6:00 p.m. for 15 minutes; no action would be taken during this session; and the open meeting would resume in the Board Room at 6:15 p.m. Attorney Mark Ferguson, Dr. Randy Watson, Bert Moore and Brian Dempsey were invited to join the executive session. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(08:01:45)

The Board returned to open session at 6:17 p.m.

RECESS

The meeting recessed at 6:24 p.m. until 8:30 a.m. Wednesday at the Kansas School for the Blind.

(08:26:30)

MINUTES



Kansas State Board of Education

Wednesday, April 13, 2022

SCHOOL VISITS

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

(No recording)

The following Board members were present:

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

KANSAS STATE SCHOOL FOR THE BLIND

Superintendent Jon Harding discussed how the school is improving in their processes with KESA, and the Makerspace area where students learn multiple hands-on STEM activities. There was also a presentation on field services and outreach.

TOUR OF WYANDOTTE HIGH SCHOOL

Board members had an opportunity to tour Wyandotte High School following their visit at the Kansas School for the Blind. This unique building was entered onto the National Register of Historic Places in 1986.

ADJOURNMENT

The day's activities concluded at approximately 4:15 p.m. The next regular monthly meeting is May 10 in Topeka and May 11 at the Kansas School for the Deaf.

Jim Porter, Chair

Makayla Auldridge, Secretary



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





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

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:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

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 and EANS 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 and Emergency Assistance to Non-Public Schools (EANS). The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic.

The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

Agenda Number: 9

Meeting Date: 6/14/2022



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Item Title: Update on Mental Health Intervention Team Program

From: Sherry Root

John Calvert, Director of Safe and Secure Schools unit, will provide a brief update of the Mental Health Intervention Team (MHIT) Pilot Program since it started in 2018, and highlight the accomplishments and hurdles that have been faced.

The legislature recently passed HB 2567 to provide \$10.5 million to school districts for Mental Health grants in FY2023. An additional \$3 million was set aside for a third-party entity to conduct a study of effectiveness of the MHIT pilot program and suggest improvements, as well as expand the program.

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Agenda Number: 10

Meeting Date: 6/14/2022



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Item Title: Receive Recommendations on Financial Literacy Standards

From: Scott Smith

This is a review item of updated financial literacy standards. The 2021 National Standards for Personal Finance are a collaborative effort of Council for Economic Education and Jump\$tart. The 2021 standards replace previous separate standards from both organizations, including National Standards in K-12 Personal Finance Education which were adopted by the Kansas State Department of Education.

A group of Kansas teachers, higher education specialists, and professional organizations from across the state came together to create a new crosswalk document, teacher resources and plan for future professional development opportunities.

Grade band crosswalk and teacher resource guide will be shared.

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National Standards for Personal Financial Education

National Standards for Personal Financial Education

Presented by



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Equity Review

Great Lakes Equity Center

Introduction

The Council for Economic Education (CEE) and the Jump\$tart Coalition for Personal Financial Literacy (Jump\$tart) shared a vision: one set of national standards in personal finance education that would unite and guide the diverse financial literacy community, including educators in many subject areas, administrators, resource developers, researchers, supporters, and others. We are proud to present the *National Standards for Personal Financial Education*.

These national standards identify knowledge, skills, and decision-making abilities that young people should acquire during their K-12 education. They provide a framework for a complete personal finance curriculum that progresses through elementary, middle, and high school to prepare students for their lives as smart consumers.

While CEE and Jump\$tart believe that learning about money management should begin at home, we recognize that many children cannot get sufficient guidance from their families alone and that effective financial education in our nation's classrooms is our best opportunity to provide all students – regardless of background and circumstance – a wide-ranging financial education with practical applicability.

Research, such as the Global Financial Literacy Excellence Center's April 2020 working paper, *Financial Education Affects Financial Knowledge and Downstream Behaviors*, shows that financial education has a positive causal effect on financial knowledge and, importantly, financial behaviors. Jump\$tart's *2020 Student Impact Study* demonstrates the effectiveness of financial education when teachers receive comprehensive professional development, with the greatest potential benefit among economically disadvantaged students and students of color.

Through hard work and an unwavering commitment, we are making progress. CEE's biennial *Survey of the States* shows that as of 2020, 45 states include personal finance in their education standards, 24 states require that a personal finance course be offered in high school, and six of those states require a dedicated course for high school graduation. We have a lot to be proud of, but there is still much more to do. We offer the *National Standards for Personal Financial Education* as a tool to help ensure that students receive a comprehensive financial education that, when coupled with financial access and opportunities, consumer protections, good products, ethical services, and fair public policies, will lead to a lifetime of financial well-being.

Together, CEE and Jump\$tart thank this project's Steering Committee for its wisdom and oversight; project lead, Dr. Vickie Bajtelsmit and the Writing Committee for their talent and tireless efforts; the Educator Review Committee for their practical insights; and to the diverse group of stakeholders who submitted comments that not only strengthened the final product, but helped to make it a truly collaborative endeavor. We thank the Jackson Charitable Foundation for its generous support and, finally, our own staff, contractors, and service providers who have made the *National Standards for Personal Financial Education* a reality.

Nan J. Morrison
President and CEO
Council for Economic Education

Laura Levine
President and CEO
Jump\$tart Coalition for Personal Financial Literacy

About the National Standards

The Writing Committee began with a draft based on the best elements of the *National Standards for Financial Literacy* (CEE, 2013) and the *National Standards in K-12 Personal Finance Education* (Jump\$tart, 2015). The Educator Review Committee, made up of experienced elementary, middle, and high school teachers, provided feedback and suggested missing topics, and weighed in on the age-appropriateness of the benchmarks and activities. After additional revisions, the draft was sent to a broad cross-section of experts for review and comment, and then the final draft underwent an equity and bias review by an independent consulting firm.

Educational resources and curriculum outlines that relied on the most recent national standards published by CEE and/or Jump\$tart will not require significant revisions to be consistent with the new standards. The content of this publication is substantially similar to both, with improvements in style and focus, updates for newer finance concepts and terminology, and increased attention to assessability and equity/inclusion issues.

The *National Standards for Personal Financial Education* is organized around six Topics, with Standards and Learning Outcomes expected by the end of the 4th, 8th, and 12th grades. The Topics are:

- I. Earning Income
- II. Spending
- III. Saving
- IV. Investing
- V. Managing Credit
- VI. Managing Risk

Topics need not be addressed in a particular order and Standards covered in earlier grade levels are not repeated unless there is an expectation for a higher level of learning or need to cover more advanced elements within the Topic.

Standards identify specific information that a student should understand at the completion of the given grade level. These Standards complete the phrase, "Students will know that..."

Each Standard includes two to four measurable Learning Outcomes, representing ways that students can demonstrate mastery of the Standard, including comprehension of the content as well as application to financial decision making. These Learning Outcomes complete the phrase, "Students will use this knowledge to..."

- **Numbering Conventions:** The new standards are numbered using the six Topics. Each Standard is numbered by grade level. (Example: 4-1 to indicate the first Standard for 4th grade students.) Corresponding Learning Outcomes are lettered. (Example: 4-1a, 4-1b...)
- **Topics and Order:** The six major Topics are similar to CEE's *National Standards for Financial Literacy* and not wholly different from Jump\$tart's *National Standards in K-12 Personal Finance Education*, except that Jump\$tart's Financial Decision-Making Category has been incorporated into all six Topics. The six Topics are numbered for simplicity and reference, but do not indicate the order in which they should be addressed in a resource or course.

- **Cumulative Grade Level Knowledge:** The *National Standards for Personal Financial Education* specify the knowledge and decision-making skills that students should have by the time they finish their primary (4th grade), middle (8th grade), and high school (12th grade) levels. This organization does not assume that all learning will occur during the 4th, 8th, and 12th grade years but, rather, outlines the cumulative result of learning that may have taken place in previous years.
- **Decision-making Focus:** Decision-making is integrated throughout the standards. Factual content is presented as Standards, while the Learning Outcomes include a progression of learning levels designed to encourage critical thinking and application of the knowledge content to specific age-appropriate decisions.
- **Updated Topics:** The new standards include current topics such as behavioral finance, higher education financial planning, identity theft, financial technology, mobile payments, cryptocurrency, and alternative financial services that were not prevalent when earlier standards were published.
- **Avoidance of Definitions and Over-specificity:** Effort was made to establish standards that focus on how the content would be used to make good financial decisions rather than standards that are merely terminology definitions. Similarly, the new standards focus on concepts and principles over specific products, laws, and regulations, which are subject to continual change.
- **Focus on Knowledge and Skills:** The new standards are presented in terms of knowledge and decision-making skills rather than specific activities. Because there are many ways to teach each concept and the ideal method may differ based on the student audience, this allows teachers greater flexibility in materials, teaching methods, and lesson plans.
- **Assessability:** Student assessment is critical to the educational process. Learning Outcomes were written with the objective of making them assessable.
- **Equity and Inclusion:** Financial education is for all students and language used throughout the National Standards for Personal Financial Education is purposefully equitable and inclusive. Situations presented in these standards are intentionally free from bias.

Topic Summary of the Standards

I. Earning Income

Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

II. Spending

A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

III. Saving

People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.

IV. Investing

People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.

V. Managing Credit

Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

VI. Managing Risk

People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

The National Standards for Personal Financial Education

I. Earning Income

Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

Concept Progression

This topic focuses on income earned or received by people and the various taxes that are assessed on income. The 4th grade standards focus on the different ways that people earn income, methods of payment, and how income is taxed by government to pay for community services. In 8th grade, these concepts are further developed by having students consider the benefits and opportunity costs of investments in education and skills, and the types of taxes on earnings. Students also are introduced to the benefits and costs of entrepreneurship at the 8th grade level. By the 12th grade, students explore each of these concepts in more depth. The emphasis is on making career decisions by better understanding career paths, wage and salary compensation versus employee benefits, factors to consider in deciding whether to invest in additional education/training, and the effect of market conditions and technological advances on labor market opportunities.

Grade 4

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Earning Income 4-1	People have different job choices depending on their knowledge, skills, interests, and experience.	4-1a. List different types of jobs. 4-1b. Discuss the types of knowledge, skills, interests, and experience required for different types of jobs.
Earning Income 4-2	People may be able to improve their ability to earn income by gaining new knowledge, skills, and experience.	4-2a. Give examples of how an individual's knowledge, skills, and experience could affect their ability to earn income. 4-2b. Brainstorm ways to improve one's ability to earn income.
Earning Income 4-3	There are different ways to be paid for labor, including wages, salaries, commissions, and tips.	4-3a. Explain why employers pay people for their labor. 4-3b. Describe the difference between wages, salaries, commissions, and tips. 4-3c. Compare how the following individuals are typically paid: food server, teacher, and realtor.
Earning Income 4-4	People can earn income by starting a new business as an entrepreneur or by owning a business.	4-4a. List several businesses they would be interested in owning as an entrepreneur. 4-4b. Name several famous entrepreneurs and their businesses, and hypothesize why they succeeded or failed. 4-4c. Estimate how much income could be earned from a business operated by children (such as a lawn service or lemonade stand).
Earning Income 4-5	People can earn income by lending money or by renting their property to others.	4-5a. List several examples of ways in which people can earn income by lending their money or by renting their property to others. 4-5b. Identify different types of property that can be used by owners to earn rental income (such as apartments, automobiles, or tools).
Earning Income 4-6	Income can be received as gifts or as an allowance for which no specified work may be required.	4-6a. Explain the possible reasons for gifting money to others. 4-6b. Discuss the pros and cons of families/caregivers paying their children a weekly allowance.
Earning Income 4-7	Most income is taxed by the government to pay for government-provided goods and services.	4-7a. Describe examples of government-provided goods and services that are paid for with taxes. 4-7b. Explain why citizens are required to contribute to the cost of fire protection, police, public libraries, and schools.

Grade 8

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Earning Income 8-1	Careers are based on working at jobs in the same occupation or profession for many years. Careers vary in their education and training requirements.	<p>8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years.</p> <p>8-1b. Compare the education and training requirements for at least two careers.</p> <p>8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.</p>
Earning Income 8-2	People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and opportunities.	<p>8-2a. Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students.</p> <p>8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p> <p>8-2c. Assess personal skills and interests and match them to various career options.</p>
Earning Income 8-3	Getting more education, training, and experience can increase a person's human capital, productivity, and income-earning potential.	<p>8-3a. Investigate training opportunities that can increase a person's ability to obtain higher paid employment during high school.</p> <p>8-3b. Explain why adults with a college education may earn more than adults with no education beyond high school.</p> <p>8-3c. Discuss how specific skills training can improve a young person's human capital, productivity, and income-earning potential.</p> <p>8-3d. Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience.</p>
Earning Income 8-4	Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.	<p>8-4a. Describe the opportunity costs of attending a training course on babysitting, lifeguarding, or first aid.</p> <p>8-4b. Compare the costs of post-secondary education with the potential increase in income for a career of choice.</p> <p>8-4c. Explain why families/caregivers might choose to help pay for education and training of younger family members.</p>
Earning Income 8-5	Net income (take-home pay) is the amount left from wages and salaries after taxes and payroll deductions.	<p>8-5a. Differentiate between gross and net income.</p> <p>8-5b. Identify common types of payroll deductions.</p> <p>8-5c. Explain how taxes impact take-home pay.</p>

Grade 8 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Earning Income 8-6	Social Security is a federal government program that taxes workers and employers to provide retirement, disability, and survivor income benefits for workers or their dependents.	8-6a. Identify the different groups of people who qualify for Social Security benefits. 8-6b. Research the Social Security tax rate for someone who is self-employed vs. someone who is working for an employer. 8-6c. Given information on a worker's income and today's Social Security tax rates, calculate what the worker and the worker's employer will pay in Social Security taxes. 8-6d. Investigate Social Security benefits for people of different income levels at their full retirement age.
Earning Income 8-7	People are required to pay taxes on most types of income, including wages, salaries, commissions, tips, earnings on investments, and self-employment income.	8-7a. Illustrate the relationship between income level and income tax paid. 8-7b. Describe how taxes are paid on tip income. 8-7c. Research the consequences of failing to pay income taxes.
Earning Income 8-8	The government provides income support and assistance for people who qualify based on low income or other criteria.	8-8a. Explain the financial situation addressed by Medicaid and SNAP (Supplemental Nutrition Assistance Program). 8-8b. Give several examples of personal circumstances that qualify for government income support or assistance.
Earning Income 8-9	Entrepreneurs gain satisfaction from working for themselves and expect to earn profits that will compensate for the risks associated with new business ventures.	8-9a. Investigate the motivating factors to being self-employed or working as an independent contractor in the "gig" economy. 8-9b. Discuss why starting a new business could be riskier than other career choices. 8-9c. Research common reasons for new business failures.

Grade 12

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Earning Income 12-1	Compensation for a job or career can be in the form of wages, salaries, commissions, tips, or bonuses, and may also include contributions to employee benefits, such as health insurance, retirement savings plans, and education reimbursement programs.	<p>12-1a. Research potential income and employee benefit packages that are likely to be offered to new employees by various companies, government agencies, or not-for-profit organizations.</p> <p>12-1b. Explain why people should evaluate employee benefits in addition to wages and salaries when choosing between job and career opportunities.</p> <p>12-1c. Differentiate between contributory and non-contributory employee benefits.</p> <p>12-1d. Examine the benefits of participating in employer-sponsored retirement savings plans and healthcare savings plans.</p>
Earning Income 12-2	In addition to wages and paid benefits, employees may also value intangible (non-cash) benefits, such as good working conditions, flexible work hours, telecommuting privileges, and career advancement potential.	<p>12-2a. Give examples of intangible job benefits.</p> <p>12-2b. Describe how intangible benefits can affect a worker's career choices and income.</p> <p>12-2c. Evaluate the tradeoffs between income and non-income factors when making career or job choices.</p>
Earning Income 12-3	People vary in their opportunity and willingness to incur the present costs of additional training and education in exchange for future benefits, such as earning potential.	<p>12-3a. Evaluate the costs and benefits of investing in additional education or training.</p> <p>12-3b. Explain how differences in people's life circumstances can affect their opportunity and willingness to further their education or training.</p> <p>12-3c. Compare earnings and unemployment rates by level of education and training.</p>
Earning Income 12-4	Employers generally pay higher wages or salaries to more educated, skilled, and productive workers than to less educated, skilled, and productive workers.	<p>12-4a. Identify different types of jobs and careers where wages and salaries depend on a worker's productivity and skills.</p> <p>12-4b. Explain why wages or salaries vary among employees in different types of jobs and among workers in the same jobs.</p> <p>12-4c. Discuss possible explanations for the persistence of race and gender pay gaps.</p>
Earning Income 12-5	Changes in economic conditions, technology, or the labor market can cause changes in income, career opportunities, or employment status.	<p>12-5a. Discuss how economic and labor market conditions can affect income, career opportunities, and employment status.</p> <p>12-5b. Evaluate the impact of technological advances on employment and income.</p> <p>12-5c. Discuss the effects of an economic downturn on employment opportunities for people with different characteristics, such as education, experience, employment type, ethnicity, and gender.</p>

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Earning Income 12-6	Federal, state, and local taxes fund government-provided goods, services, and transfer payments to individuals. The major types of taxes are income taxes, payroll taxes, property taxes, and sales taxes.	<p>12-6a. Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending.</p> <p>12-6b. Identify which level(s) of government typically receive(s) the tax revenue for income taxes, payroll taxes, property taxes, and sales taxes.</p> <p>12-6c. Describe the benefits they receive, or may receive in the future, from government-collected tax revenue.</p>
Earning Income 12-7	The type and amount of taxes people pay depend on their sources of income, amount of income, and amount and type of spending.	<p>12-7a. Investigate the federal and state tax rates applicable to different sources of income.</p> <p>12-7b. Compare sales tax rates paid on different types of goods in their state and for online purchases.</p> <p>12-7c. Differentiate between gross, net, and taxable income.</p> <p>12-7d. Explain why some income is reported on an IRS Form W-2 and some is reported on an IRS Form 1099, and how that could affect their taxes.</p>
Earning Income 12-8	Interest, dividends, and capital appreciation (gains) are examples of unearned income derived from financial investments. Capital gains are subject to different tax rates than earned income.	<p>12-8a. Explain the difference between earned and unearned income.</p> <p>12-8b. Compare the tax rates assessed on earned income, interest income, and capital gains income.</p>
Earning Income 12-9	Tax deductions and credits reduce income tax liability.	<p>12-9a. Complete IRS Form W-4.</p> <p>12-9b. Explain the difference between a tax credit and a tax deduction.</p> <p>12-9c. Identify several examples of tax credits, determining whether they are refundable or non-refundable, and the groups of people who benefit most from each type.</p>
Earning Income 12-10	Retirement income typically comes from some combination of continued employment earnings, Social Security, employer-sponsored retirement plans, and personal investments.	<p>12-10a. Identify different potential sources of retirement income.</p> <p>12-10b. Describe the importance of having multiple sources of income in retirement, such as Social Security, employer-sponsored retirement plans, and personal investments.</p> <p>12-10c. Explain the importance of participating in employer-sponsored retirement plans, when available, and contributing enough to qualify for the maximum employer match.</p> <p>12-10d. Report the average benefit paid to a retiree living on Social Security today.</p>
Earning Income 12-11	Owning a small business can be a person's primary career or can supplement income from other sources.	<p>12-11a. Evaluate the benefits and costs of gig employment, such as driving for a cab or delivery service.</p> <p>12-11b. Discuss the pros and cons of small business ownership as their primary source of income.</p>

II. SPENDING

A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

Concept Progression

This topic concerns choices that people make to allocate their scarce resources to necessary and desired goods and services. The 4th grade standards introduce the concepts of scarcity, preferences, and trade-offs that people make in their spending decisions. Behavioral factors that influence spending, such as peer pressure and advertising, are also identified. These concepts are expanded upon at later grade levels. At the 8th grade level, students learn about the basics of budgeting and planning, and consider the factors that go into making informed consumer decisions. By the 12th grade, students are prepared to make spending decisions consistent with their budget, and with critical consideration of product pricing, quality, and features. Standards related to charitable giving and consumer protection are also included at the 12th grade level.

Grade 4

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Spending 4-1	People differ in their preferences, priorities, and resources available for consuming goods and services.	4-1a. Give examples of differences in people's preferences that can influence their spending on goods and services. 4-1b. Brainstorm a personal list of goals for consumption of goods and services. 4-1c. Prioritize future spending, taking resource limitations into account.
Spending 4-2	Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services.	4-2a. Describe ways that people in a community share the cost of services available to everyone. 4-2b. Analyze how people differ in their values and attitudes about spending money. 4-2c. Identify ways you spend your money to increase personal satisfaction.
Spending 4-3	When people make a decision to use money for a particular purpose, they incur an opportunity cost in that they cannot use the money for another purpose.	4-3a. Define the concept of opportunity cost. 4-3b. Provide examples of financial choices that have opportunity costs.
Spending 4-4	Purchasing decisions have costs and benefits that can be different for different people.	4-4a. Compare the costs and benefits of purchasing an item for people with different characteristics (e.g. age, income). 4-4b. Explain the costs and benefits of trading goods and services between family members and friends.
Spending 4-5	Price, spending choices of others, peer pressure, and advertising about a product or service can influence purchase decisions.	4-5a. Explain how peer pressure can affect purchasing decisions. 4-5b. Share examples of how price, spending choices of others, peer pressure, or advertising influence a purchase decision. 4-5c. Identify reliable sources of information when comparing products.
Spending 4-6	Payment methods for making purchases include cash, checks, debit cards, and credit cards.	4-6a. Explain the similarities between paying for purchases with cash, checks, and debit cards. 4-6b. Compare the effects of using debit versus credit cards to make purchases.

Grade 8

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Spending 8-1	Creating a budget can help people make informed choices about spending, saving, and managing money in order to achieve financial goals.	<p>8-1a. Identify personal goals for spending and saving.</p> <p>8-1b. Create a budget that includes expenses and savings out of a given amount of income.</p> <p>8-1c. Explain why people with identical incomes make different choices for spending, saving, and managing money.</p> <p>8-1d. Discuss the budgeting challenges faced by people living on minimum wage.</p>
Spending 8-2	Making an informed purchase decision requires a consumer to critically evaluate price, product claims, and quality information from a variety of sources.	<p>8-2a. Select an item and gather information from the manufacturer's website, retail websites, and consumer review websites.</p> <p>8-2b. Explain the types of information most helpful in making a purchase decision.</p> <p>8-2c. Identify misleading or deceptive information about consumer goods or services found in online and print sources.</p> <p>8-2d. Discuss ways to verify a claim expressed in advertising for an age-appropriate product.</p>
Spending 8-3	When evaluating information about goods and services, a consumer can better assess the quality and usefulness of the information by understanding the incentives of the information provider.	<p>8-3a. Evaluate information about goods and services based on reliability and accuracy of the source.</p> <p>8-3b. Assess strengths and weaknesses of various online and printed sources of product information.</p> <p>8-3c. Identify sources of product information that are less useful for buying decisions due to incentive conflicts of the information provider.</p>
Spending 8-4	Consumers weigh the costs and benefits of different payment methods to determine the best option for purchasing goods and services.	<p>8-4a. Explain the difference between a debit card and a credit card.</p> <p>8-4b. Explain how various payment methods are used to purchase goods and services.</p> <p>8-4c. Summarize the advantages, disadvantages, risks, and protections of various payment methods.</p> <p>8-4d. Choose and justify a preferred payment method for purchases of at least three different types of goods and services.</p>

Grade 12

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Spending 12-1	A budget helps people achieve their financial goals by allocating income to necessary and desired spending, saving, and philanthropy.	12-1a. Identify their short-term and long-term financial goals. 12-1b. Develop a budget to allocate current income to necessary and desired spending, including estimates for both fixed and variable expenses. 12-1c. Explain methods for adjusting a budget for unexpected expenses or emergencies. 12-1d. Evaluate the advantages of using budgeting tools, such as spreadsheets or apps.
Spending 12-2	Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer's budget and preferences, and potential impact on the environment, society, and economy.	12-2a. Select a product or service and describe the various factors that may influence a consumer's purchase decision. 12-2b. Describe a process for making an informed consumer decision. 12-2c. List the positive and negative effects of a recent consumer decision on the environment, society, and the economy.
Spending 12-3	When purchasing a good that is expected to be used for a long time, consumers consider the product's durability, maintenance costs, and various product features.	12-3a. Explain the factors to evaluate when buying a durable good. 12-3b. Analyze the cost and features of three competing products or services. 12-3c. Compare product choices based on their impacts on the environment or society.
Spending 12-4	Consumers may be influenced by how prices of goods and services are advertised, and whether prices are fixed or negotiable.	12-4a. List different ways retailers advertise the prices of their products. 12-4b. Describe how inflation affects purchase decisions and the price of goods and services. 12-4c. Summarize how negotiation affects consumer decisions and the price of goods and services.
Spending 12-5	Consumers incur costs and realize benefits when searching for information related to the purchase of goods and services.	12-5a. Explain how pre-purchase research encourages consumers to avoid impulse buying. 12-5b. Brainstorm consumer research strategies and resources to use when making purchase decisions. 12-5c. Analyze social media marketing and advertising techniques designed to encourage spending.

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Spending 12-6	Housing decisions depend on individual preferences, circumstances, and costs, and can impact personal satisfaction and financial well-being.	<p>12-6a. Identify financial and personal reasons that younger adults often choose to rent a home instead of buying.</p> <p>12-6b. Compare the short-term and long-term costs and benefits of renting versus buying a home in their city of residence.</p> <p>12-6c. Define key rental contract terminology, including lease term, security deposit, grace period, and eviction.</p>
Spending 12-7	People donate money, items, or time to charitable and non-profit organizations because they value the services provided by the organization and/or gain satisfaction from giving.	<p>12-7a. Discuss the motivations for and benefits of donating money, items, or time.</p> <p>12-7b. Develop a list of charitable organizations and provide a possible reason that a donor might want to give money to each organization.</p> <p>12-7c. Identify specific steps one should take when researching charitable and other not-for-profit organizations.</p>
Spending 12-8	Federal and state laws, regulations, and consumer protection agencies (e.g., Federal Trade Commission, Consumer Affairs office, and Consumer Financial Protection Bureau) can help individuals avoid unsafe products, unfair practices, and marketplace fraud.	<p>12-8a. Describe the roles and responsibilities of government agencies that help protect consumers from fraud.</p> <p>12-8b. Identify state and federal consumer protection laws based on the issues they address and the safeguards they provide.</p> <p>12-8c. Investigate common types of consumer fraud and unfair or deceptive business practices, including online scams, phone solicitations, and redlining.</p> <p>12-8d. Make recommendations for sources of help for consumers who have experienced fraud.</p>
Spending 12-9	Having an organized system for keeping track of spending, saving, and investing makes it easier to make financial decisions.	<p>12-9a. Explain how having a system for financial record-keeping can make it easier to make financial decisions.</p> <p>12-9b. Develop a system for keeping track of spending, saving, and investing.</p> <p>12-9c. Research financial technology options for financial record-keeping.</p>

III. Saving

People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.

Concept Progression

Because there are obvious overlaps between the Saving and Investing topics, these two are designed to work together. The Saving standards focus on how people save money, where they save money, and why they save money. Saving plans and choices that are most appropriate for short-term goals and emergency funds are covered in this topic, whereas longer-term and riskier investment choices are covered in the Investing topic. At the 4th grade level, students learn that saving is a choice between current and future spending, people differ in their attitudes about saving, and that savers can earn interest on savings. Students in 8th grade consider saving decisions in the context of personal circumstances and goals. The mathematics of compound interest, the role of financial institutions as intermediaries between savers and borrowers, and the advantages of federal deposit insurance are also addressed. At the 12th grade level, students are introduced to more complex concepts and decisions, such as the erosion of savings from inflation, real versus nominal interest rates, the role of markets in determining interest rates, the choice of savings account type, financial regulation, tax incentives for saving, and behavioral factors that can affect saving decisions.

Grade 4

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Saving 4-1	When people save money, they are choosing not to spend money today to be able to buy something in the future.	4-1a. Explain why it is often harder to save than to spend money. 4-1b. Give an example of buying something now versus saving money for the future and explain how they would make that decision. 4-1c. Find an example of an advertisement (in a newspaper, magazine, on TV, social media, or online) that is designed to influence people to spend money right away instead of saving their money.
Saving 4-2	A savings plan is a plan for setting aside money to pay for a future need, goal, or emergency.	4-2a. Map out a savings plan designed to achieve a future purchase objective. 4-2b. Give an example to illustrate the importance of having some money set aside for emergencies. 4-2c. Describe ways that people can decrease expenses to save more of their money.
Saving 4-3	People differ in their values and attitudes about saving.	4-3a. Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save. 4-3b. Explain how a person's friends and family can influence their values and attitudes about saving.
Saving 4-4	Safety and ease of access are factors to consider when deciding where to keep savings.	4-4a. Describe the advantages of saving money in an account at a financial institution rather than keeping the money at home. 4-4b. Identify safe places for people to keep their money.
Saving 4-5	Financial institutions often pay interest on deposit accounts to attract customers to deposit money in their institution.	4-5a. Explain why financial institutions, such as banks and credit unions, pay interest to depositors. 4-5b. Compare the interest rates on savings accounts at two financial institutions.

Grade 8

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Saving 8-1	People save money for many different purposes, including large purchases such as cars and homes, education costs, retirement, and emergencies.	8-1a. Identify the most common reasons that people save money for the future. 8-1b. Create a savings plan that will allow someone to make a large purchase in one year, 5 years, and 10 years.
Saving 8-2	Savings decisions depend on individual preferences and circumstances, and can impact personal satisfaction and financial well-being.	8-2a. Compare personal attitudes toward saving to those of a friend or relative. 8-2b. Explain how a person's personality type might affect their willingness to save or to stick to a savings plan. 8-2c. Identify life situations that can make it difficult for a person to save or to stick to a savings plan. 8-2d. Discuss how savings decisions can affect financial well-being.
Saving 8-3	Financial institutions pay interest to depositors and loan out the money to borrowers who pay interest on their loans.	8-3a. Compare and contrast different types of financial institutions and their products and services. 8-3b. Compare the interest rate paid by a financial institution on savings accounts to the interest charged by the same institution on loans. 8-3c. Explain how financial institutions get the money to pay interest to their customers who deposit money in savings accounts.
Saving 8-4	Interest earned on savings is the interest rate multiplied by the balance in the account, which includes the original amount saved (principal) and previously earned interest.	8-4a. Differentiate between principal and interest. 8-4b. Demonstrate how earning a higher interest rate on money in a savings account will help a person to reach their savings goal sooner. 8-4c. Use the Rule of 72 to approximate how many years it will take for savings to double in value at different rates of interest.
Saving 8-5	Compound interest is interest on both the original principal and previously earned interest, as compared to simple interest which is only interest on the original principal.	8-5a. Explain the benefit of compound interest as compared with simple interest. 8-5b. Demonstrate how annual interest earned increases over time when both the original principal and earned interest are left in a savings account.
Saving 8-6	Checking and saving deposit accounts in many financial institutions are insured up to certain limits by the federal government.	8-6a. Explain the importance of federal deposit insurance. 8-6b. Compare Federal Deposit Insurance Corporation (FDIC) and National Credit Union Administration (NCUA) insurance coverage limits for checking and savings accounts offered at financial institutions. 8-6c. Identify types of accounts that do not offer deposit insurance.

Grade 12

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Saving 12-1	Financial institutions offer several types of savings accounts, including regular savings, money market accounts, and certificates of deposit (CDs), that differ in minimum deposits, rates, and deposit insurance coverage.	12-1a. Compare the features of regular savings accounts, money market accounts, and CDs. 12-1b. Explain why CDs typically pay higher interest rates than regular savings accounts or interest-bearing checking accounts.
Saving 12-2	Deposit account interest rates and fees vary between financial institutions and depend on market conditions and competition.	12-2a. Select a preferred location for a savings account based on comparison of interest rates and fees at different types of financial institutions. 12-2b. Explain why an increase in the number of people who want to borrow money might result in banks paying higher rates on deposits. 12-2c. Discuss types of market conditions that could result in financial institutions paying lower rates on savings accounts.
Saving 12-3	Unless offered by insured financial institutions, mobile payment accounts and cryptocurrency accounts are not federally insured and usually do not pay interest to depositors.	12-3a. Research mobile payment account alternatives. 12-3b. Compare and contrast the features of mobile payment accounts, cryptocurrency accounts, and checking/savings accounts. 12-3c. Explain why storing money in a mobile payment account can reduce the ability to grow savings.
Saving 12-4	Inflation can erode the value of savings if the interest rate earned on a savings account is less than the inflation rate.	12-4a. Explain why savers typically earn a higher nominal rate of interest when inflation is high. 12-4b. Illustrate how inflation can reduce the purchasing power of savings over time if the nominal interest rate is lower than the inflation rate. 12-4c. Investigate how federal I bonds provide inflation protection for savers.
Saving 12-5	Government agencies such as the Federal Reserve, the FDIC, and the NCUA, along with their counterparts in state government, supervise and regulate financial institutions to improve financial solvency, legal compliance, and consumer protection.	12-5a. Investigate the areas of financial institution operations that are subject to state and/or federal regulation and supervision. 12-5b. Identify the state agency responsible for regulating financial institutions where they live. 12-5c. Explain the importance of solvency regulation for financial institutions.

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Saving 12-6	Tax policies that allow people to save pretax earnings or to reduce or defer taxes on interest earned provide incentives for people to save.	<p>12-6a. Explain how traditional IRAs (individual retirement accounts), Roth IRAs, and education savings accounts provide incentives for people to save.</p> <p>12-6b. Compare the tax advantages of traditional and Roth IRAs.</p> <p>12-6c. Compare the tax advantages of different types of education savings accounts.</p>
Saving 12-7	Employer defined contribution retirement plans and health savings accounts can provide incentives for employees to save.	<p>12-7a. Explain how an employer match of employee contributions to its retirement plan provides an incentive for employees to save.</p> <p>12-7b. Compare the impact of employee “opt in” versus “opt out” of employer retirement plans and explain why it makes a difference.</p> <p>12-7c. Describe the pros and cons of saving through an employer retirement plan as compared to saving outside of an employer plan.</p> <p>12-7d. Explain the benefits of saving money in a health savings account for individuals with high-deductible health plans.</p>
Saving 12-8	People can reduce the potential for future financial strife with a partner or spouse by sharing personal financial information, goals, and values prior to combining finances.	<p>12-8a. Assess the value of sharing financial goals and personal financial information with a partner before combining finances.</p> <p>12-8b. Discuss how personal financial decisions can affect other people.</p>
Saving 12-9	There are many strategies that can help people manage psychological, emotional, and external obstacles to saving, including automated savings plans, employer matches, and avoiding personal triggers.	<p>12-9a. Explain how external influences (e.g. peers, family, or social media) can impact personal savings decisions.</p> <p>12-9b. Identify strategies to manage psychological and emotional obstacles to saving.</p> <p>12-9c. Discuss strategies for avoiding personal triggers that result in deviating from a savings plan.</p> <p>12-9d. Explain how the saving strategy “pay yourself first” can help people achieve their saving goals.</p>

IV. INVESTING

People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.

Concept Progression

Because there are obvious overlaps between the Saving and Investing topics, these two are designed to work together. The concepts of rate of return, compound interest, and developing a plan to set aside funds for future goals are all introduced in the Saving topic, but also apply to the Investing topic. Whereas the Saving standards focus on budgeting to save for short-term goals and emergencies, with funds held in low-risk deposit accounts, the Investing standards focus on funds set aside for future long-term goals, invested in riskier financial assets with the expectation of increasing future wealth or income. Because investing is a more advanced concept, the standards at the 4th grade level only cover the basic distinction between investing in riskier assets to achieve long-term future goals versus safer savings account choices for short-term goals and emergency funds. At the 8th grade level, students are introduced to the variety of possible financial investments, types of income earned from them, their relative riskiness, and the benefits and mathematics of earning compound interest over longer periods of time. These concepts are expanded on in the 12th grade standards, and high school students also learn more advanced investment concepts, including the effect of individual risk tolerance and behavioral biases on investment choices, factors influencing market prices of financial assets, the benefits of portfolio diversification, how financial markets are regulated, and the benefits of financial technology.

Grade 4

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Investing 4-1	People invest their money so that it can grow over time and help them achieve their long-term financial goals.	4-1a. Explain why people invest their money. 4-1b. Identify long-term financial goals that are most likely to be achieved by people who regularly invest their money over many years.
Investing 4-2	Low-interest savings accounts are commonly used for short-term financial goals and emergency funds because they are low risk. When saving for longer-term financial goals, people often invest in riskier assets to earn higher returns.	4-2a. Identify the similarities and differences between saving and investing. 4-2b. Provide examples of financial goals that are suited for saving versus investing.

Grade 8

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Investing 8-1	Investors in financial assets expect an increase in value over time (capital gain) and/or receipt of regular income, such as interest or dividends.	8-1a. List the potential benefits of investing money in a financial asset. 8-1b. Explain why some people might prefer to buy investments that grow in value over time instead of investments that pay regular income.
Investing 8-2	Common types of financial assets include certificates of deposit (CDs), stocks, bonds, mutual funds, and real estate.	8-2a. Define common types of financial assets. 8-2b. Demonstrate how to find the current prices of stocks, bonds, and mutual funds. 8-2c. Discuss how some financial assets can be harder to sell quickly (e.g. stocks traded on an exchange versus real estate).
Investing 8-3	Investors who buy corporate or government bonds are lending money to the issuer in exchange for regular interest payments.	8-3a. Compare corporate and government bonds. 8-3b. Calculate the amount of annual interest income an investor would receive from a corporate bond offering at a given coupon interest rate.
Investing 8-4	Investors who buy corporate stock become part-owners of a business, benefit from potential increases in the value of their shares, and may receive dividend income.	8-4a. Select a stock and find the dividends it paid last year and how much the price of the stock has changed over the year. 8-4b. Explain the potential risks and rewards of investing in corporate stock.
Investing 8-5	Instead of buying individual stocks and bonds, investors can buy shares of pooled investments such as mutual funds and exchange-traded funds (ETFs).	8-5a. Explain the concept of investment diversification both within and among different asset classes. 8-5b. Discuss the advantages and disadvantages of investing in a diversified stock or bond mutual fund versus individual stocks and bonds.
Investing 8-6	Different types of investments expose investors to different degrees of risk.	8-6a. Compare rates of return on different types of investments and order them by risk. 8-6b. Identify investments that would be most appropriate for people who are uncomfortable with taking financial risk.
Investing 8-7	The benefits of compounding for building wealth are greatest for people who invest regularly over longer periods of time.	8-7a. Explain the concept of compounding. 8-7b. Estimate the future value of a lump sum invested today for a specified period of time and rate of return. 8-7c. Estimate the future value of a regular series of equal annual investments for a specified period of time and rate of return. 8-7d. Demonstrate the difference in wealth accumulation for a person who begins to invest regularly at age 30 versus someone who starts at age 40.

Grade 12

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Investing 12-1	A person's investment risk tolerance depends on factors such as personality, financial resources, investment experiences, and life circumstances.	12-1a. Give examples of factors that can influence a person's risk tolerance. 12-1b. Discuss how a person's risk tolerance influences their investment decisions. 12-1c. Assess their personal risk tolerance using an online tool or worksheet.
Investing 12-2	Investors earn investment returns from price changes and annual cash flows (such as interest, dividends or rent). The nominal annual rate of return is the annual total dollar benefit as a percentage of the beginning price.	12-2a. Describe the different types of annual cash flows that can be received by investors. 12-2b. Compare nominal annual rates of return over time on different types of investments, including cash flows and price changes. 12-2c. Explain why assets that do not produce income or are exposed to large price fluctuation (such as collectibles, precious metals, and cryptocurrencies) are described as speculative investments.
Investing 12-3	Investors expect to earn higher rates of return when they invest in riskier assets.	12-3a. Discuss the advantages and disadvantages of investing in riskier assets. 12-3b. Investigate the long-run average rates of returns on small-company stocks, large-company stocks, corporate bonds, and Treasury bonds. 12-3c. Explain why the expected rate of return on a value stock or mutual fund is likely to be lower than that of a growth stock or mutual fund. 12-3d. Explain why bonds with longer maturities generally earn a higher return than shorter-term bonds.
Investing 12-4	Because inflation reduces purchasing power over time, the real return on a financial asset is lower than its nominal return.	12-4a. Describe the impact of inflation on prices over time. 12-4b. Explain the relationship between nominal and real returns. 12-4c. Find the current rate paid on CDs at a bank and calculate the expected real rate after inflation.
Investing 12-5	The prices of financial assets change in response to market conditions, interest rates, company performance, new information, and investor demand.	12-5a. Describe factors that influence the prices of financial assets. 12-5b. Predict what could happen to the price of a stock if new information is reported about the company or its products. 12-5c. Discuss how economic downturns that result in high unemployment can affect the prices of financial assets. 12-5d. Explain why the market price of some assets, such as bonds and real estate, increase when interest rates decrease.

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Investing 12-6	When making diversification and asset allocation decisions, investors consider their risk tolerance, goals, and investing time horizon.	<p>12-6a. Recommend portfolio allocation between major asset classes for a short-term goal versus a long-term goal.</p> <p>12-6b. Discuss the pros and cons of investing in a diversified mutual fund versus investing in a small number of individual stocks.</p> <p>12-6c. Suggest an appropriate asset allocation for a very risk averse person versus a very risk tolerant person.</p> <p>12-6d. Explain how target date retirement funds reallocate investments over time to meet their investment objective.</p>
Investing 12-7	Expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.	<p>12-7a. Discuss how the expenses associated with buying and selling investments can impact rates of return and investment outcomes.</p> <p>12-7b. Compare the expense ratios for several mutual funds.</p> <p>12-7c. Explain why an actively managed mutual fund usually has a higher expense ratio than an index fund.</p>
Investing 12-8	Tax rules affect the rate of return on different investments, and can vary by holding period, type of income, and type of account.	<p>12-8a. Compare tax rates paid on interest income versus short-term and long-term capital gains.</p> <p>12-8b. Describe the advantages of investing through a tax-deferred account such as an IRA or 401(k) versus a taxable account.</p> <p>12-8c. Investigate the contribution limits and tax advantages of a traditional IRA versus a Roth IRA.</p>
Investing 12-9	Common behavioral biases can result in investors making decisions that adversely affect their investment outcomes.	<p>12-9a. Identify several behavioral biases that can result in poor investment decisions (e.g. loss aversion, investing in employer stock, home bias, mental accounting).</p> <p>12-9b. Brainstorm methods for avoiding negative consequences from behavioral biases.</p>
Investing 12-10	Financial technology can counterbalance negative behavioral factors when making investment decisions.	<p>12-10a. Explore common financial technologies used for investing, including automated trading platforms.</p> <p>12-10b. Explain how automating investment activities can help people avoid making emotional investment decisions.</p>
Investing 12-11	Many investors buy and sell financial assets through discount brokerage firms that provide inexpensive investment services and advice using financial technology.	<p>12-11a. Discuss how the development of financial technology has made it easier for people of all income and education levels to participate in financial markets.</p> <p>12-11b. Choose a discount broker and research the minimum starting account balance, minimum monthly investment, and trading costs.</p> <p>12-11c. Identify the advantages and disadvantages of robo-advising and other investment-related financial technologies.</p>

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Investing 12-12	Federal regulation of financial markets is designed to ensure that investors have access to accurate information about potential investments and are protected from fraud.	12-12a. Explain the role of federal regulators in financial markets. 12-12b. Discuss why insider trading is illegal and harmful to investment markets. 12-12c. Explain the importance of having access to full and accurate information about potential investments.
Investing 12-13	Investors often compare the performance of their investments against a benchmark, such as a diversified stock or bond index.	12-13a. Explain why investors often compare portfolio performance to a benchmark such as the S&P 500 Index. 12-13b. Research the composition of the most popular benchmark indices and compare their recent performance. 12-13c. Discuss the advantages of investing in an exchange-traded fund (ETF) that tracks a market index rather than investing in actively managed mutual funds or individual stocks and bonds.
Investing 12-14	Criteria for selecting financial professionals for investment advice include licensing, certifications, education, experience, and cost.	12-14a. Discuss reasons that a person might want to hire a financial professional to manage their investments or provide investment advice. 12-14b. Explain the importance of licensing, certifications, education, and experience as criteria for selecting a financial professional for investment management or advice. 12-14c. Investigate where and how to find qualified financial professionals.

V. MANAGING CREDIT

Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

Concept Progression

This topic covers why and how people borrow money, the cost of credit, and the potential effect on a person's finances. At the 4th grade level, students learn that credit allows people to buy goods and services sooner, but that they incur an obligation to repay the debt plus interest. They are also introduced to the concept of being evaluated based on their previous history of debt repayment. At the 8th grade level, students evaluate how interest rates differ based on type of credit, market conditions, and borrower risk measured by credit reports, as well as the effect of higher rates and longer terms on loan payments and total interest paid. They also consider the difference between borrowing for consumer purchases versus borrowing to invest in education or homes. At the 12th grade level, the standards focus on developing credit management skills through understanding of the characteristics and costs of different types of credit, the factors and behaviors that contribute to strong credit reports and scores, consumer credit protections under the law, and resources available to people who need assistance with managing their debts.

Grade 4

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Credit 4-1	Interest is the price a borrower pays for using someone else's money, and the income earned by the lender.	4-1a. Explain why a person who borrows \$100 to buy something, often must pay back more than \$100 at a future date. 4-1b. Describe the reasons why businesses and individuals sometimes lend money to others.
Credit 4-2	When a person pays with credit, they have immediate use of purchased goods or services while agreeing to repay the lender in the future with interest.	4-2a. Identify goods and services that people often purchase with credit. 4-2b. Discuss reasons people may prefer to buy something with credit rather than paying cash.
Credit 4-3	Lenders are more likely to approve borrowers who do not have a lot of other debt and who have a history of paying back loans as promised.	4-3a. Explain why a person might prefer to lend an item or money to one person over another. 4-3b. Discuss why a person might be reluctant to lend money or personal possessions to someone who has a history of not repaying previous loans.

Grade 8

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Credit 8-1	Interest rates and fees vary by type of lender, type of credit, and market conditions.	8-1a. Identify financial institutions and businesses that offer consumer credit. 8-1b. Compare lenders based on type of credit offered, interest rates, and fees. 8-1c. Explain how market conditions impact interest rates.
Credit 8-2	Financial institutions advertise loan costs to potential borrowers using the Annual Percentage Rate (APR), expressed as an annual percentage of the loan principal. Low introductory rates offered to attract customers may increase later.	8-2a. Describe how lenders advertise loan costs to potential borrowers. 8-2b. Calculate APR, given annual interest and loan amount. 8-2c. Investigate what happens to a low introductory interest rate when the borrower misses a payment or makes a late payment.
Credit 8-3	The longer a loan repayment period and the higher the interest rate, the larger the total amount of interest paid by a borrower.	8-3a. Describe the effect of higher interest rates and longer loan terms on the total cost of a loan. 8-3b. For a given monthly payment, loan amount, and loan repayment period, calculate the total amount of interest paid by the borrower.
Credit 8-4	Credit cards typically charge higher interest rates on balances due compared with rates on other types of loans.	8-4a. Explain why credit card interest rates tend to be higher than rates for secured loans, such as automobile loans. 8-4b. Describe how a credit card user can minimize interest charges on their credit card purchases.
Credit 8-5	Lenders charge different interest rates based on borrower risk of nonpayment, which is commonly evaluated using information in the borrower's credit report.	8-5a. Identify the types of information contained in a credit report. 8-5b. Discuss how a borrower's credit history can impact their borrowing costs.
Credit 8-6	When people borrow money to invest in higher education or housing, the risks and costs may be outweighed by the future benefits.	8-6a. Explain why using credit to finance education and housing could be beneficial. 8-6b. Assess the benefits and costs of using credit to finance education and housing versus using credit to purchase food and clothing. 8-6c. Justify the use of credit for a specific purchase.
Credit 8-7	Borrowing increases debt and can negatively affect a person's finances.	8-7a. Identify indicators that a person has accumulated too much debt. 8-7b. Predict the possible consequences of having a lot of debt payments relative to income.

Grade 12

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Credit 12-1	Borrowers can compare the cost of credit using the Annual Percentage Rate (APR) and other terms in the loan or credit card contract.	12-1a. Describe how credit card grace periods, methods of interest calculation, and fees affect borrowing costs. 12-1b. Compare the cost of borrowing \$1,000 using consumer credit options that differ in rates and fees.
Credit 12-2	Loans that are secured by collateral have lower interest rates than unsecured loans because they are less risky to lenders.	12-2a. Give examples of unsecured and secured loans. 12-2b. Explain why lenders charge lower interest rates on secured loans than on unsecured loans. 12-2c. Compare what happens if a borrower fails to make required payments on a secured loan, such as an auto loan or a home mortgage, versus failing to pay a credit card account.
Credit 12-3	Monthly mortgage payments vary depending on the amount borrowed, the repayment period, and the interest rate, which can be fixed or adjustable.	12-3a. Identify the type of collateral required for a mortgage loan. 12-3b. Differentiate between adjustable-rate and fixed-rate mortgages. 12-3c. Compare monthly mortgage payments for loans that differ in repayment period, amount borrowed, and interest rate.
Credit 12-4	Post-secondary education is often financed by students and families/caregivers through a combination of scholarships, grants, student loans, work-study, and savings.	12-4a. Describe the different sources of funding for post-secondary education. 12-4b. Explain the role the FAFSA plays in applying for college financial aid. 12-4c. Identify scholarships and grants for which they are eligible. 12-4d. Estimate the reduction in total cost of education and potential student loan debt if they complete their first two years of college at a community college before transferring to a four-year institution.
Credit 12-5	Federal student loans have lower rates and more favorable repayment terms than private student loans, and may be subsidized.	12-5a. Compare federal and private student loans based on interest rates, repayment rules, and other characteristics. 12-5b. Describe the process of applying for a student loan. 12-5c. Estimate total interest on various student loans based on interest rates and repayment plans. 12-5d. Predict the potential consequences of deferred payment of student loans.
Credit 12-6	Down payments reduce the amount needed to borrow.	12-6a. Identify examples of loans that may require down payments. 12-6b. Given the price of a home, estimate the amount of down payment required. 12-6c. For a specified loan amount, compare the monthly loan payment with a 10% down payment versus a 20% down payment. 12-6d. Explain how a down payment makes a borrower more attractive to a lender and motivates loan repayment by the borrower.

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Credit 12-7	Lenders assess credit-worthiness of potential borrowers by consulting credit reports compiled by credit bureaus.	<p>12-7a. Identify the primary organizations that maintain and provide consumer credit reports.</p> <p>12-7b. Assess the value to a potential lender of the information contained in a credit report.</p> <p>12-7c. Explain how a person can get a free copy of their credit report and why this is advisable.</p> <p>12-7d. Outline the process of disputing inaccurate credit report information.</p>
Credit 12-8	A credit score is a numeric rating that assesses a person's credit risk based on information in their credit report.	<p>12-8a. Identify the main factors that are included in credit score calculations.</p> <p>12-8b. Explain how a borrower's credit score can impact their cost of credit and their ability to get credit.</p> <p>12-8c. Recommend ways that a person can increase their credit score.</p>
Credit 12-9	Credit reports and credit scores may be requested and used by entities other than lenders.	<p>12-9a. Explain how landlords, potential employers, and insurance companies use credit reports and credit scores in decision-making.</p> <p>12-9b. Provide examples of benefits associated with having a good credit score.</p> <p>12-9c. Compare the effect of soft versus hard credit inquiries on a person's credit score.</p>
Credit 12-10	Borrowers who face negative consequences because they are unable to repay their debts may be able to seek debt management assistance.	<p>12-10a. Describe how failing to repay a loan can negatively impact a person's finances and life.</p> <p>12-10b. Identify sources of assistance with debt management.</p> <p>12-10c. Create a plan for a person who is having difficulty repaying debt.</p> <p>12-10d. Compare the costs and benefits associated with for-profit versus non-profit credit counseling services.</p>
Credit 12-11	In extreme cases, bankruptcy may be an option for people who are unable to repay their debts.	<p>12-11a. Describe the purpose of bankruptcy laws.</p> <p>12-11b. Investigate the effects of bankruptcy on assets, employment, and future access to credit.</p> <p>12-11c. Compare the results of liquidation versus reorganization bankruptcy.</p>
Credit 12-12	Consumer credit protection laws govern disclosure of credit terms, discrimination in borrowing, and debt collection practices.	<p>12-12a. Explain the rationale behind laws that require people to have access to full information about credit cards and loans before they borrow money.</p> <p>12-12b. Discuss the importance of protecting borrowers from discrimination and abusive marketing or collection practices.</p> <p>12-12c. Research where to find credible sources of up-to-date information on credit rights and responsibilities.</p>
Credit 12-13	Alternative financial services, such as payday loans, check-cashing services, pawnshops, and instant tax refunds, provide easy access to credit, often at relatively high cost.	<p>12-13a. Identify products and practices that are classified as alternative financial services.</p> <p>12-13b. Discuss the costs and benefits of using alternative financial services relative to traditional banking.</p> <p>12-13c. Explain how using payday loans can cause a cycle of debt.</p>

VI. MANAGING RISK

People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

Concept Progression

The standards under this topic cover the variety of ways that wealth, property, and income are vulnerable to loss from unexpected events and the methods available to individuals for managing these risks. At the 4th grade level, students identify various types of risks, the potential negative consequences of these risks, and the primary methods for managing risk. At the 8th grade level, students gain more depth on the different risk management methods and consider how their own behavior can reduce the likelihood and/or size of a loss. At this level, students also learn the basics of insurance, including common insurance terminology, and how their own behavior can affect the premiums they pay. At the 12th grade level, the focus is on personal decision-making, as students explore methods for lowering personal risk, and factors to consider before buying insurance products and extended warranties. The standards address the costs and benefits of common types of insurance, including health, auto, homeowners/renters, disability, and life insurance products. Vulnerability to identity theft is introduced at the 8th grade level, with risk management options explored in more detail at the 12th grade level.

Grade 4

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Managing Risk 4-1	People are exposed to risk when there is a chance of loss or harm. Risk is an unavoidable part of daily life.	4-1a. Give examples of risks that people and households face. 4-1b. Identify why people take risks. 4-1c. Estimate the losses and costs associated with certain physical and financial risks. 4-1d. Describe how valuable personal items might be lost or damaged.
Managing Risk 4-2	People who are exposed to risks often try to reduce or avoid the negative consequences of those risks.	4-2a. Recommend ways to reduce or avoid a given risk. 4-2b. Identify types of risks that are difficult or impossible for people to reduce or avoid.
Managing Risk 4-3	One way to cope with unexpected losses is to save for emergencies.	4-3a. Give examples of life events for which emergency savings could offset financial losses. 4-3b. Develop a system to keep track of personal items and handle small amounts of money.
Managing Risk 4-4	Insurance is often purchased to limit financial losses due to risk.	4-4a. Provide examples of large financial risks that people buy insurance for (e.g., health, auto, fire). 4-4b. Investigate the types of insurance commonly available for people to purchase.

Grade 8

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Managing Risk 8-1	Financial loss can occur from unexpected events that damage health, wealth, income, property, and/or future opportunities.	8-1a. Describe how an unexpected event that damages health or property can impact a family's financial situation. 8-1b. Explain how advance planning can reduce the financial impact of an event that causes damage to personal property.
Managing Risk 8-2	Insurance is a financial product that allows people to pay a fee (premium) to transfer the cost of a potential financial loss to an insurance company.	8-2a. Describe ways in which having insurance can protect a person from financial loss. 8-2b. Explain what might happen to people who cannot afford to buy insurance for a particular risk or who choose not to buy it.
Managing Risk 8-3	An insurance company creates a pool of funds from many policyholders' premium payments and then uses these funds to compensate customers who experience a loss. People at higher risk for making a claim usually have to pay a higher premium.	8-3a. Discuss how people use insurance to share the risk of financial loss. 8-3b. Explain why insurers commonly charge higher premiums to people who are higher risk (e.g. auto insurance for drivers with a bad accident record, flood insurance for houses on the coastline).
Managing Risk 8-4	Four key insurance terms that contribute to out-of-pocket costs with an insurance policy are: premium, deductible, copayments, and co-insurance.	8-4a. Describe how each of the following out-of-pocket insurance costs affects policyholders: premium, deductible, copayment, and coinsurance. 8-4b. Given information about premiums, deductibles, copayments, and coinsurance, calculate out-of-pocket costs for a hypothetical insured loss.
Managing Risk 8-5	People can choose to avoid, reduce, retain, or transfer risk through the purchase of insurance. Each option has different costs and benefits.	8-5a. Give examples of how people manage the risk of financial loss through risk avoidance, reduction, retention, and transfer. 8-5b. Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in a crash. 8-5c. Weigh the costs and benefits of buying cell phone insurance versus accepting the risk.
Managing Risk 8-6	Extended warranties and service contracts provide protection against certain product mechanical failures during the contract period.	8-6a. Describe types of purchases where extended warranties are typically offered as an add-on purchase. 8-6b. Analyze the costs and benefits of purchasing an extended warranty on a specific item (e.g. cellphone, laptop, or vehicle).
Managing Risk 8-7	Identity theft is the use of someone else's personal identification information to commit a crime.	8-7a. Explain methods used by identity thieves to obtain personal information to commit a crime. 8-7b. List actions that an individual can take to protect personal identification information. 8-7c. Describe steps people can take to safely manage their finances using mobile technology.

Grade 12

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Managing Risk 12-1	People vary with respect to their willingness to accept risk and in how much they are willing to pay for insurance that will allow them to minimize future financial loss.	12-1a. Discuss whether a premium paid to insure against a crash that never happens is wasted. 12-1b. Analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.
Managing Risk 12-2	The decision to buy insurance depends on perceived risk exposure, the price of insurance coverage, and individual characteristics such as risk attitudes, age, occupation, lifestyle, and financial profile.	12-2a. Identify individual characteristics that influence insurance purchase decisions. 12-2b. Recommend types of insurance needed by people with different characteristics.
Managing Risk 12-3	Some types of insurance coverage are mandatory.	12-3a. Explain why homeowners' insurance is required by a lender when a homeowner takes out a mortgage. 12-3b. Discuss why most states mandate auto liability coverage. 12-3c. Research the minimum auto liability insurance required in the state they live in and whether it is sufficient to cover typical auto accident financial losses.
Managing Risk 12-4	Insurance premiums are lower for people who take actions to reduce the likelihood and/or financial cost of losses and for those who buy policies with larger deductibles or copayments.	12-4a. Research factors that result in lower auto insurance premiums. 12-4b. Explain why taking a safe driving course can lower a driver's auto insurance premium. 12-4c. Discuss the pros and cons of buying an auto insurance policy with a higher deductible.
Managing Risk 12-5	Health insurance provides coverage for medically necessary health care and may also cover some preventive care. It is sometimes offered as an employee benefit with the employer paying some or all of the premium cost.	12-5a. Discuss the advantages of obtaining health insurance coverage through an employer plan versus buying private insurance or being uninsured. 12-5b. Compare the cost of health insurance to the potential financial consequences of not having health insurance. 12-5c. Estimate the effect on different health insurance deductibles and coinsurance rates on out-of-pocket medical costs.
Managing Risk 12-6	Disability insurance replaces income lost when a person is unable to earn their regular income due to injury or illness. In addition to privately purchased policies, some government programs provide disability protection.	12-6a. Compare disability coverage offered by individual policies, employee benefit plans, Social Security, workers' compensation, and temporary disability programs (in some states). 12-6b. Assess the extent of financial risk and need for disability insurance using hypothetical disability scenarios.

Grade 12 (cont'd)

	Standard <i>Students will know that...</i>	Learning Outcomes <i>Students will use this knowledge to...</i>
Managing Risk 12-7	Auto, homeowner's and renter's insurance reimburse policyholders for financial losses to their covered property and the costs of legal liability for their damages to other people or property.	12-7a. Explain the primary types of losses covered by auto, homeowner's, and renter's insurance policies. 12-7b. Describe situations where someone may be liable for injuries or damages to another person or their property. 12-7c. Identify factors that influence the cost of renter's insurance and homeowners' insurance.
Managing Risk 12-8	Life insurance provides funds for beneficiaries in the event of an insured person's death. Policy proceeds are intended to replace the insured's lost wages and/or to fund their dependents' future financial needs.	12-8a. Explain how a person's death can result in financial losses to others. 12-8b. Discuss the benefits and costs of purchasing life insurance on the primary earners in a household.
Managing Risk 12-9	Unemployment insurance, Medicaid, and Medicare are public insurance programs that protect individuals from economic hardship caused by certain risks.	12-9a. Discuss how state unemployment programs can help reduce economic hardship caused by job losses during a recession or pandemic. 12-9b. Compare the Medicare and Medicaid programs based on who they cover and how they are funded.
Managing Risk 12-10	Insurance fraud is a crime that encompasses illegal actions by the buyer (e.g., falsified claims) or seller (e.g., representing non-existent companies) of an insurance contract.	12-10a. Provide examples of insurance fraud. 12-10b. Investigate the legal consequence for individuals who are convicted of insurance fraud.
Managing Risk 12-11	Online transactions and failure to safeguard personal documents can make consumers vulnerable to privacy infringement, identity theft, and fraud.	12-11a. Provide examples of how online behavior, e-mail and text-message scams, telemarketers, and other methods make consumers vulnerable to privacy infringement, identity theft, and fraud. 12-11b. Describe conditions under which individuals should and should not disclose their Social Security numbers, account numbers, or other sensitive information. 12-11c. Recommend strategies to reduce the risk of identity theft and financial fraud. 12-11d. Explain the steps an identity theft victim should take to limit losses and restore personal security.
Managing Risk 12-12	Extended warranties and service contracts are like an insurance policy.	12-12a. Evaluate the costs and benefits of buying an extended warranty on a specific item (e.g. cellphone, laptop, or vehicle) considering the likelihood of product failure, cost of replacing the item, and price of the warranty. 12-12b. Explain how extended warranties or service contracts are similar to and different from insurance.



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Financial Literacy Resources



FINANCIAL LITERACY RESOURCES

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FINANCIAL LITERACY RESOURCES

Examples of Teaching Resources

The Kansas State Department of Education (KSDE) suggests reviewing each of the following to determine value to the local educational system and vetting for quality. This list is not a complete listing, but offers examples for beginning or enhancing K-12 financial literacy instruction. Some items are for teachers; some are for students. Some are free, and some have a fee. This list is fluid, so check back routinely to see what has been added.

The new standards are a collaboration of Jump\$tart and the Council for Economic Education ([Jump \\$tart National Standards in K-12 Personal Finance Education](https://www.jumpstart.org/)) were developed through the involvement of professionals across multiple financial literacy platforms. After review by KSDE, it was deemed appropriate for Kansas and were adopted as the Kansas financial literacy K-12 standards. (For more information: <https://www.jumpstart.org/>)

Determining a Quality Resource:

Consider the following when selecting/vetting resources as educationally sound:

- Content is accurate and is standard and/or competency-based (Refer to the JumpStart website, see page 8).
- Materials are free from bias and embrace diversity in activities, photos, discussions, etc.
- Assessments are designed (both formative and summative) to assess student mastery, allowing for modification as needed.
- Information shared is relevant and aligned with course/program objectives, standards and/or competencies.
- Instructional design is research-based and/or evidence-based, age appropriate and allows for multiple learning styles.

NON-ENGLISH PRINTED OPTIONS:




Please note the following resources have Spanish and/or other languages available. Some are just components, but others are the full resource:







- MoneySkill (see page 8).
- Next Gen Personal Finance (see page 9).
- Practical Money Skills for Life (see page 9).
- The Stock Market Game, Kansas Council for Economic Education (see page 5).
- EVERFI (see page 6).


















FINANCIAL LITERACY RESOURCES

Free Resources

The following are examples of teaching resources which are research based and youth centered. Some are free, and some are for purchase. In all resources, please use the suggested criterion listed on page 3 to conduct vetting before adoption and use.

-  Elementary resources
-  Middle school resources
-  High school resources

Focus	Website
	Building Native Communities: Financial Empowerment for Teens and Young Adults https://www.oweesta.org/wp-content/uploads/2020/03/BNC-Youth-Curriculum_v3-FINAL-JAN-2020.pdf Whether you want to manage your spending, get out of debt, buy a car, go to college or save to purchase a future home, personal financial empowerment is the first step to creating a positive financial future. That is why Oweesta and First Nations Development Institute created this curriculum, Building Native Communities: Financial Empowerment for Teens & Young Adults.
	Building Wealth https://www.dallasfed.org/-/media/microsites/cd/wealth/index.html A Beginner’s Guide to Securing Your Financial Future Building Wealth is a personal finance education resource that presents an overview of wealth-building strategies for consumers, community leaders, teachers and students.
	CashCoursePrep http://www.cashcourse.org/ CashCourse is a real-life guide to taking charge of your money for grades 11 through college. This online personal finance tool is easy to use, free non-commercial and is fully funded by the National Endowment for Financial Education (NEFE).
  	Consumer Financial Protection Bureau https://www.consumerfinance.gov/consumer-tools/educator-tools/youth-financial-education/teach/activities/ These classroom activities can be completed within a single class period. Each activity comes with a teacher guide and supporting student material, so it’s easy to implement whether you’re an experienced personal finance teacher, integrating financial literacy into another subject area, or supplementing your existing financial education curriculum.

Focus	Website
 	Credit Donkey https://www.creditdonkey.com/math-money-kids.html Numerous resources that cover the essential concepts of finance in a way that kids can understand, and even have fun with. Find games, activities and printouts on saving, earning, borrowing, and more in this guide.
  	Council for Economic Education https://www.councilforeconed.org/k-12-resources/ We help teachers bring important lessons about personal finance and economics to their students by providing them with free teacher workshops, engaging activities and programs, and hundreds of online lesson plans, tools and videos. Resources include professional development webinars, assessments and information about state and federal standards.
  	Kansas Council for Economic Education http://kansas.councilforeconed.org/resources/ The state affiliate of the Council for Economic Education, KCEE offers professional development, teaching resources and competitions to allow your students to demonstrate their skills in basic personal finance. Look under “Resources” for links to LifeSmart’s (grades 6-12), the Stock Market Game (4-12), the Economics Challenge and Personal Finance Challenge and Financial Foundations for Kids (K-8), as well as others. KCEE also offers professional development workshops each summer taught by instructors from our Centers for Economic Education at the state’s regents’ universities. This is a free resource.
  	Econedlink http://www.econedlink.org/lessons/1 Econedlink provides economic and personal finance resources for K-12. Teacher webinars are found under “Professional Development” and there are a series of mobile apps that students could use. Most of the resources are free, but some of the mobile apps have small fees. This is brought to you by the Council for Economic Education.
  	Econ Lowdown https://www.econlowdown.org Econ Lowdown offers a variety of K-12 lessons on a free online platform. Students can complete two forms of lessons. Reading Q&A is a short article followed by a quiz that is graded automatically. Modules include pretest and posttests; self-paced content with interactive activities, videos, questions and readings.
  	Edutopia https://www.edutopia.org/topic/financial-literacy Edutopia provides K-12 evidence-based learning strategies for financial literacy and other topics.
















Elementary resources |











Middle school resources |



























High school resources







Focus	Website
  	EVERFI http://everfi.com/k-12 <p>EVERFI offers several options for instruction in the area of financial literacy for grades 4-6 and 9-12 taught through a game format. This resource is offered to schools at no charge due to local funding solicitation by EVERFI (Spanish options).</p>
	Family Financial Fun Nights https://econedlink.org/family-financial-fun-nights/ <p>Find all the resources you need to host an event. Available en español! Elementary schools can host the event themselves, collaborate with PTO or community organizations.</p>
  	Federal Deposit Insurance Corporation https://www.fdic.gov/resources/consumers/teacher-online-resource-center/index.html <p>The Federal Deposit Insurance Corporation (FDIC) and the Consumer Financial Protection Bureau (CFPB) are working together to make it easier for schools to bring financial education into the classroom by developing a one-stop-shop for educators.</p>
  	Federal Reserve Education https://www.federalreserveeducation.org/ (link to all Federal Reserve resources) Federal Reserve Bank of Kansas City https://www.kansascityfed.org/ <p>The Federal Reserve offers free K-12 economic and personal finance resources and professional development opportunities for educators. Classroom materials assist with teaching basic economic and consumer education lessons. Workshops and special “educator sessions” are found throughout the year, all free.</p> <p>Click “Resources by Audience” to find resources, lessons, activities and games available for elementary, middle and high school.</p>
  	Federal Trade Commission https://www.bulkorder.ftc.gov/ <p>Free publications for consumers, businesses, parents and teachers. Publications can be downloaded and printed. Bulk orders are also free with free shipping.</p>

 Elementary resources |
  Middle school resources |
  High school resources

Focus	Website
	<p>Hands on Banking http://www.handsonbanking.org/en/ Hands on Banking offers lesson plans, courses, online lessons for students grades 4 through college, as well as instructor guides (under “Resources”). This is free and supported as a public service by Wells Fargo Bank.</p>
	<p>● Elementary-Section https://youth.handsonbanking.org/grades/elementary-school-course/ Have you ever wondered where money comes from? And how you earn it and use it? We'll show you where money comes from, how you can use it, and how banks help keep it safe. Get started learning about money by taking the courses below. When you finish all of the courses, check your knowledge to earn your very own Hands on Banking® certificate.</p>
	<p>● Middle School-Section https://youth.handsonbanking.org/grades/middle-school-course/ Money is fun to get and spend. Learn how to start saving and how to boost your earning power. You'll get information and tools to get started toward your personal money goals and dreams. Get started learning about money by taking the courses below. When you finish, take the assessment to check your knowledge to earn your Hands on Banking® certificate.</p>
	<p>● High School-Section https://youth.handsonbanking.org/grades/high-school-course/ Learn about creating a spending plan, building credit, school loans and how continuing education after high school could fit into your financial future. Start your financial life strong by taking the courses below. When you finish, take the assessment to check your knowledge and earn your Hands on Banking® certificate.</p>
	<p>Invest in What's Next: Life After High School https://www.investinwhatsnext.org/ A free, online course that helps students evaluate their choices for one of the biggest decisions they will face – what path to pursue after high school. Through interactive lessons, students:</p> <ul style="list-style-type: none"> • Explore their interests and related jobs; • Consider different education paths; and • Budget for their education and their future. <p>The course helps students create a customized plan for their future. Student plans can be saved, downloaded and shared in a variety of formats.</p>

Focus	Website
  	Jump\$tart https://www.jumpstart.org/what-we-do/support-financial-education/clearinghouse/ <p>Jump\$tart is a coalition of diverse financial education stakeholders who work together to educate and prepare our nation's youth for life-long financial success. The Jump\$tart Clearinghouse an online resource for educators, parents, students and others to find effective, financial education resources from various sources. K-12 resources include games, lesson plans, and classroom activities as well as professional development for teachers. Resources are juried to ensure they are quality and educationally sound.</p>
  	Junior Achievement of Kansas https://kansas.ja.org/ <p>Junior Achievement provides programs for K-12 grades which help meet Kansas Curricular Standards for Social Studies and Economics units. Junior Achievement's programs in the core content areas of financial literacy, work readiness and entrepreneurship ignite the spark in young people. Our purpose is to inspire and prepare young people to succeed in a global economy by giving them the knowledge and skills they need to own their economic success. Junior Achievement conducts studies of the effectiveness of our programs. Findings prove that JA has a positive impact in a number of critical areas. Learn more at https://jausa.ja.org/</p>
 	LifeSmarts https://lifesmarts.org/ <p>LifeSmarts (6-12) provides real-world education for students who learn about core consumer topics and develop critical thinking skills. Participants focus on five key topic areas: consumer rights and responsibilities, the environment, health and safety, personal finance, and technology. Students compete in teams, with the top middle and high school teams competing for a state championship. The high school state championship team has the opportunity to compete in the national championship, with travel expenses paid by the Kansas Council for Economic Education.</p>
 	MoneySKILL https://afsaef.org/ <p>MoneySKILL is a free online financial literacy resource for middle level, secondary and college audiences, provided by the American Financial Services Association (AFSA). AFSA established a foundation to create the resource to heighten consumer awareness and promote personal financial responsibility. This is a research-based resource (Spanish options).</p>
	NetWork Kansas https://www.networkkansas.com/ <p>NetWork Kansas is growing an entrepreneurial environment in Kansas by cultivating resources to start and grow small businesses. They are a statewide network of nonprofit business-building resources that help entrepreneurs and small business owner's startup and grow successful businesses.</p>

Focus	Website
 	Next Gen Personal Finance https://www.ngpf.org/ NGPF offers curriculum by units or semester for high school and middle school ages. There is a video library (most under 5 minutes), games, project ideas and teacher webinars to assist the educator in expanding subject matter experts (Spanish options).
  	Personal Finance Curriculum https://www.stlouisfed.org/education/resources#sreconed_education%20level=Pre-K--5 The amount of credit card debt, student loan debt, and bankruptcies across the nation are only a few of the examples that illustrate the significant need for personal finance education. The Federal Reserve Banks of St. Louis and Atlanta have designed an approach to teaching personal finance to equip teachers with the content and organization needed to effectively teach personal finance in the classroom. When addressing the need for personal finance education, it's important to remember that 100 percent of our students will become economic and personal finance decisionmakers. The quality of their decisions is directly impacted by their education, or lack thereof, in the area of personal finance.
  	Practical Money Skills for Life https://www.practicalmoneyskills.com/ Practical Money Skills for Life is a Pre-K to College resource for teachers including lesson plans and games that are age appropriate. Special needs options are provided. This is a free resource sponsored by Visa (Spanish options).
  	PwC Financial Literacy Curriculum https://www.pwc.com/us/en/about-us/corporate-responsibility/access-your-potential/tech-financial-literacy-curriculum.html PwC financial literacy curriculum has modules for all school levels composed of easy-to-follow lesson plans accompanied by engaging activities. Click on the school level below for the associated lessons.
 	Take Charge Today http://takechargetoday.arizona.edu/ This free program provides a curriculum that includes a decision-based and activity centered approach to personal finance across the lifespan. This program includes an extensive training opportunity. This resource offers two grade level options (grades 7-9 and 10-12) and was previously known as the Family Economics Financial Education (FEFE) program. This is a research-based resource.




Focus	Website
  	The Mint https://www.themint.org/ <p>This free resource encourages young children to understand how to earn and save money for desired items to ensure they're financially literate before they get their first job or credit card. There are also tips for older children, parents, recent graduates and teachers to utilize.</p>
  	Stock Market Game http://www.stockmarketgame.org/ <p>This resource is for grades 4-12 and is centered around economics, and investing through role-play using the stock market as the platform. There are teacher webinars to learn more and an extension activity called "InvestWrite" related to a writing activity and "The Capitol Hill Challenge," which involves a winning team visiting Washington, D.C. This is free and sponsored by the SIFMA Foundation and the Kansas Council for Economic Education (Spanish options).</p>

 Elementary resources |  Middle school resources |  High school resources

FINANCIAL LITERACY RESOURCES

Fee-Based Resources

KSDE suggests reviewing each of the following to determine value to the local educational system. In all resources, please use the suggested criterion listed on page 5 to evaluate before adoption and use.

Focus	Website
	<p>Foundations in Personal Finance, Dave Ramsey https://www.ramseysolutions.com/education/k-12</p> <p>Foundations in Personal Finance is a resource for educators that goes beyond practical money basics to help students create new financial habits and transform the way they approach money. It offers a high school and middle school option. It is also available in three formats— traditional, electronic and online. Some items are free and some are for purchase from Ramsey Solutions Inc.</p>
	<p>Money Habitudes https://www.moneyhabitudes.com/</p> <p>This curriculum addresses the spending behaviors reflected in the unconscious habits and attitudes of young people by addressing the “human side” of financial decision making. This resource has an at-risk youth option and is research based. It is for high school audiences. It was developed by the Dibble Institute, a nonprofit foundation. It is a resource that is for purchase.</p>
	<p>What I Wish I Knew at 18, Dennis Tritten https://www.dennistritten.com/thebook.aspx</p> <p>What I Wish I Knew is a book written to help young adults achieve success in life including 109 success pointers aligned with making the transition to adulthood. His book helps to address the life skills deficit that is hindering today’s younger generation. This is a for-purchase resource.</p>



Elementary resources |



Middle school resources |



High school resources



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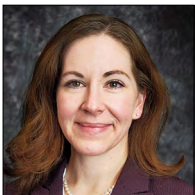
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Mission

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

Vision

Kansas leads the world in the success of each student.

Motto

Kansans Can

Success defined

A successful Kansas high school graduate has the **academic preparation, cognitive preparation, technical skills, employability skills** and **civic engagement** to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

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National Standards in K-12 Personal Finance Education

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Introduction

The 2015 edition of the *National Standards in K-12 Personal Finance Education* is published by the **Jump\$tart Coalition for Personal Financial Literacy®** on behalf of its partners—from business, finance, government, academia, education, associations and other sectors—and its 51 independent state affiliates.

These National Standards delineate the personal finance knowledge and ability that young people should acquire throughout their kindergarten through 12th grade school years (K-12) to emerge as independent adult consumers, fully prepared to make wise financial decisions for a lifetime of financial well-being. The National Standards represent the framework of a comprehensive personal finance curriculum that begins early in elementary school, builds on foundational knowledge and results in high school graduates who are competent, confident managers of their own money.

Advancing Financial Literacy

The goal of financial education is to help students achieve a level of *financial literacy*; to help them become *financially capable* consumers.

There is no single definition of “financial literacy,” “financial capability,” “financial well-being” or similar terms, much as

the definition of any word or term varies slightly from one dictionary to the next. The Jump\$tart Coalition defines financial literacy as “*the ability to use knowledge and skills to manage one’s financial resources effectively for a lifetime of financial security*” and acknowledges that other good definitions exist.

In defining financial literacy, two key elements are common among several sources: the recognition that financial literacy is more than just knowledge or information; and, that the ability to use information and resources is key to achieving and maintaining financial well-being.

The Jump\$tart Coalition believes that financial literacy is not an absolute state; but rather, a continuum of abilities that is subject to variables throughout the life cycle. It is an evolving state of competency that enables individuals to respond effectively to ever-changing personal and economic circumstances. Further, it matters less that a high school graduate can define financial terms and more that he or she can find answers and evaluate factors toward making sound financial decisions.

Using the National Standards

The *National Standards in K-12 Personal Finance Education* were designed to guide classroom education, extra-curricular learning and the development of financial education programs, materials and tools.

Throughout the country, educational requirements are established by states, territories and local jurisdictions—such as cities, counties and school districts—to best meet local needs. Financial education requirements, like all education requirements, vary to some extent from one location to the next. With this in mind, the Jump\$tart Coalition does not expect the National Standards to be adopted uniformly throughout the country; but rather, believes they should serve as a model that promotes consistency, while supporting local customization.

Just as these National Standards support the development of new programs and materials, they also serve as a guide to help teachers and administrators utilize the many curriculum resources available to them—especially when they combine, blend and adapt resources and activities for a most robust and relevant learning experience. Jump\$tart encourages educators to use resources that align with the National Standards. Many of these resources—from a wide variety of providers—

can be found on the Jump\$tart Clearinghouse at www.jumpstartclearinghouse.org.

Jump\$tart recognizes personal finance as a multi-disciplinary subject and the National Standards draw from a number of academic areas including mathematics, economics, business and consumer science. Likewise, the *2015 National Standards in K-12 Personal Finance Education* are intended to support educational endeavors in these other subject areas, as well.

Finally, while these National Standards are designed specifically to support K-12 classroom education, they can be easily and effectively used to guide informal education outside the classroom and at home; post-secondary and adult education; professional development for teachers, counselors and others; and other initiatives. The Jump\$tart Coalition uses these National Standards as the basis for evaluating resources to be listed in the Jump\$tart Clearinghouse.

Organization Standards

In the 2015 edition of the National Standards, the standards for the six major categories of personal finance instruction have been relabeled: Spending and Saving, Credit and Debt, Employment and Income, Investing,

Risk Management and Insurance and Financial Decision Making. Each category breaks down an overall competency derived from Jump\$tart's definition of financial literacy into its principal components. The resulting standards and benchmarks describe the instructional building blocks for a comprehensive K-12 curriculum.

Knowledge Statements

While not meant to be exhaustive, the knowledge standards show the key personal finance concepts underlying the standards and benchmarks. They provide guidance for publishers as they develop and revise resources and for educators as they select classroom materials and plan their lessons.

Benchmarks

The benchmarks describe the skills that demonstrate students' ability to apply knowledge to everyday financial decisions and actions at four points in their development as consumers. Reading from left to right on each page, each standard's benchmarks show a progression in which earlier knowledge lays the groundwork for increasing complexity of knowledge and achievement as students age.

Evolution of the National Standards

In 1998, the Jump\$tart Coalition published *Personal Finance Guidelines and Benchmarks*, the first known national standards in financial education. A group of 20 professionals representing a broad range of education, government and financial services organizations worked together to develop these original guidelines. An updated version was published in 2001.

In 2006, as the world-wide financial education effort evolved and matured, a new Jump\$tart task force undertook a major revision of the National Standards—expanding the original four content categories into six and incorporating new ideas about effective financial education. Seven experts in financial education were appointed to the task force and nearly 50 reviewers from business, finance, government and education—including classroom teachers—participated in the creation of the new set of standards. Available early in 2007, the new *National Standards in K-12 Personal Finance Education* gained widespread utilization with free distribution through the Federal Citizen Information Center and online access at www.jumpstart.org.

Now in its fourth edition, the 2015 *National Standards in K-12 Personal Finance Education*, were unveiled Nov. 8, 2014, at the Jump\$tart National Educator Conference in Los Angeles, to an audience consisting primarily of classroom teachers. The current standards are an update of the 2007 publication, with new kindergarten benchmarks as the most significant addition.

Recognizing that children develop an interest in money and begin to learn financial basics well before entering school, Jump\$tart added kindergarten knowledge statements and benchmarks to guide both informal instruction and the preschool/kindergarten classroom introduction to concepts and skills that can provide a foundation for personal finance education in later grades.

*Thrive by Five: Teaching Your Preschooler About Spending and Saving** was used as a resource in the development of the new kindergarten benchmarks.

Editorial Team

Rosella Bannister, Jump\$tart Clearinghouse consultant and retired director of the National Institute for Consumer Education at Eastern Michigan University; **Philip Heckman**, retired director of youth programs for the Credit Union National Association, who developed CUNA's preschool financial curriculum, *Thrive by Five*; and **Susan Sharkey**, director of the High School Financial Planning Program at the National Endowment for Financial Education and former instructional designer with the Worldwide Instructional Design System and high school business educator, updated the 2007 version of the National Standards and wrote new content to create this book. Their work was further guided by the national Jump\$tart Coalition staff and more than 40 reviewers representing Jump\$tart national partners, state affiliates, classroom educators and other stakeholders.

* *Thrive by Five™: Teaching Your Preschooler About Spending and Saving* is an activity program for parents developed by the Credit Union National Association with the help of Cooperative Extension and funding from the National Credit Union Foundation.

Acknowledgments

The Jump\$tart Coalition and National Standards working team express our profound appreciation and gratitude to the dedicated and knowledgeable professionals, who volunteered their time to review these standards and provide invaluable feedback.* The 2015 edition of the *National Standards in K-12 Personal Finance Education* would not be possible without their expertise and commitment to advancing financial literacy among our nation's youth.

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* Some reviewers elected to participate anonymously.

The Standards

Spending and Saving

Overall Competency

Apply strategies to monitor income and expenses, plan for spending and save for future goals.

Standard 1. Develop a plan for spending and saving.

Standard 2. Develop a system for keeping and using financial records.

Standard 3. Describe how to use different payment methods.

Standard 4. Apply consumer skills to spending and saving decisions.

Credit and Debt

Overall Competency

Develop strategies to control and manage credit and debt.

Standard 1. Analyze the costs and benefits of various types of credit.

Standard 2. Summarize a borrower's rights and responsibilities related to credit reports.

Standard 3. Apply strategies to avoid or correct debt management problems.

Standard 4. Summarize major consumer credit laws.

Employment and Income

Overall Competency

Use a career plan to develop personal income potential.

Standard 1. Explore job and career options.

Standard 2. Compare sources of personal income and compensation.

Standard 3. Analyze factors that affect net income.

The Standards

Investing

Overall Competency

Implement a diversified investment strategy that is compatible with personal financial goals.

Standard 1. Explain how investing may build wealth and help meet financial goals.

Standard 2. Evaluate investment alternatives.

Standard 3. Demonstrate how to buy and sell investments.

Standard 4. Investigate how agencies protect investors and regulate financial markets and products.

Risk Management and Insurance

Overall Competency

Apply appropriate and cost-effective risk management strategies.

Standard 1. Identify common types of risks and basic risk management methods.

Standard 2. Justify reasons to use property and liability insurance.

Standard 3. Justify reasons to use health, disability, long-term care and life insurance.

Financial Decision Making

Overall Competency

Apply reliable information and systematic decision making to personal financial decisions.

Standard 1. Recognize the responsibilities associated with personal financial decisions.

Standard 2. Use reliable resources when making financial decisions.

Standard 3. Summarize major consumer protection laws.

Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.

Standard 5. Apply communication strategies when discussing financial issues.

Standard 6. Analyze the requirements of contractual obligations.

Standard 7. Control personal information.

Standard 8. Use a personal financial plan.

Spending and Saving

Overall Competency

Apply strategies to monitor income and expenses, plan for spending and save for future goals.

Knowledge Statements

Kindergarten Knowledge Statements	4th Grade Additional Knowledge Statements	8th Grade Additional Knowledge Statements	12th Grade Additional Knowledge Statements
<ul style="list-style-type: none"> a. Planning helps people make choices about how to use their money. b. Spending, saving and sharing are ways to use money. c. A trade is possible when both parties are satisfied with the benefits received. d. People trade money to buy goods or services (tasks performed by others). e. Different goods or services have different prices. f. Some goods or services are available without fees. g. People pay for goods or services in different ways. h. Paper money and coins have different values. i. Saving means choosing not to spend money today in order to buy something in the future. j. There are two kinds of sharing: Something shared that does not have to be returned is a gift. Something borrowed must be returned. k. One way people help others is by giving money. l. People in a community share the cost of services available to everyone, such as police protection. 	<ul style="list-style-type: none"> a. Many factors and experiences, such as role models and peer pressure, affect spending patterns. b. A spending plan (budget) is a guide to help people balance money coming in (income) and money going out (expenses). c. Writing a check, using a debit or credit card or paying online or with a mobile device or with cash are all ways of spending. d. Saving means choosing to set aside money for emergencies and future needs and goals. e. People are required to pay taxes, for which they receive government services. 	<ul style="list-style-type: none"> a. A spending plan is a guide for deciding how to use income to meet current obligations and future goals. b. Spending behaviors and habits affect personal satisfaction. c. People perform routine, often daily, tasks to manage money. d. Some payment methods are more expensive than others. e. Every spending and saving decision has an opportunity cost. f. Inflation reduces consumer purchasing power over time. g. Emergency savings can help avoid going into debt. h. Taxes affect disposable income and the total cost of many purchases. 	<ul style="list-style-type: none"> a. Wealth consists of accumulated assets that represent positive net worth. b. Certain expenses, such as home loan interest and charitable donations, might be tax deductible.

Standard 1. Develop a plan for spending and saving.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Decide uses for personal funds. b. Share an experience of waiting to have enough money to buy something. c. Predict possible spending decisions in advance of a family trip or other special occasion. d. Tell about a personal savings goal in terms of a special occasion in the near future, such as a gift or special event. e. Explain why money saved in a bank or credit union is still a personal belonging. f. Show how to add money to and withdraw money from a personal account in a bank or credit union. g. Point out examples of alternatives to activities that charge fees. h. Differentiate between private and public property. i. Explain how receiving a toy as a gift is different from sharing a friend's toy while playing. 	<ul style="list-style-type: none"> a. Explain how saving money can improve financial well-being. b. Create a way to keep track of money spent. c. Categorize types of household expenses and sources of income. d. Calculate the sales tax for a given purchase. e. Describe ways that people can decrease expenses to save more of their incomes. f. Demonstrate how to allocate weekly income for spending, saving and sharing goals. g. Give an example of how government uses tax revenues. 	<ul style="list-style-type: none"> a. Assess how spending priorities reflect goals and values. b. Analyze how spending and saving behavior can affect overall well-being. c. Discuss the components of a personal spending plan, including income, planned saving and expenses. d. Compare saving strategies, including "Pay Yourself First" and comparison shopping. e. Compare the advantages and disadvantages of saving for financial goals. f. Illustrate how inflation can affect spending power over time. g. Justify the value of an emergency fund. h. Explain why saving is a prerequisite to investing. 	<ul style="list-style-type: none"> a. Use a plan to manage spending and achieve financial goals. b. Specify how monetary and non-monetary assets can contribute to net worth. c. Analyze how changes in life circumstances can affect a personal spending plan. d. Investigate changes in personal spending behavior that contribute to wealth building. e. Determine how charitable giving fits into a spending plan.

Standard 2. Develop a system for keeping and using financial records.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Create a way to keep track of money saved for future spending.	<p>a. Monitor financial statements for a personal savings account.</p> <p>b. Set up a system to keep track of household product information, such as product warranties and receipts.</p>	<p>a. Prepare a personal property inventory, including descriptions, locations and estimates of value.</p> <p>b. Develop a system for organizing personal financial records, both paper and electronic.</p> <p>c. Investigate ways to secure vital personal financial data and records.</p>	<p>a. Investigate account management services that financial institutions provide.</p> <p>b. Differentiate between an expense that is tax deductible and one that is not.</p> <p>c. Devise a system to retain evidence of tax-deductible expenditures.</p> <p>d. Investigate the records required to claim possible tax credits.</p>

Standard 3. Describe how to use different payment methods.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Sort coins and paper money by appearance and name. b. Count items up to 10. 	<ul style="list-style-type: none"> a. Justify reasons to keep money in a bank or credit union. b. Demonstrate how checks and debit cards, gift cards and credit cards work as payment methods. c. Verify the total cost of a purchase that includes multiple items. d. Calculate the amount of change to be returned when the payment amount is greater than the purchase price. 	<ul style="list-style-type: none"> a. Compare and contrast different types of local financial institutions and the services they provide. b. Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payment systems. c. Verify sales receipts for accuracy, including calculations, sales tax and any fees. 	<ul style="list-style-type: none"> a. Summarize the risks and protections of checks, stored value cards, debit cards, gift cards and online and mobile payment systems. b. Compare the features and costs of personal checking accounts offered by different financial institutions. c. Compare the features and costs of online and mobile bill payment services offered by different institutions. d. Compare the costs of cashing a check with various third parties, such as a bank or credit union, check-cashing services and retail outlets. e. Demonstrate how to schedule and manage bill payments. f. Write a check. g. Reconcile a checking account. h. Explain how to verify printed and online account statements for accuracy.

Standard 4. Apply consumer skills to spending and saving decisions.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Explain why some spending transactions return change to the buyer and some do not. b. Assemble a grocery or other shopping list for the family. c. Locate familiar items and comparable alternatives while grocery shopping. d. Explain why comparable store items might be offered at different prices. e. Explain how charitable giving differs from sharing toys with a friend. f. Identify personal possessions that are suitable for donation to a charity. 	<ul style="list-style-type: none"> a. Compare prices for the same item from two different sources. b. Justify a spending decision based on pre-determined criteria for an acceptable outcome and available options. c. Explain how peer pressure can affect spending decisions. 	<ul style="list-style-type: none"> a. Evaluate the relationship between spending practices and achieving financial goals. b. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions for different individuals. c. When making a consumer decision, consider a range of spending and non-spending alternatives. d. Illustrate the effect of inflation on buying power. e. Investigate a private charitable organization and its purpose. 	<ul style="list-style-type: none"> a. Demonstrate how to use comparison shopping skills to buy and finance a car. b. Compare the advantages and disadvantages of owning a house versus renting. c. Research the average costs of all expenses associated with a four-year college education, a wedding and a new versus used car. d. Evaluate specific charities based on purpose, management, outcomes or results and reputation.

Credit and Debt

Overall Competency

Develop strategies to control and manage credit and debt.

Knowledge Statements

Kindergarten Knowledge Statements	4th Grade Additional Knowledge Statements	8th Grade Additional Knowledge Statements	12th Grade Additional Knowledge Statements
<ul style="list-style-type: none"> a. Sometimes people can borrow money or an item if they promise to return it. b. Borrowers have the responsibility to return items in good condition. 	<ul style="list-style-type: none"> a. Credit is a basic financial tool. b. Borrowing money to buy something usually costs more than paying cash because there is a price (interest and fees) for buying on credit. c. Borrowers who repay as promised show that they are worthy of using credit in the future. 	<ul style="list-style-type: none"> a. Credit allows borrowers to use big-ticket items while paying for them. b. Consumers can choose to borrow from a variety of credit sources. c. Comparing the costs and benefits of buying on credit is key to making a good borrowing decision. d. For any given loan amount and interest rate, the longer the loan period and the smaller the monthly payment, the larger the total cost of credit. e. Sometimes changing circumstances affect people's ability to repay what they have borrowed, which can have consequences such as repossession, garnishment, tarnished borrowing reputation and increased credit costs. 	<ul style="list-style-type: none"> a. Leasing, borrowing to buy and rent-to-own options have different contract terms and costs. b. Credit cost disclosure information is useful in managing borrowing expense. c. Consumers with excessive debt can work directly with lenders to regain control, with options that include loan consolidation and renegotiation of repayment schedules, rather than by paying a third-party "credit repair" company. d. Bankruptcy provides debt relief, but has serious negative consequences. e. Credit bureaus maintain credit reports, which record borrowers' histories of repaying loans. f. Negative information in credit reports can affect a person's credit score and financial options. g. Federal and state laws and regulations offer specific protections for borrowers. h. Lenders sometimes request collateral to secure a loan. i. Debt reduces net worth. j. Credit allows businesses to leverage assets for current operations and future expansion.

Standard 1. Analyze the costs and benefits of various types of credit.

Kindergarten Benchmarks	4th Grade Additional Benchmarks	8th Grade Additional Benchmarks	12th Grade Additional Benchmarks
<ul style="list-style-type: none"> a. Explain why something borrowed must be returned. b. Explain the difference between buying and borrowing. 	<ul style="list-style-type: none"> a. Identify situations when people might pay for certain items in small amounts over time. b. Summarize the advantages and disadvantages of using credit. c. Explain why financial institutions lend money. d. Explain why using a credit card is a form of borrowing. 	<ul style="list-style-type: none"> a. Assess whether a specific purchase justifies the use of credit. b. Explain how debit cards differ from credit cards. c. Explain how interest rate, compounding frequency and loan length affect the cost of using credit. d. Calculate the total cost of repaying a loan under various rates of interest and over different periods. e. Discuss potential consequences of using "easy access" credit. f. Explain how individuals use debt as an investment. 	<ul style="list-style-type: none"> a. Compare the cost of borrowing \$1,000 by means of different consumer credit options. b. Explain how credit card grace periods, methods of interest calculation and fees affect borrowing costs. c. Categorize the types of information needed when applying for credit. d. Compare the total cost of reducing a credit card balance to zero with minimum versus above-minimum payments, all other terms being equal and no further purchases being made. e. Decide the most cost-effective option for paying for a car. f. Differentiate among various types of student loans and alternatives as a means of paying for post-secondary education. g. Predict the potential consequences of deferred payment of student loans. h. Differentiate between adjustable- and fixed-rate mortgages. i. Explain the effect of debt on a person's net worth. j. Explain how business owners use debt as leverage.

Standard 2. Summarize a borrower's rights and responsibilities related to credit reports.

Kindergarten Benchmark	4th Grade Additional Benchmarks	8th Grade Additional Benchmarks	12th Grade Additional Benchmarks
a. Explain how to take care of something borrowed.	<p>a. Describe the qualities that would be desirable in a person who borrows a favorite personal possession.</p> <p>b. Give examples of reasonable conditions to set for the use of borrowed personal property.</p>	<p>a. Recommend ways that a person can regain a lender's trust after losing or damaging borrowed personal property.</p> <p>b. Weigh the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation.</p>	<p>a. Summarize online information about the Fair Credit Reporting Act.</p> <p>b. Explain the value of credit reports to borrowers and to lenders.</p> <p>c. Give examples of permissible uses of a credit report other than granting credit.</p> <p>d. Identify the primary organizations that maintain and provide consumer credit records.</p> <p>e. Categorize the information in a credit report and how long it is retained.</p> <p>f. Explain the rights that people have to examine their credit reports.</p> <p>g. Investigate ways that a negative credit report can affect a consumer's financial options.</p> <p>h. Outline the process of disputing inaccurate credit report data.</p> <p>i. Summarize factors that affect a particular credit scoring system.</p> <p>j. Analyze how a credit score affects creditworthiness and the cost of credit.</p>

Standard 3. Apply strategies to avoid or correct debt management problems.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmark</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Identify actions a borrower can take to satisfy a lender when a borrowed item is lost or damaged.	a. Relate overspending to potential borrowing problems.	a. Identify indicators of excessive debt. b. Predict possible consequences of excessive debt. c. Recommend actions that a borrower could take to reduce or better manage excessive debt.	a. Develop a personal financial plan to manage debt, including working directly with lenders. b. Examine the types of services that consumer credit counseling agencies offer. c. Investigate the purpose of bankruptcy and its possible negative effects on assets, employability and credit cost and availability. d. Investigate how student loan obligations differ from other kinds of debt. e. Research a financial institution's debt reduction services.

Standard 4. Summarize major consumer credit laws.

<i>Kindergarten No Benchmarks</i>	<i>4th Grade No Benchmarks</i>	<i>8th Grade No Benchmarks</i>	<i>12th Grade Benchmarks</i>
			<ul style="list-style-type: none"> a. Summarize online information about the Equal Credit Opportunity Act. b. Research online information about consumer credit rights available from the Federal Trade Commission. c. Give examples of how the Consumer Financial Protection Bureau (CFPB) protects borrowers and provides information about credit issues. d. Research state agencies with responsibility for consumer protection. e. Describe debtors' and creditors' rights related to wage garnishment and repossession when an overdue debt is not paid. f. Give examples of legal and illegal debt collection practices covered by the Fair Debt Collection Practices Act.

Employment and Income

Overall Competency

Use a career plan to develop personal income potential.

Knowledge Statements

<i>Kindergarten Knowledge Statements</i>	<i>4th Grade Additional Knowledge Statements</i>	<i>8th Grade Additional Knowledge Statements</i>	<i>12th Grade Additional Knowledge Statements</i>
<ul style="list-style-type: none"> a. People have jobs that pay money. b. Children might receive money from a regular allowance or earnings from special household tasks. c. People might receive money as gifts. 	<ul style="list-style-type: none"> a. People can earn income in the form of wages, salaries and tips. b. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences. c. Many workers receive employee benefits in addition to their pay. d. Entrepreneurs, who work for themselves by starting new businesses, hope to earn a profit, but accept the risk of a loss if unsuccessful. 	<ul style="list-style-type: none"> a. Income can be earned or unearned. b. People can earn income in the form of commissions and rent. c. Interest, dividends, capital gains, profit from a self-owned business and government transfer payments are examples of unearned income. d. Wages and salaries minus payroll deductions equal net income (take-home pay). e. Inflation reduces purchasing power of income as the general price level of goods and services increases. f. Generally, people earn higher incomes with higher levels of education, training and experience. g. Early planning can provide more options to pay for post-secondary training and education. h. People pay taxes on many types of income. 	<ul style="list-style-type: none"> a. Choices people make about their education and skill development can affect their future earning capability and job satisfaction. b. The wages or salaries paid for a given job depend on a worker's skills, education and the supply of and demand for qualified workers. c. Social Security and Medicare are examples of government programs that provide insurance against loss of income and benefits to eligible recipients. d. Deductions, exemptions and tax credits reduce tax liability. e. Employer-sponsored retirement savings plans and health care savings plans enable workers to shift some current income to the future, often with tax advantages.

Standard 1. Explore job and career options.

Kindergarten Benchmark	4th Grade Additional Benchmarks	8th Grade Additional Benchmarks	12th Grade Additional Benchmarks
a. Discuss tasks that an adult family member or friend does on the job.	<p>a. Explain the difference between a career and a job.</p> <p>b. Identify various jobs within a specific career.</p> <p>c. Give an example of how an individual's interests, knowledge and abilities can affect job and career choice.</p> <p>d. Give examples of careers related to a personal interest.</p> <p>e. Examine jobs related to a career of interest.</p> <p>f. Give examples of local entrepreneurs.</p>	<p>a. Give an example of how education and training can affect lifetime income.</p> <p>b. Match personal skills and interests to various career options.</p> <p>c. Compare the education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p>d. Compare the costs of post-secondary education with the potential increase in income from a career of choice.</p> <p>e. Devise a strategy to minimize the costs of post-secondary education.</p> <p>f. Identify individuals who could provide positive job references.</p> <p>g. Complete an age-appropriate, part-time job application.</p>	<p>a. Analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education.</p> <p>b. Discuss how non-income factors such as child-care options, cost of living and work conditions can influence job choice.</p> <p>c. Outline a career plan that aligns with personal interests, financial goals and desired lifestyle.</p> <p>d. Develop a résumé and cover letter for a specific job of interest.</p> <p>e. Describe the risks, costs and rewards of starting a business.</p> <p>f. Outline the main components of a business plan.</p>

Standard 2. Compare sources of personal income and compensation.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Discuss special household tasks that might be suitable opportunities to earn money. b. List occasions when people might receive money gifts. 	<ul style="list-style-type: none"> a. Identify jobs children can do to earn money. b. Explain the difference between a wage and a salary. c. Give examples of sources of income other than a wage or salary. 	<ul style="list-style-type: none"> a. Explain the difference between earned and unearned income and give an example of each. b. Give an example of a situation that qualifies for a government transfer payment. c. Explore how local government services assist people, such as those who are unemployed, elderly, disabled or low-income. 	<ul style="list-style-type: none"> a. Give examples of employee benefits and explain why they are forms of compensation. b. Differentiate between required employer contributions and additional benefits that an employer might offer. c. Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries. d. Explain the effect of inflation on income and purchasing power. e. Calculate the future income needed to maintain a current standard of living. f. Identify typical sources of income in retirement.

Standard 3. Analyze factors that affect net income.

<i>Kindergarten No Benchmarks</i>	<i>4th Grade No Benchmarks</i>	<i>8th Grade Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
		<ul style="list-style-type: none"> a. Differentiate between a progressive tax and a regressive tax. b. Illustrate the relationship between income level and income tax liability. c. Identify common types of payroll deductions. d. Calculate how payroll deductions affect take-home pay. e. Summarize Social Security, Medicare and Affordable Care Act benefits. 	<ul style="list-style-type: none"> a. Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax. b. List circumstances that make it prudent to adjust the income tax withholding allowance. c. Differentiate between gross, net and taxable income. d. Complete IRS Form 1040EZ, Form 1040 and applicable state income tax forms. e. Examine the benefits of participating in employer-sponsored retirement savings plans and health care savings plans.

Investing

Overall Competency

Implement a diversified investment strategy that is compatible with personal financial goals.

Knowledge Statements

Kindergarten No Knowledge Statements	4th Grade Knowledge Statements	8th Grade Additional Knowledge Statements	12th Grade Additional Knowledge Statements
	<ul style="list-style-type: none"> a. Investing means putting money to work to earn more money for the future. b. Compound interest is money earned on both principal and previously earned interest. c. People invest for future financial goals. d. People use deposit accounts at financial institutions to keep money safe while it earns interest and remains easily available. e. Every investing decision has alternatives, consequences and opportunity costs. 	<ul style="list-style-type: none"> a. One goal of investing is to exceed the effect of inflation on the purchasing power of money over time. b. An effective way to build wealth is to begin regular investing at an early age. c. Dollar-cost averaging is a strategy that may lower the average price of an investment purchased regularly over time. d. Inflation, investment risk, taxes and fees affect the return on an investment. e. Determining personal risk tolerance for financial volatility and potential loss is an important investment skill. f. Savings accounts, bonds, certificates of deposit and dividend-paying stocks are examples of investments that may produce income. g. The earnings from growth investments are realized at the time of sale and may result in a capital gain or loss. h. Investments may differ in type of risk, liquidity and opportunity for growth and income. i. Money invested in basic depository accounts, such as saving and checking accounts, is insured up to certain limits by the federal government. j. Stocks, bonds, mutual funds and other non-deposit investment products are not guaranteed or insured. k. Time value of money calculations compare present and future values of investments by considering several variables such as rate of return, time frame and frequency of payments. 	<ul style="list-style-type: none"> a. Wealth can increase over time with regular investing and frequent compounding. b. A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals and economic conditions. c. Asset allocation is a strategy that attempts to balance risk and reward by selecting among different types of investments according to the investor's risk tolerance, goals and investing time frame. d. Diversification is a risk management technique that includes owning a variety of investments among various asset classes. e. Employees may have investment options through a benefit plan maintained by their employer. f. Tax-exempt and tax-deferred investments may be important for increasing an investor's total return over time. g. Investor education may help investors take responsibility to protect themselves from fraud. h. Government and independent agencies combat fraud and oversee various financial services industries.

Standard 1. Explain how investing may build wealth and help meet financial goals.

Kindergarten No Benchmarks	4th Grade Benchmarks	8th Grade Additional Benchmarks	12th Grade Additional Benchmarks
	<p>a. Describe reasons for investing.</p> <p>b. Calculate simple interest earnings.</p> <p>c. Calculate compound interest earnings.</p> <p>d. Explain the benefit of a compound rate of return.</p>	<p>a. Explain how rate of return, frequency of compounding, taxes and inflation can affect changes in investment returns.</p> <p>b. Devise an investment plan for accumulating money for a major expense such as a college education or the down payment on a car.</p> <p>c. Compare gambling and other games of chance with investments as a means of building wealth.</p> <p>d. Define the time value of money and explain how money invested regularly over time may grow exponentially.</p> <p>e. Calculate and compare the time value of money in the following situations:</p> <ul style="list-style-type: none"> Given a rate of return and number of years, calculate the future value of a lump sum investment. Given a rate of return and number of years, calculate the lump sum amount an investor must invest today to reach a specific financial goal at a future date. Given a rate of return, number of years and frequency of periodic payments, calculate the end (future) value of an investment. Given a rate of return, number of years and frequency of payments, calculate the periodic payment amount needed to reach a specific investment goal. 	<p>a. Compare strategies for investing as part of a comprehensive financial plan.</p> <p>b. Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans and personal investments.</p> <p>c. Give examples of how employer matching contributions to employer-sponsored retirement savings plans and vesting schedules affect participating employees.</p> <p>d. Illustrate how the concept of the time value of money applies to retirement planning.</p> <p>e. Compare the consequences of delaying investment for retirement and benefits of investing early.</p>

Standard 2. Evaluate investment alternatives.

Kindergarten No Benchmarks	4th Grade Benchmarks	8th Grade Additional Benchmarks	12th Grade Additional Benchmarks
	<ul style="list-style-type: none"> a. Give an example of an investment that allows relatively quick and easy access to funds (liquidity). b. Compare the main features and rates of return on basic deposit accounts at local financial institutions. 	<ul style="list-style-type: none"> a. Explain the difference between stocks and bonds. b. Give examples of investments for current income and investments for future growth. c. Compare investing in individual stocks and bonds with investing in mutual funds and exchange traded funds. d. Use online data to compare investment performance of selected mutual funds and exchange-traded funds over different time periods. e. Discuss the potential benefits of a long-term investing strategy. f. Suggest types of investments appropriate for people who have a low risk tolerance for investment volatility. g. Illustrate the benefits of tax-advantaged investments for young people. h. Select appropriate investments for accumulating money for a major financial goal such as a college education. 	<ul style="list-style-type: none"> a. Differentiate between diversification and asset allocation. b. Identify types of investments appropriate for different objectives such as liquidity, income and growth. c. Compare total fees for buying, owning and selling various types of stocks, bonds, mutual funds and exchange-traded funds. d. Investigate reasons to use retirement savings plans and health savings accounts. e. Compare the advantages of taxable, tax-deferred and tax-advantaged investments for new savers, including Roth IRAs and employer-sponsored retirement vehicles.

Standard 3. Demonstrate how to buy and sell investments.

<i>Kindergarten No Benchmarks</i>	<i>4th Grade Benchmark</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
	<p>a. Investigate requirements for purchasing a certificate of deposit.</p>	<p>a. Demonstrate how to open a basic deposit account at a financial institution or brokerage firm.</p> <p>b. Explain how stock markets facilitate the buying and selling of securities.</p> <p>c. Interpret the financial market price quotations of a stock, a mutual fund and an exchange-traded fund.</p> <p>d. Describe how to buy and sell individual stocks, mutual fund shares and exchange-traded fund shares.</p> <p>e. Discuss reasons why some investors sell stocks when the stock market is falling (panic selling) and buy when prices are rising (exuberant buying).</p> <p>f. Calculate the average cost per share of an investment using a dollar cost averaging strategy.</p>	<p>a. Give examples of how economic conditions and business factors affect the market value of a stock.</p> <p>b. Use various sources of information, including prospectuses, online resources and financial publications to gather data about specific investments.</p> <p>c. Devise an evaluation strategy for selecting investments that meet the objectives of a personal financial plan.</p> <p>d. Compare the advantages and disadvantages of buying and selling investments through various channels, including:</p> <ul style="list-style-type: none"> • direct purchase, • employer-sponsored retirement plans, • investment professionals, • investment clubs, and • online brokerages.

Standard 4. Investigate how agencies protect investors and regulate financial markets and products.

Kindergarten No Benchmarks	4th Grade No Benchmarks	8th Grade Benchmarks	12th Grade Additional Benchmarks
		<p>a. Research federal government depository insurance coverage and limits related to consumer bank and credit union accounts.</p> <p>b. Explain how federal and state regulators help protect investors.</p>	<p>a. Identify warning signs of investment fraud.</p> <p>b. List steps that can be taken if a consumer is a victim of investment fraud.</p> <p>c. Identify the protections provided to investors by the Securities Investor Protection Corporation (SIPC).</p> <p>d. Use reputable government and industry sources to locate background information about a local person who sells investments or provides investment advice.</p> <p>e. Summarize the types of information, assistance, and protection that individual investors can receive from:</p> <ul style="list-style-type: none"> • Securities and Exchange Commission, • Financial Industry Regulatory Authority, • Consumer Financial Protection Bureau, and • State Securities Administrators.

Risk Management and Insurance

Overall Competency

Apply appropriate and cost-effective risk management strategies.

Knowledge Statements

<i>Kindergarten Knowledge Statement</i>	<i>4th Grade Additional Knowledge Statements</i>	<i>8th Grade Additional Knowledge Statements</i>	<i>12th Grade Additional Knowledge Statements</i>
a. There are ways to keep possessions, including money, safely at home and other places.	a. Risk is a part of daily life. b. People have choices for dealing with risk.	a. Risk management strategies include avoidance, control and reduction, transfer through insurance and acceptance. b. Risk of financial loss is a reality for all consumers.	a. Individual actions and circumstances can affect insurance coverage and cost. b. People must weigh the cost and benefits of insurance coverage. c. Online transactions and careless handling of documents can make consumers vulnerable to privacy infringement and identity theft. d. Laws and regulations exist to help protect consumers from unsafe products, unfair practices and marketplace fraud.

Standard 1. Identify common types of risks and basic risk management methods.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Devise a system to keep track of personal items and small amounts of money at home. b. Establish safe ways to carry small amounts of money and personal items. c. Given an age-appropriate activity such as riding a bicycle, recommend ways to reduce and avoid potential risks. 	<ul style="list-style-type: none"> a. Give examples of risks that individuals and households face. b. Estimate the losses and costs associated with certain physical and financial risks. c. Justify reasons for keeping money in a depository institution. 	<ul style="list-style-type: none"> a. Give examples of how people manage the risk of financial loss through avoidance, acceptance, control and reduction and transfer through insurance. b. Predict the consequences of accepting risk with insufficient or no insurance. c. Illustrate how to use insurance to share the risk of financial loss. d. Discuss factors that affect insurance premiums. e. Investigate a specific product safety recall. 	<ul style="list-style-type: none"> a. Give examples of circumstances in which self-insurance is appropriate. b. Evaluate the costs and benefits of an extended warranty. c. Recommend insurance for the types of risks that young adults might face. d. Investigate consequences of insurance fraud. e. Describe the functions of the agency or agencies that regulate insurance in one's state of residence.

Standard 2. Justify reasons to use property and liability insurance.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. List valuable items that households commonly own. b. Describe how valuable items might be damaged or lost and ways to protect them. 	<ul style="list-style-type: none"> a. List responsibilities that homeowners and renters have for the safety of other people. b. List actions that homeowners and renters can take to reduce physical risks to themselves and others. 	<ul style="list-style-type: none"> a. Investigate the use of liability insurance to cover accidental bodily harm or damage to another person's property. b. Categorize the kinds of expenses that typical auto insurance policies cover. c. Categorize the kinds of expenses that typical renters' policies and typical homeowners' policies cover. 	<ul style="list-style-type: none"> a. Differentiate among the main types of auto insurance coverage. b. List factors that determine auto insurance premiums and the factors that cause them to change. c. Determine the legal minimum amounts of auto insurance coverage required in one's state of residence and the recommended optimal amounts. d. Calculate payment expected on an auto insurance claim after applying exclusions and deductibles. e. Identify the factors that influence the cost of homeowners' insurance. f. Analyze the factors that influence the cost of renters' insurance. g. Demonstrate how to complete an insurance application. h. Demonstrate how to file an insurance claim.

Standard 3. Justify reasons to use health, disability, long-term care and life insurance.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmark</i>	<i>8th Grade Additional Benchmark</i>	<i>12th Grade Additional Benchmarks</i>
a. List ways that children can protect themselves from injury.	a. Justify reasons to have health insurance.	a. Categorize the kinds of expenses that health insurance can cover.	<p>a. Analyze the conditions under which it is appropriate for young adults to have life, health and disability insurance.</p> <p>b. Investigate the requirements for health insurance coverage.</p> <p>c. Identify government programs that provide financial assistance for income loss due to illness, disability or premature death.</p> <p>d. Compare sources of health and disability insurance coverage, including employee benefit plans.</p> <p>e. Explain the purpose of long-term care insurance.</p>

Financial Decision Making

Overall Competency

Apply reliable information and systematic decision making to personal financial decisions.

Knowledge Statements

<i>Kindergarten Knowledge Statements</i>	<i>4th Grade Additional Knowledge Statements</i>	<i>8th Grade Additional Knowledge Statements</i>	<i>12th Grade Additional Knowledge Statements</i>
<p>a. People have a limited amount of money to spend.</p> <p>b. Choosing not to spend money can sometimes be a good decision.</p> <p>c. People have different needs and wants.</p> <p>d. Each person's needs and wants can change, depending on circumstances and priorities.</p> <p>e. Money can be spent only once — after buying something a person needs more money to buy something else.</p> <p>f. People do some things for each other without being paid.</p>	<p>a. Financial choices that people make have benefits, cost and future consequences.</p> <p>b. A first step toward reaching financial goals is to identify wants and needs and rank them in order of importance.</p> <p>c. Thoughtful decision making can help people make money choices they do not later regret.</p> <p>d. Before make a decision, people can compare the advantages and disadvantages of alternative choices.</p> <p>e. Information about goods and services comes from many sources.</p> <p>f. Advertising may include efforts to persuade people to buy as well as to provide information about the product or service.</p>	<p>a. A systematic decision-making model may include:</p> <ul style="list-style-type: none"> • identify the issue and desired outcome; • compare alternatives and consequences; • choose an alternative • take action; and • evaluate results. <p>b. Every spending decision has an opportunity cost.</p> <p>c. Attitudes and values affect financial decisions.</p> <p>d. A key to financial well-being is to spend less than one earns.</p> <p>e. Buyers should not rely on advertising claims as the sole source of information about goods and services.</p> <p>f. Savvy consumers use comparison shopping methods, such as gathering price and quality information in advance, as well as at point-of-purchase.</p> <p>g. Buyers may resolve problems with goods and services through formal complaint procedures.</p>	<p>a. Financially responsible individuals choose to be accountable for their financial futures.</p> <p>b. Circumstances such as illness, divorce, accidents and other life events can affect a person's financial circumstance.</p> <p>c. Systematic record keeping is important to efficient money management.</p> <p>d. Periodic review of financial goals and actions is important as life circumstances change.</p> <p>e. Financial advice is available from a variety of sources, such as libraries, the Internet, friends and professional financial advisors.</p> <p>f. A well-written contract protects all parties involved.</p> <p>g. A will is a legal declaration of how assets are to be distributed according to a person's final wishes.</p> <p>h. A comprehensive personal financial plan may include the following components:</p> <ul style="list-style-type: none"> • financial goals, • spending and saving plan (budget) , • cash flow management plan, • investing plan , • insurance plan, • net worth statement, and • will and estate plan.

Standard 1. Recognize the responsibilities associated with personal financial decisions.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Demonstrate spending by trading money for something else. b. Share an experience about deciding not to spend money. 	<ul style="list-style-type: none"> a. Predict the consequences of spending decisions. b. Analyze money-handling decisions that youth commonly face. 	<ul style="list-style-type: none"> a. Analyze money-handling decisions that young adults commonly face. b. Compare the benefits of financial responsibility with the consequences of financial irresponsibility. c. Predict how influences such as current fashion trends, peer pressure and procrastination can affect financial decisions. 	<ul style="list-style-type: none"> a. Discuss how individual responsibility for financial well-being will change over a lifetime with changing life circumstances. b. Compare how financial responsibility is different for individuals with and without dependents. c. Consider how personal finance decisions might affect others. d. Develop a definition of wealth based on personal values, priorities and goals.

Standard 2. Use reliable resources when making financial decisions.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Give an example of a purchase or an activity that did not meet expectations.	a. Analyze how pre-purchase research affects satisfaction when making a spending decision. b. Identify reliable sources of information when comparing products such as a bike. c. Discuss ways to verify a claim expressed in advertising for an age-appropriate product.	a. Analyze the strengths and weaknesses of various online and printed sources of product information. b. Devise a way to test an advertising claim. c. Determine whether information sources are accurate and reliable when comparing products and services. d. Describe a process for making a consumer decision by combining pre-purchase information with point-of-purchase information, such as unit price data and discounts. e. Investigate types of consumer fraud, including online scams and phone solicitations.	a. Evaluate whether financial information is objective, accurate and current. b. Summarize factors to consider when selecting a professional financial advisor. c. Explain why an individual or household may want to consult with an attorney for financial advice or representation. d. Justify reasons to consult with a tax advisor or financial planner.

Standard 3. Summarize major consumer protection laws.

<i>Kindergarten No Benchmarks</i>	<i>4th Grade No Benchmarks</i>	<i>8th Grade Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
		<ul style="list-style-type: none"> a. Give examples of behaviors that make consumers vulnerable to fraud. b. Describe the consumer protection agencies and their responsibilities in one's state and community. c. Give examples of unfair or deceptive business practices that consumer protection laws prohibit. d. Outline the information needed to resolve a specific consumer complaint. 	<ul style="list-style-type: none"> a. Match state and federal consumer protection laws to descriptions of the issues that they address and the safeguards that they provide. b. Research where to find credible sources of up-to-date information about consumer rights and responsibilities. c. Investigate sources of assistance in resolving consumer disputes. d. Demonstrate formal consumer complaint procedures.

Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.

<i>Kindergarten Benchmarks</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
<ul style="list-style-type: none"> a. Explain why a choice may be necessary when desiring two items at the same time, but having enough money to buy only one item. b. Give an example of something that could be a need for one person but not for another. c. Discuss how wants might differ, depending on individual circumstances such as age, where one lives and time of year. 	<ul style="list-style-type: none"> a. Explain how limited personal financial resources affect the choices people make. b. Rank personal wants in order of importance. c. Make a decision based on the description of an acceptable outcome. d. Devise a plan to achieve a specific, measurable goal. 	<ul style="list-style-type: none"> a. Apply systematic decision making to setting and achieving financial goals. b. Prioritize personal financial goals. c. Determine the cost of achieving a financial goal. d. Evaluate the results of a financial decision. e. Give examples of how decisions made today can affect future opportunities. 	<ul style="list-style-type: none"> a. Describe how inflation affects financial decisions, including the price of goods and services. b. Analyze how sales and property taxes affect financial decisions, such as when buying a car or a house. c. Develop a backup plan for a specific financial goal when circumstances change, such as from job loss, illness, major gift or inheritance. d. Develop a contingency plan to deal with events, such as a car breakdown or a phone loss that might affect personal finances on short notice.

Standard 5. Apply communication strategies when discussing financial issues.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Negotiate with other students and the teacher on classroom chores and privileges.	<p>a. Analyze how members of previous generations differ in their values and attitudes about money compared to people today.</p> <p>b. Demonstrate how to negotiate an acceptable trade of goods and services between family members or friends.</p>	<p>a. Analyze how discussing important financial matters with household members can help reduce conflict.</p> <p>b. Assess differences among peer values and attitudes about money.</p> <p>c. Demonstrate how to negotiate a fee for services such as babysitting or lawn care.</p>	<p>a. Assess the value of discussing individual and shared financial responsibilities with a roommate before moving in.</p> <p>b. Assess the value of sharing financial goals and personal finance information with a partner before combining households.</p> <p>c. Demonstrate how to negotiate the sales price of a major purchase such as a car or a motorcycle.</p> <p>d. Demonstrate how to negotiate employment conditions or compensation.</p>

Standard 6. Analyze the requirements of contractual obligations.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Give reasons for keeping promises between friends or family members.	a. Devise an agreement between friends, listing expectations for each person and consequences of breaking the agreement. b. Compare product return policies at local retail stores.	a. Categorize the types of rights and responsibilities typically found in employee handbooks. b. Devise a family agreement that establishes the terms of use of a personal cell phone or the family car.	a. Point out the factors that make a contract legal and binding. b. Summarize the terms of a credit card or other loan agreement. c. Summarize the terms of a homeowners' or renters' insurance policy. d. Summarize the terms of a health insurance plan. e. Summarize tenant and landlord rights and responsibilities that are covered in the terms of a standard apartment lease agreement. f. Research the use of small claims court for the redress of a consumer dispute. g. Outline the steps to resolve an employee issue with an employer.

Standard 7. Control personal information.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Explain the reasons for not sharing personal information with strangers.	a. List types of personal information that should not be disclosed to others in person or online. b. Apply strategies to protect personal information.	a. Investigate ways that thieves fraudulently obtain personal information. b. Predict problems that might occur to a victim of identity theft. c. Apply strategies for creating and maintaining strong online passwords. d. Recommend ways to use social media safely.	a. Outline steps to resolve identity theft problems as recommended by the Federal Trade Commission and relevant financial institutions. b. List entities that have a right to request certain personal financial data. c. Investigate consumer safeguards for mobile and online banking.

Standard 8. Use a personal financial plan.

<i>Kindergarten Benchmark</i>	<i>4th Grade Additional Benchmarks</i>	<i>8th Grade Additional Benchmarks</i>	<i>12th Grade Additional Benchmarks</i>
a. Differentiate between possessions that belong to a specific family member and those that are available for everyone in the family to use.	a. Categorize types of household assets. b. Explain what it means to inherit something.	a. Differentiate between assets and liabilities. b. Construct a student's net worth statement.	a. Illustrate the causes and effects of factors that affect net worth. b. Create a cash flow statement to illustrate cash inflows and outflows for a specific period. c. Develop a personal financial plan, including goals, spending-and-saving plan, investing plan, insurance plan, a net worth statement and an estate plan. d. Devise a strategy to monitor the personal financial plan and make modifications as needed for changing circumstances. e. Identify the individuals and charitable organizations that are potential beneficiaries of personal property f. List the main components of a simple will. g. Identify how money and property will be distributed in one's state of residence when a person dies without a valid will. h. Explain the purpose of a durable power of attorney for health care (living will).

Sustaining Partners

The Jump\$tart Coalition is a group of organizations that share a common interest in supporting financial literacy, through financial education, for our nation's youth. Coalition partners are corporations and financial institutions, non- and not-for-profit organizations and associations, post-secondary institutions, and agencies of the federal government. Jump\$tart's Sustaining Partners, shown below, have made a significant commitment toward supporting Jump\$tart's operation and ongoing initiatives. They are among the coalition's nearly 150 national partners, listed beginning on page 45.



**AFSA EDUCATION
FOUNDATION**
Brightening Your Financial Horizon



charles SCHWAB



Insured Retirement Institute



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Jump\$tart Coalition

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Jump\$tart Coalition

National Partners

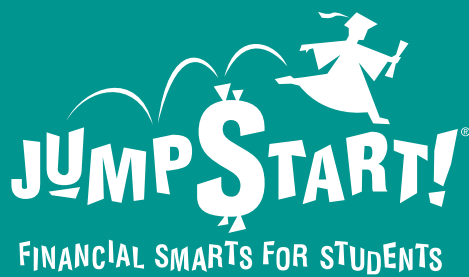
- AFSA Education Foundation
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- Council for Economic Education
- Credit Abuse Resistance Education (CARE)
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- CSBS
- DECA Inc.
- Discover Financial Services
- Edelman Financial Services LLC
- Encore Capital Group
- Equifax
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- Federal Deposit Insurance Corporation (FDIC)
- Federal Reserve Board - *ex officio*
- Federal Trade Commission
- FELA
- FICO
- Fifth Third Bank
- Financial Beginnings
- Financial Services Institute (FSI)
- Financial Services Roundtable (FSR)
- FINRA Investor Education Foundation
- First Command Educational Foundation (FCEF)
- FoolProof Foundation
- Funding the Future
- Future Business Leaders of America-Phi Beta Lambda Inc.
- Global Financial Literacy Excellence Center
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- iGRAD
- InCharge Education Foundation Inc.
- Independent Community Bankers of America (ICBA)
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- Social Security Administration
- Society for Financial Education and Professional Development Inc. (SFEPA)
- Stock-Track Inc.
- Take Charge America
- THE CENTSABLES
- The National Theatre for Children
- Toyota Financial Services
- TransUnion
- U.S. Bank
- U.S. Securities and Exchange Commission
- University of Arizona: Take Charge America Institute
- University of Delaware: Center for Economic Education and Entrepreneurship/MAEEE
- Vanguard
- Visa
- Wells Fargo
- Working in Support of Education Inc. (Wise)
- Young Americans Center for Financial Education

Jump\$tart Affiliated State Coalitions

- Alabama Jump\$tart
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- Arkansas Jump\$tart
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- Idaho Financial Literacy Coalition
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- Vermont Jump\$tart
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- Jump\$tart Washington (state)
- West Virginia Jump\$tart
- Wisconsin Jump\$tart
- Wyoming Jump\$tart



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www.jumpstartclearinghouse.org

Financial Literacy Crosswalk



FINANCIAL LITERACY CROSSWALK

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FINANCIAL LITERACY CROSSWALK

Kindergarten-Grade 4

FINANCIAL LITERACY STANDARD

Earning Income 4-1: People have different job choices depending on their knowledge, skills, interests and experience.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2		Individuals have rights and responsibilities. • HGSS 2
				Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

Earning Income 4-1: People have different job choices depending on their knowledge, skills, interests, and experience.

DOMAIN ALIGNMENT: **School Counseling Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.3	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.3
			The student will understand the relationship of academics to the world or work and to life. • AD.3.1.1	The student will understand the relationship of academics to the world or work and to life. • AD.3.1.1
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.1 • CD.1.1.2 • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.1 • CD.1.1.2 • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.1 • CD.1.1.2 • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.1 • CD.1.1.2 • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.1 • CD.1.1.2 • CD.1.1.3
The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.1
The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.1 • CD.3.1.2	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.1 • CD.3.1.2	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.1 • CD.3.1.2	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.1 • CD.3.1.2	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.1 • CD.3.1.2

DOMAIN ALIGNMENT: **Social, Emotional and Character Development Model Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will identify and assess personal qualities and external supports. • PD.I.B.1 • PD.I.B.2	The student will identify and assess personal qualities and external supports. • PD.I.B.1 • PD.I.B.2	The student will identify and assess personal qualities and external supports. • PD.I.B.1 • PD.I.B.2	The student will identify and assess personal qualities and external supports. • PD.I.B.1 • PD.I.B.2	The student will identify and assess personal qualities and external supports. • PD.I.B.1 • PD.I.B.2

Earning Income 4-2: People may be able to improve their ability to earn income by gaining new knowledge, skills and experience.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Individuals have rights and responsibilities. • HGSS 2
			Societies experience continuity and change over time. • HGSS 4	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.8 • OA.9	Operations and Algebraic Thinking: Generate and Analyze Patterns. • OA.5
	Number and Operations in Base Ten Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.5 • NBT.6 • NBT.7 • NBT.8		

Earning Income 4-2: People may be able to improve their ability to earn income by gaining new knowledge, skills and experience.

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.2.2 • AD.1.2.3 	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.2.2 • AD.1.2.3 	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.2.2 • AD.1.2.3 	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.1.5 • AD.1.2.2 • AD.1.2.3 • AD.1.2.4 • AD.1.2.7 	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.1.5
			<p>The student will understand the relationship of academics to life skills and college and career readiness.</p> <ul style="list-style-type: none"> • AD.3.1.1 	<p>The student will understand the relationship of academics to life skills and college and career readiness.</p> <ul style="list-style-type: none"> • AD.3.1.1
<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.2 • CD.1.2.2 • CD.1.2.3 • CD.1.2.4 	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.2 • CD.1.2.2 • CD.1.2.3 • CD.1.2.4 	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.2 • CD.1.2.2 • CD.1.2.3 • CD.1.2.4 	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.2 • CD.1.2.2 • CD.1.2.3 • CD.1.2.4 	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.2 • CD.1.2.2 • CD.1.2.3 • CD.1.2.4
<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.3 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.3 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.3 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.2 • CD.3.1.3 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 • CD.3.2.4 	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.2 • CD.3.1.3 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 • CD.3.2.4

Earning Income 4-3: There are different ways to be paid for labor, including wages, salaries, commissions and tips.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5			Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3
Number and Operations in Base Ten: Place Value. • NBT.1				
				Number and Operations - Fractions: Decimal Notation. • NF.7

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.4

Earning Income 4-4: People can earn income by starting a new business as an entrepreneur or by owning a business.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • OA.4 • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3
Number and Operations in Base Ten: Place Value. • NBT.1	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.5 • NBT.6 • NBT.7 • NBT.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.3
			The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.2

Earning Income 4-5: People can earn income by lending money or by renting their property to others.

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. <ul style="list-style-type: none"> • CC.6 • CC.7 				
Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.2 • OA.3 • OA.4 • OA.8 • OA.9 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3
Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.1 		Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.2 • NBT.3 • NBT.5 • NBT.6 • NBT.7 • NBT.8 		
				Number and Operations - Fractions: Decimal Notation. <ul style="list-style-type: none"> • NF.7

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.1.3 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.1.3

Earning Income 4-6: Income can be received as gifts or as an allowance for which no specified work may be required.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • OA.4 • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3
Number and Operations in Base Ten: Place Value. • NBT.1		Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.5 • NBT.6 • NBT.7 • NBT.8		

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.3
The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.4	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.4	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.4		

Earning Income 4-7: Most income is taxed by the government to pay for government-provided goods and services.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.3	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.1.3
			The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.1.2

Spending 4-1: People differ in their preferences, priorities and resources available for consuming goods and services.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
		Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: **School Counseling Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1
The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1

Spending 4-2: Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8		Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • OA.4 • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
Number and Operations in Base Ten: Place Value. • NBT.1	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.5 • NBT.6 • NBT.7 • NBT.8		
		Measurement and Data: Time and Money. • MD.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Spending 4-2: Money can be spent to increase one's own or another individual's personal satisfaction or to share the cost of goods and services.

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.5	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.5	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.5		

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3
The student will create a caring community. • CD.I.C.1	The student will create a caring community. • CD.I.C.1	The student will create a caring community. • CD.I.C.1	The student will create a caring community. • CD.I.C.1	The student will create a caring community. • CD.I.C.1

Spending 4-3: When people make a decision to use money for a particular purpose, they incur an opportunity cost in the they cannot use the money for another purpose.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • OA.4 • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
Number and Operations in Base Ten: Place Value. • NBT.1	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.5 • NBT.6 • NBT.7 • NBT.8		
		Measurement and Date: Time and Money. • MD.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Spending 4-3: When people make a decision to use money for a particular purpose, they incur an opportunity cost in the they cannot use the money for another purpose.

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will understand the relationship of academics to life skills and college and career readiness. • AD.3.1.1	The student will understand the relationship of academics to life skills and college and career readiness. • AD.3.1.1
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.5	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.5

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
				The student will create a caring community. • CD.I.C.1

Spending 4-4: Purchasing decisions have costs and benefits that can be different for different people.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
		Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

Spending 4-4: Purchasing decisions have costs and benefits that can be different for different people.

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. <ul style="list-style-type: none"> • CC.6 • CC.7 				
Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.8 • OA.9 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.5
Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.1 	Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6 	Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.4 		

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2
The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 • CD.II.A.2 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 • CD.II.A.2 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 • CD.II.A.2 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 • CD.II.A.2 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 • CD.II.A.2
The student will set, monitor, adapt and evaluate goals to achieve in school and life. <ul style="list-style-type: none"> • PD.II.C 	The student will set, monitor, adapt and evaluate goals to achieve in school and life. <ul style="list-style-type: none"> • PD.II.C 	The student will set, monitor, adapt and evaluate goals to achieve in school and life. <ul style="list-style-type: none"> • PD.II.C 	The student will set, monitor, adapt and evaluate goals to achieve in school and life. <ul style="list-style-type: none"> • PD.II.C 	The student will set, monitor, adapt and evaluate goals to achieve in school and life. <ul style="list-style-type: none"> • PD.II.C

Spending 4-5: Price, spending choices of others, peer pressure and advertising about a product or service can influence purchase decisions.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
		Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4

DOMAIN ALIGNMENT: **Math Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • OA.4 • OA.8 • OA.9	
Number and Operations in Base Ten: Place Value. • NBT.1		Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6 • NBT.7 • NBT.8		

Spending 4-5: Price, spending choices of others, peer pressure and advertising about a product or service can influence purchase decisions.

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2
The student will develop, implement and model effective problem-solving skills. • CD.II.B.3	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3	The student will develop, implement and model effective problem-solving skills. • CD.II.B.1	The student will develop, implement and model effective problem-solving skills. • CD.II.B.1

Spending 4-6: Payment methods for making purchases include cash, checks, debit cards, and credit cards.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
		Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
		Number and Operations in Base Ten: Place Value. • NBT.3		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Savings 4-1: When people save money, they are choosing not to spend money today to be able to buy something in the future.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2
		Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4

DOMAIN ALIGNMENT: **Math Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.3 • NBT.4 • NBT.5 • NBT.6 • NBT.7 • NBT.8		
		Measurement and Data: Time and Money. • MD.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Savings 4-1: When people save money, they are choosing not to spend money today to be able to buy something in the future.

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.1.3	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.1.3
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.5	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.5

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3	The student will develop, implement, promote and model core ethical and performance principles. • CD.I.B.2 • CD.I.B.3
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1
The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B
The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1

Savings 4-2: A savings plan is a plan for setting aside money to pay for a future need, goal or emergency.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4

DOMAIN ALIGNMENT: **Math Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.4 • NBT.5 • NBT.6 • NBT.7 • NBT.8		
		Measurement and Data: Time and Money. • MD.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Savings 4-2: A savings plan is a plan for setting aside money to pay for a future need, goal or emergency.

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.1
The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2

Savings 4-3: People differ in their values and attitudes about saving.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
			Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
				Relationships among people, places, ideas and environments are dynamic. • HGSS 5

Savings 4-3: People differ in their values and attitudes about saving.

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. <ul style="list-style-type: none"> • CC.6 • CC.7 				
Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.8 • OA.9 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. OA.1 OA.2 OA.3 OA.5
	Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6 	Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.4 		
				Number and Operations - Fractions: Decimal Notation. <ul style="list-style-type: none"> • NF.7

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> • AD.1.1.3 • AD.1.1.6 	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> • AD.1.1.3 • AD.1.1.6

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.1 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.1 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.1 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2 	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. <ul style="list-style-type: none"> • CD.I.A.2

Savings 4-4: Safety and ease of access are factors to consider when deciding where to keep savings.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
				Choices Have Consequences. • HGSS 1

DOMAIN ALIGNMENT: **School Counseling Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.1	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. • AD.1.2.1

Savings 4-5: Financial institutions often pay interest on deposit accounts to attract customers to deposit money in their institution.

DOMAIN ALIGNMENT: **Math Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • O.A.4	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.3		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Investing 4-1: People invest their money so that it can grow over time and help them achieve their long-term financial goals.

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. <ul style="list-style-type: none"> • CC.6 • CC.7 				
Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8 	Operations and Algebraic Thinking: Adding and Subtracting. <ul style="list-style-type: none"> • OA.1 • OA.2 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.2 • OA.3 • OA.4 	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. <ul style="list-style-type: none"> • OA.1 • OA.2 • OA.3 • OA.5
	Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6 	Number and Operations in Base Ten: Place Value. <ul style="list-style-type: none"> • NBT.4 • NBT.5 • NBT.6 • NBT.7 • NBT.8 		
				Number and Operations - Fractions: Decimal Notation. <ul style="list-style-type: none"> • NF.7

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
			The student will complete school with the academic preparation to choose from postsecondary options. <ul style="list-style-type: none"> • AD.2.1.1 	The student will complete school with the academic preparation to choose from postsecondary options. <ul style="list-style-type: none"> • AD.2.1.1
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1

Investing 4-2: Low-interest saving accounts are commonly used for short-term financial goals and emergency funds because they are low risk. When saving for longer term financial goals, people often invest in riskier assets to earn higher returns.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
				Choices Have Consequences. • HGSS 1

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2	The student will employ strategies to achieve future career goals with success and satisfaction. • CD.2.2.1 • CD.2.2.2

Managing Credit 4-1: Interest is the price a borrower pays for using someone else's money, and the income earned by the lender.

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Counting and Cardinality: Comparing Numbers. • CC.6 • CC.7				
Operations and Algebraic Thinking: Adding and Subtracting. • OA.1, OA.2, OA.3, OA.4 and OA.5	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1, OA.2, OA.3, OA.4, OA.5, OA.6, OA.7 and OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.2 • OA.3 • OA.4	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3
	Number and Operations in Base Ten: Place Value. • NBT.2, NBT.3, NBT.4, NBT.5 and NBT.6	Number and Operations in Base Ten: Place Value. • NBT.4 • NBT.5 • NBT.6 • NBT.7 • NBT.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

DOMAIN ALIGNMENT: School Counseling Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.4	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.5	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.5

Managing Credit 4-2: When a person pays with credit, they have immediate use of purchased goods or services while agreeing to repay the lender in the future with interest.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2		

DOMAIN ALIGNMENT: Math Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2 • OA.3 • OA.4 • OA.5 • OA.6 • OA.7 • OA.8	Operations and Algebraic Thinking: Adding and Subtracting. • OA.1 • OA.2	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.8 • OA.9	Operations and Algebraic Thinking: Solve Problems Involving the Four Operations. • OA.1 • OA.2 • OA.3 • OA.5
	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.5 • NBT.6 • NBT.7 • NBT.8		
				Number and Operations - Fractions: Decimal Notation. • NF.7

Managing Credit 4-3: Lenders are more likely to approve borrowers who do not have a lot of other debt and who have a history of paying back loans as promised.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
				Choices Have Consequences. • HGSS 1

DOMAIN ALIGNMENT: **Math Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
	Number and Operations in Base Ten: Place Value. • NBT.2 • NBT.3 • NBT.4 • NBT.5 • NBT.6	Number and Operations in Base Ten: Place Value. • NBT.4		

Managing Risk 4-1: People are exposed to risk when there is a chance of loss or harm. Risk is an unavoidable part of daily life.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
		Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4

DOMAIN ALIGNMENT: **Social, Emotional and Character Development Model Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1

Managing Risk 4-2: People who are exposed to risks often try to reduce or avoid the negative consequences of those risks.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1

DOMAIN ALIGNMENT: **Social, Emotional and Character Development Model Standards**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1
The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B	The student will develop, implement and model effective problem-solving skills. • CD.II.B
The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1

Managing Risk 4-3: One way to cope with unexpected losses is to save for emergencies.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2	Individuals have rights and responsibilities. • HGSS 2
			Societies experience continuity and change over time. • HGSS 4	Societies experience continuity and change over time. • HGSS 4

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1 • CD.II.A.2	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1 • CD.II.A.2	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1 • CD.II.A.2	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1 • CD.II.A.2	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1 • CD.II.A.2

Managing Risk 4-4: Insurance is often purchased to limit financial losses because of risk.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
				Choices Have Consequences. • HGSS 1

FINANCIAL LITERACY CROSSWALK

Grades 5-8

FINANCIAL LITERACY STANDARD

Earning Income 8-1: Careers are based on working at jobs in the same occupation or profession for many years. Careers vary in their education and training requirements.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Career and Life Planning <ul style="list-style-type: none"> 2.1 Strategies to balance multiple roles and responsibilities.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.6 Relationship between career selection, personal goals and life balance.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> AD.1.1.2 	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> AD.1.1.2 	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> AD.1.1.2
	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> CD.1.1.3 CD.1.1.4 CD.1.1.5 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> CD.1.1.3 CD.1.1.4 CD.1.1.5 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> CD.1.1.3 CD.1.1.4 CD.1.1.5
	The student will employ strategies to achieve future career goals with success and satisfaction. <ul style="list-style-type: none"> CD.2.1.1 	The student will employ strategies to achieve future career goals with success and satisfaction. <ul style="list-style-type: none"> CD.2.1.1 	The student will employ strategies to achieve future career goals with success and satisfaction. <ul style="list-style-type: none"> CD.2.1.1

Earning Income 8-2: People make many decisions during their lifetimes about their education, jobs and careers that effect their incomes and opportunities.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 3.0 Emotional Intelligence • 8.0 Employability and Career Development
			Career and Life Planning <ul style="list-style-type: none"> • 2.1 Strategies to balance multiple roles and responsibilities.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.6 Relationship between career selection, personal goals and life balance.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Ratios and Proportional Relationships: Real-World and Mathematical Problems. <ul style="list-style-type: none"> • 7.RP.3 	
	Number System: Rational Numbers. <ul style="list-style-type: none"> • 6.NS.5a 	Number System: Operations with Rational Numbers. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.e 	
	Expressions and Equations: Quantitative Relationships. <ul style="list-style-type: none"> • 6.EE.8b 	Expressions and Equations: Solve Real-Life and Mathematical Problems. <ul style="list-style-type: none"> • 7.EE.3 	

Earning Income 8-2: People make many decisions during their lifetimes about their education, jobs and careers that effect their incomes and opportunities.

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.1.4 • AD.1.1.7 • AD.1.2.2 • AD.1.2.3 • AD.1.2.4 • AD.1.2.7 • AD.1.2.8 • AD.1.2.10 	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.1.4 • AD.1.1.7 • AD.1.2.2 • AD.1.2.3 • AD.1.2.4 • AD.1.2.7 • AD.1.2.8 • AD.1.2.10 	<p>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • AD.1.1.4 • AD.1.1.7 • AD.1.2.2 • AD.1.2.3 • AD.1.2.4 • AD.1.2.7 • AD.1.2.8 • AD.1.2.10
	<p>The student will complete school with the academic preparation to choose from postsecondary options.</p> <ul style="list-style-type: none"> • AD.2.1.2 	<p>The student will complete school with the academic preparation to choose from postsecondary options.</p> <ul style="list-style-type: none"> • AD.2.1.2 	<p>The student will complete school with the academic preparation to choose from postsecondary options.</p> <ul style="list-style-type: none"> • AD.2.1.2
	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.1 • CD.1.1.2 • CD.1.2.3 • CD.1.2.4 • CD.1.2.5 	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.1.2 • CD.1.2.2 • CD.1.2.3 • CD.1.2.4 	<p>The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • CD.1.2.2 • CD.1.2.3 • CD.1.2.4
	<p>The student will employ strategies to achieve future career goals with success and satisfaction.</p> <ul style="list-style-type: none"> • CD.2.1.1 • CD.2.1.2 • CD.2.1.3 • CD.2.2.2 	<p>The student will employ strategies to achieve future career goals with success and satisfaction.</p> <ul style="list-style-type: none"> • CD.2.1.1 • CD.2.1.2 • CD.2.1.3 • CD.2.2.2 	<p>The student will employ strategies to achieve future career goals with success and satisfaction.</p> <ul style="list-style-type: none"> • CD.2.1.1 • CD.2.1.2 • CD.2.1.3 • CD.2.2.2
	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.1 • CD.3.1.2 • CD.3.1.3 • CD.3.1.4 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 • CD.3.2.4 	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.1 • CD.3.1.2 • CD.3.1.3 • CD.3.1.4 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 • CD.3.2.4 	<p>The student will understand the relationship between personal qualities, education, training and career success.</p> <ul style="list-style-type: none"> • CD.3.1.1 • CD.3.1.2 • CD.3.1.3 • CD.3.1.4 • CD.3.2.1 • CD.3.2.2 • CD.3.2.3 • CD.3.2.4

Earning Income 8-2: People make many decisions during their lifetimes about their education, jobs and careers that effect their incomes and opportunities.

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b
The student will identify and assess personal qualities and external supports. • PD.I.B.1-3	The student will identify and assess personal qualities and external supports. • PD.I.B.1-3	The student will identify and assess personal qualities and external supports. PD.I.B.1-3	The student will identify and assess personal qualities and external supports. • PD.I.B.1-3
The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1			

Earning Income 8-3: Getting more education, training and experience can increase a person’s human capital, productivity and income-earning potential.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Career and Life Planning • 2.1 Strategies to balance multiple roles and responsibilities.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1

Earning Income 8-3: Getting more education, training and experience can increase a person's human capital, productivity and income-earning potential.

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
Geometry: Represent Real-World and Mathematical Problems with Graphing. • 5.G.2			
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
	Expressions and Equations: Evaluate and Write Expressions. • 6.EE.2 • 6.EE.5	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	Expressions and Equations: Solve Equations. • 8.EE.7
			Functions: Linear Relationship. • 8.F.4

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will understand the relationship of academics to the world of work and to life. • AD.3.1.4	The student will understand the relationship of academics to the world of work and to life. • AD.3.1.4	The student will understand the relationship of academics to the world of work and to life. • AD.3.1.4
	The student will employ strategies to achieve future career goals with success and satisfaction. • CD2.1.1 • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD2.1.1 • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD2.1.1 • CD.2.2.1
	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.3	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.3	The student will understand the relationship between personal qualities, education, training and career success. • CD.3.1.3

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b

Earning Income 8-4: Education, training and development of job skills have opportunity costs in the form of time, effort and money.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Career and Life Planning <ul style="list-style-type: none"> • 2.4 Decision-making to meet personal and family goals.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.6 Relationship between career selection, personal goals and life balance.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Geometry: Represent Real-World and Mathematical Problems with Graphing. <ul style="list-style-type: none"> • 5.G.2 			
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. <ul style="list-style-type: none"> • 6.RP.3 	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. <ul style="list-style-type: none"> • 7.RP.3 	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 • 6.EE.8b 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	

Earning Income 8-4: Education, training and development of job skills have opportunity costs in the form of time, effort and money.

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.3	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.3	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.3
	The student will understand the relationship of academics to the world of work and to life. • AD.3.1.3	The student will understand the relationship of academics to the world of work and to life. • AD.3.1.3	The student will understand the relationship of academics to the world of work and to life. • AD.3.1.3
	The student will employ strategies to achieve future career goals with success and satisfaction. • CD2.1.4 • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD2.1.4 • CD.2.2.1	The student will employ strategies to achieve future career goals with success and satisfaction. • CD2.1.4 • CD.2.2.1

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b

Earning Income 8-5: Net income (take-home pay) is the amount left from wages and salaries after taxes and payroll deductions.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Career and Life Planning • 2.3 Enhance career readiness through practicing appropriate skills in school, community and work situations.
			Introduction to Family and Consumer Sciences • 1.3 Analyze the relationship of sound resource management to meet personal goals.

Earning Income 8-5: Net income (take-home pay) is the amount left from wages and salaries after taxes and payroll deductions.

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Operations and Algebraic Thinking: Write and Interpret Numerical Expressions. • 5.OA.2			
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
	Expressions and Equations: Evaluate and Write Expressions. • 6.EE.2 • 6.EE.5	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	Expressions and Equations: Solve Equations. • 8.EE.7

Earning Income 8-6: Social Security is a federal government program that taxes workers and employers to provide retirement, disability and survivor income benefits for workers or their dependents.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Individuals have rights and responsibilities. • HGSS 2	
		Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	

Earning Income 8-7: People are required to pay taxes on most types of income, including wages, salaries, commissions, tips, earnings on investments, and self-employment income.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
	Individuals have rights and responsibilities. <ul style="list-style-type: none"> HGSS 2 	Individuals have rights and responsibilities. <ul style="list-style-type: none"> HGSS 2 	Individuals have rights and responsibilities. <ul style="list-style-type: none"> HGSS 2
	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> HGSS 3

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
Operations and Algebraic Thinking: Write and Interpret Numerical Expressions. <ul style="list-style-type: none"> 5.OA.2 			
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> 7.NS.1e 7.NS.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> 6.EE.2 6.EE.5 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> 7.EE.3 	Expressions and Equations: Solve Equations. <ul style="list-style-type: none"> 8.EE.7

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> CD.1.B.1 CD.1.B.2 	The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> CD.1.B.1 CD.1.B.2 	The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> CD.1.B.1 CD.1.B.2 	The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> CD.1.B.1 CD.1.B.2

Earning Income 8-8: The government provides income support and assistance for people who qualify based on low income or other criteria.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	
		Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5 	

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. <ul style="list-style-type: none"> • 6.RP.3 		

DOMAIN ALIGNMENT: **Social, Emotional and Character Development Model Standards**

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> • CD.1.B.1 • CD.1.B.2 	The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> • CD.1.B.1 • CD.1.B.2 	The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> • CD.1.B.1 • CD.1.B.2 	The student will develop, implement, promote and model core ethical and performance principles. <ul style="list-style-type: none"> • CD.1.B.1 • CD.1.B.2

Earning Income 8-9: Entrepreneurs gain satisfaction from working for themselves and expect to earn profits that will compensate for the risks associated with new business ventures.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 4.0 Management-career information to enhance opportunities for career success.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.6 Relationship between career selection, personal goals and life balance.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will Identify and assess personal qualities and external supports. <ul style="list-style-type: none"> • PD.I.B.1 • PD.I.B.2 • PD.I.B.3 	The student will Identify and assess personal qualities and external supports. <ul style="list-style-type: none"> • PD.I.B.1 • PD.I.B.2 • PD.I.B.3 	The student will Identify and assess personal qualities and external supports. <ul style="list-style-type: none"> • PD.I.B.1 • PD.I.B.2 • PD.I.B.3 	The student will Identify and assess personal qualities and external supports. <ul style="list-style-type: none"> • PD.I.B.1 • PD.I.B.2 • PD.I.B.3

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> • AD.1.1.8 	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> • AD.1.1.8 	The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. <ul style="list-style-type: none"> • AD.1.1.8

Spending 8-1: Creating a budget can help people make informed choices about spending, saving and managing money in order to achieve financial goals.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 5.0 Understand how to maintain, monitor, plan and control the use of financial resources to protect an entrepreneur and business fiscal well-being.
			Career and Life Planning <ul style="list-style-type: none"> • 2.1 Analyze strategies to balance multiple roles and responsibilities.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Operations and Algebraic Thinking: Write and Interpret Numerical Expressions. <ul style="list-style-type: none"> • 5.OA.2 			
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. <ul style="list-style-type: none"> • 6.RP.3 		
	Number System: Rational Numbers. <ul style="list-style-type: none"> • 6.NS.5a 	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	Expressions and Equations: Solve Equations. <ul style="list-style-type: none"> • 8.EE.7

Spending 8-1: Creating a budget can help people make informed choices about spending, saving and managing money in order to achieve financial goals.

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b
The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8
Students will understand and analyze thoughts, mindsets and emotions. • PD.I.A.1 • PD.I.A.2	Students will understand and analyze thoughts, mindsets and emotions. • PD.I.A.1 • PD.I.A.2	Students will understand and analyze thoughts, mindsets and emotions. • PD.I.A.1 • PD.I.A.2	Students will understand and analyze thoughts, mindsets and emotions. • PD.I.A.1 • PD.I.A.2
Students will reflect on perspectives and emotional responses. • PD.II.B.1	Students will reflect on perspectives and emotional responses. • PD.II.B.1	Students will reflect on perspectives and emotional responses. • PD.II.B.1	Students will reflect on perspectives and emotional responses. • PD.II.B.1
The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1 • PD.II.C.2	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1 • PD.II.C.2	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1 • PD.II.C.2	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1 • PD.II.C.2

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.2	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.2	The student will complete school with the academic preparation to choose from postsecondary options. • AD.2.1.2
	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1

Spending 8-2: Making an informed purchase decision requires a consumer to critically evaluate price, product claims and quality information from a variety of sources.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> 1.0 Understand economic principles and the concepts fundamental to business operations.
			Career and Life Planning <ul style="list-style-type: none"> 2.4 Demonstrate personal and family resource decision-making to meet personal and family goals across the lifespan.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **English Language Arts Standards**

5th Grade	6th Grade	7th Grade	8th Grade
			Writing: Text Types and Purposes. <ul style="list-style-type: none"> W.8.1
			Reading Informational: Key Ideas and Details. <ul style="list-style-type: none"> RI.8.2
			Reading Informational: Craft and Structure. <ul style="list-style-type: none"> RI.8.4
			Reading Informational: Language in Reading: Informational. <ul style="list-style-type: none"> RI.8.12c

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1

Spending 8-2: Making an informed purchase decision requires a consumer to critically evaluate price, product claims and quality information from a variety of sources.

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
Operations and Algebraic Thinking: Write and Interpret Numerical Expressions. • 5.OA.2			
	Number System: Rational Numbers. • 6.NS.5a	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
	Expressions and Equations: Evaluate and Write Expressions. • 6.EE.2 • 6.EE.5	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	

Spending 8-3: When evaluating information about goods and services, a consumer can better assess the quality and usefulness of the information by understanding the incentives of the information provider.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials • 1.0 Understand economic principles and the concepts fundamental to business operations.

DOMAIN ALIGNMENT: English Language Arts Standards

5th Grade	6th Grade	7th Grade	8th Grade
			Writing: Text Types and Purposes. • W.8.1
			Reading: Informational Integration of Knowledge and Ideas.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1

Spending 8-3: When evaluating information about goods and services, a consumer can better assess the quality and usefulness of the information by understanding the incentives of the information provider.

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b
Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.2 • PD.II.A.6	Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.2 • PD.II.A.6	Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.2 • PD.II.A.6	Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.2 • PD.II.A.6

Spending 8-4: Consumers weigh the costs and benefits of different payment methods to determine the best option for purchasing goods and services.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Career and Life Planning • 2.4 Demonstrate personal and family resource decision-making to meet personal and family goals across the lifespan.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
		Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	

Spending 8-4: Consumers weigh the costs and benefits of different payment methods to determine the best option for purchasing goods and services.

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1b

Savings 8-1: People save money for many different purposes, including large purchases, such as cars, homes, education costs, retirement and emergencies.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Career and Life Planning • 2.1 Analyze strategies to balance multiple roles and responsibilities.
			Introduction to Family and Consumer Sciences • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
Relationships among people, places, ideas and environments are dynamic. • HGSS 5	Relationships among people, places, ideas and environments are dynamic. • HGSS 5	Relationships among people, places, ideas and environments are dynamic. • HGSS 5	Relationships among people, places, ideas and environments are dynamic. • HGSS 5

Savings 8-1: People save money for many different purposes, including large purchases, such as cars, homes, education costs, retirement and emergencies.

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
	Number System: Rational Numbers. • 6.NS.5a	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
	Expressions and Equations: Evaluate and Write Expressions. • 6.EE.2 • 6.EE.5	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1
The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8	The student will develop, implement and model effective problem-solving skills. • CD.II.B.3-8
Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.5	Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.5	Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.5	Students will understand and practice strategies for managing thoughts and behaviors, such as resiliency. • PD.II.A.5
The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6

Savings 8-2: Savings decisions depend on individual preferences and circumstances, and can impact personal satisfaction and financial well-being.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 5.0 Understand how to maintain, monitor, plan and control the use of financial resources to protect an entrepreneur and business fiscal well-being.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1
Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3
Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. <ul style="list-style-type: none"> • 7.RP.3 	
	Number System: Rational Numbers. <ul style="list-style-type: none"> • 6.NS.5a 	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.3 	
		Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	

Savings 8-2: Savings decisions depend on individual preferences and circumstances, and can impact personal satisfaction and financial well-being.

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1	The student will recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. • CD.I.A.1
The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1	The student will develop, implement and model responsible decision-making skills. • CD.II.A.1
The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6	The student will set, monitor, adapt and evaluate goals to achieve in school and life. • PD.II.C.1-6

Savings 8-3: Financial institutions pay interest to depositors and loan out the money to borrowers who pay interest on their loans.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials • 5.0 Understand how to maintain, monitor, plan and control the use of financial resources to protect an entrepreneur and business fiscal well-being.

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	

Savings 8-4: Interest earned on savings is the interest rate multiplied by the balance in the account, which includes the original amount saved (principal) and previously earned interest.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 5.0 Understand how to maintain, monitor, plan and control the use of financial resources to protect an entrepreneur and business fiscal well-being.

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. <ul style="list-style-type: none"> • 7.RP.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 		
Geometry: Represent Real-World and Mathematical Problems with Graphing. <ul style="list-style-type: none"> • 5.G.2 			

Savings 8-5: Compound interest is interest on both the original principal and previously earned interest, as compared to simple interest, which is only interest on the original principal.

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. <ul style="list-style-type: none"> • 7.RP.3 	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.3 	
		Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	

Savings 8-6: Checking and savings deposit accounts in many financial institutions are insured up to certain limits by the federal government.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 5.0 Understand how to maintain, monitor, plan and control the use of financial resources to protect an entrepreneur and business fiscal well-being .

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Individuals have rights and responsibilities. <ul style="list-style-type: none"> • HGSS 2 	
		Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	

Investing 8-1: Investors in financial assets expect an increase in value over time (capital gain) and/or receipt of regular income, such as interest or dividends.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Relationships among people, places, ideas and environments are dynamic. • HGSS 5	

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. 7.NS.1e 7.NS.3	
	Expressions and Equations: Evaluate and Write Expressions. • 6.EE.2 • 6.EE.5	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	
Geometry: Represent Real-World and Mathematical Problems with Graphing. • 5.G.2			

DOMAIN ALIGNMENT: School Counseling Standards

5th Grade	6th Grade	7th Grade	8th Grade
	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. • CD.1.2.1

Investing 8-2: Common types of financial assets include certificates of deposit (CDs), stocks, bonds, mutual funds and real estate.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.3 Analyze the relationship of sound resource management to meet personal goals.

Investing 8-3: Investors who buy corporate or government bonds are lending money to the issuer in exchange for regular interest payments.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1
			Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> HGSS 5

Investing 8-4: Investors who buy corporate stock become part owners of a business, benefit from potential increases in the value of their shares and may receive dividend income.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1
		Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> HGSS 5

Investing 8-5: Instead of buying individual stocks and bonds, investors can buy shares of pooled investments, such as mutual funds and exchange-traded funds (ETFs).

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1

Investing 8-6: Different types of investments expose investors to different degrees of risks.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1

Investing 8-7: The benefits of compounding for building wealth are greatest for people who invest regularly over longer periods of time.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1
		Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> HGSS 5

DOMAIN ALIGNMENT: Social, Emotional and Character Development Model Standards

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> CD.II.A.1

Managing Credit 8-1: Interest rates and fees vary by type of lender, type of credit and market conditions.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> 1.0 Understand economic principles and the concepts fundamental to business operations.

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. <ul style="list-style-type: none"> 6.RP.3 	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. <ul style="list-style-type: none"> 7.RP.3 	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> 7.NS.1e 7.NS.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> 6.EE.2 6.EE.5 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> 7.EE.3 	Expressions and Equations: Solve Equations. <ul style="list-style-type: none"> 8.EE.7
Geometry: Represent Real-World and Mathematical Problems with Graphing. <ul style="list-style-type: none"> 5.G.2 			

Managing Credit 8-2: Financial institutions advertise loan costs to potential borrowers using the Annual Percentage Rate (APR), expressed as an annual percentage of the loan principal. Low introductory rates offered to attract customers may increase later.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
		Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
		Relationships among people, places, ideas and environments are dynamic. • HGSS 5	Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
			Expressions and Equations: Solve Equations. • 8.EE.7

Managing Credit 8-3: The longer a loan repayment period and the higher the interest rate, the larger the total amount of interest paid by a borrower.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1
		Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3
		Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. <ul style="list-style-type: none"> • 6.RP.3 	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. <ul style="list-style-type: none"> • 7.RP.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	Expressions and Equations: Solve Equations. <ul style="list-style-type: none"> • 8.EE.7
Geometry: Represent Real-World and Mathematical Problems with Graphing. <ul style="list-style-type: none"> • 5.G.2 			

Managing Credit 8-4: Credit cards typically charge higher interest rates on balance due compared with rates on other types of loans.

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Ratios and Proportional Relationships: Solve Multistep Ratio and Percent Problems. • 7.RP.3	
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
	Expressions and Equations: Evaluate and Write Expressions. • 6.EE.2 • 6.EE.5	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	Expressions and Equations: Solve Equations. • 8.EE.7

Managing Credit 8-5: Lenders charge different interest rates based on the borrower risk of nonpayment, which is commonly evaluated using information in the borrower's credit report.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
		Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
		Relationships among people, places, ideas and environments are dynamic. • HGSS 5	Relationships among people, places, ideas and environments are dynamic. • HGSS 5

Managing Credit 8-5: Lenders charge different interest rates based on the borrower risk of nonpayment, which is commonly evaluated using information in the borrower's credit report.

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Ratios and Proportional Relationships: Ratio and Rate Reasoning. • 6.RP.3	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
		Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	

Managing Credit 8-6: When people borrow money to invest in higher education or housing, the risks and costs may be outweighed by the future benefits.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. • HGSS 1	Choices Have Consequences. • HGSS 1
		Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3	Societies are shaped by identities, beliefs and practices of individuals and groups. • HGSS 3
		Relationships among people, places, ideas and environments are dynamic. • HGSS 5	Relationships among people, places, ideas and environments are dynamic. • HGSS 5

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Number System: Rational Numbers. • 6.NS.5a	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. • 7.NS.1e • 7.NS.3	
		Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. • 7.EE.3	

Managing Credit 8-7: Borrowing increases debt and can negatively affect a person's finances.

DOMAIN ALIGNMENT: Career and Technical Education Benchmarks

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: History, Government and Social Studies Standards

5th Grade	6th Grade	7th Grade	8th Grade
		Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1 	Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1
		Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3

DOMAIN ALIGNMENT: Math Standards

5th Grade	6th Grade	7th Grade	8th Grade
	Number System: Rational Numbers. <ul style="list-style-type: none"> • 6.NS.5a 	Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> • 7.NS.1e • 7.NS.3 	
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 	Expressions and Equations: Solve Multistep Real-Life Math Problems with Rational Numbers. <ul style="list-style-type: none"> • 7.EE.3 	

Managing Risk 8-1: Financial loss can occur from unexpected events that damage health, wealth, income, property and/or future opportunities.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3 	Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> • HGSS 3
		Societies experience continuity and change over time. <ul style="list-style-type: none"> • HGSS 4 	Societies experience continuity and change over time. <ul style="list-style-type: none"> • HGSS 4
		Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5 	Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> • HGSS 5

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	Expressions and Equations: Evaluate and Write Expressions. <ul style="list-style-type: none"> • 6.EE.2 • 6.EE.5 		

DOMAIN ALIGNMENT: **School Counseling Standards**

5th Grade	6th Grade	7th Grade	8th Grade
	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1 	The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions. <ul style="list-style-type: none"> • CD.1.2.1

Managing Risk 8-2: Insurance is a financial product that allows people to pay a fee (premium) to transfer the cost of a potential financial loss to an insurance company.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
			Choices Have Consequences. <ul style="list-style-type: none"> HGSS 1

DOMAIN ALIGNMENT: **Math Standards**

5th Grade	6th Grade	7th Grade	8th Grade
		Number System: Solve and Interpret Real-World Math Problems with the Four Operations. <ul style="list-style-type: none"> 7.NS.1e 7.NS.3 	

Managing Risk 8-3: An insurance company creates a pool of funds from many policyholders' premium payments, and then uses these funds to compensate customers who experience a loss. People at higher risk for making a claim usually have to pay a higher premium.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
			Societies are shaped by identities, beliefs and practices of individuals and groups. <ul style="list-style-type: none"> HGSS 3
			Relationships among people, places, ideas and environments are dynamic. <ul style="list-style-type: none"> HGSS 5

Managing Risk 8-4: Four key insurance terms that contribute to out-of-pocket costs with an insurance policy are: premium, deductible, copayments and coinsurance.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

Managing Risk 8-5: People can choose to avoid, reduce, retain or transfer risk through the purchase of insurance. Each option has different costs and benefits.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
			Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1

DOMAIN ALIGNMENT: **Social, Emotional and Character Development Model Standards**

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1

Managing Risk 8-6: Extended warranties and service contracts provide protection against certain product mechanical failures during the contract period.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Business Essentials <ul style="list-style-type: none"> • 1.0 Understand economic principles and the concepts fundamental to business operations.
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.

DOMAIN ALIGNMENT: **History, Government and Social Studies Standards**

5th Grade	6th Grade	7th Grade	8th Grade
			Choices Have Consequences. <ul style="list-style-type: none"> • HGSS 1

DOMAIN ALIGNMENT: **Social, Emotional and Character Development Model Standards**

5th Grade	6th Grade	7th Grade	8th Grade
The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1 	The student will develop, implement and model responsible decision-making skills. <ul style="list-style-type: none"> • CD.II.A.1

Managing Risk 8-7: Identity theft is the use of someone else's personal identification information to commit a crime.

DOMAIN ALIGNMENT: **Career and Technical Education Benchmarks**

5th Grade	6th Grade	7th Grade	8th Grade
			Introduction to Family and Consumer Sciences <ul style="list-style-type: none"> • 1.3 Analyze the relationship of sound resource management to meet personal goals.



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Mission

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

Vision

Kansas leads the world in the success of each student.

Motto

Kansans Can

Success defined

A successful Kansas high school graduate has the **academic preparation, cognitive preparation, technical skills, employability skills** and **civic engagement** to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.org

Agenda Number: 11

Meeting Date: 6/14/2022



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Item Title: Discussion of Graduation Requirements Task Force Recommendations

From: David Fernkopf

The Graduation Requirements Task Force was established in June 2021. The purpose of the Graduation Requirements Task Force is to examine graduation requirements in Kansas from at least three lenses:

- Identify courses to add or delete from current requirements (if any).
- Review ways to demonstrate mastery of skills and competencies.
- Study need for value-added assets in addition to a high school diploma.

During the presentation in June, members of the Task Force will review the the mastery of skills, competencies and value assets and course requirements recommendations. This is a continued discussion from their presentation to the Kansas State Board of Education in May 2022.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Scott Smith

Director:

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on Accreditation Review Council's Kansas Education System Accreditation (KESA) Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 108 Washington County, USD 207 Ft. Leavenworth, USD 212 Northern Valley, USD 227 Hodgeman County Schools, USD 268 Cheney, USD 272 Waconda, USD 320 Wamego, USD 348 Baldwin City, USD 380 Vermillion, USD 395 LaCrosse, USD 417, Morris County, USD 430 South Brown County, USD 434 Santa Fe Trail, USD 440 Halstead, USD 452 Stanton County, USD 457 Garden City, USD 458 Basehor-Linwood, USD 459 Bucklin, USD 498 Valley Heights, Z0029-9897 Resurrection Catholic School and Holy Spirit Catholic School.

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, two (2) 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:

USD 108 Washington County
USD 207 Ft. Leavenworth
USD 212 Northern Valley
USD 227 Hodgeman County Schools
USD 268 Cheney
USD 272 Waconda
USD 320 Wamego
USD 348 Baldwin City
USD 380 Vermillion
USD 395 LaCrosse
USD 417 Morris County
USD 430 South Brown County
USD 434 Santa Fe Trail
USD 440 Halstead
USD 452 Stanton County
USD 457 Garden City

USD 458 Basehor-Linwood
USD 459 Bucklin
USD 498 Valley Heights
Z0029-9897 Resurrection Catholic School

Holy Spirit Catholic School

This school year (2021-2022) there are 95 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.



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Item Title: Receive Accreditation Review Council Recommendations for Kansas Education Systems

From: Scott Smith

This school year, 2021-2022, ninety-two (92) systems (80 public, 1 state, and 11 private) are scheduled for accreditation. Of these 92 systems, 37 entered the KESA process as year one. Thirty-five did not take a pause year, while two systems paused and then requested to be accredited with its cohort. All remaining systems, entered as year two systems; meaning if the pause would not have been available, they would have been scheduled for accreditation in 2020-2021.

Through the month of July, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 93 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In May, the ARC met and took its action on the accreditation recommendation for 28 public systems and 2 private systems.

USD 217 Rolla

USD 218 Elkhart

USD 225 Fowler

USD 251 North Lyon County

USD 254 Barber County North

USD 257 Iola

USD 281 Graham County

USD 285 Cedar Vale

USD 286 Chautauqua County Community

USD 321 Kaw Valley

USD 325 Phillipsburg

USD 352 Goodland
USD 357 Belle Plaine
USD 371 Montezuma
USD 372 Silver Lake
USD 374 Sublette
USD 384 Blue Valley
USD 394 Rose Hill
USD 404 Riverton
USD 405 Lyons
USD 411 Goessel
USD 415 Hiawatha
USD 421 Lyndon
USD 426 Pike Valley
USD 429 Troy
USD 436 Caney Valley
USD 461 Neodesha
USD 493 Columbus
Hayden Z0029-8572
Wichita Diocese Z0031

Kansas leads the world in the success of each student.



Rolla USD 217

204 Van Buren, Rolla, KS 67954-0167
(620) 593-4344
www.usd217.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **John Barrett**

Demographics

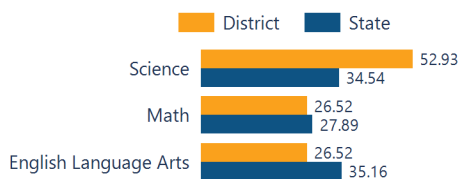


113 Students

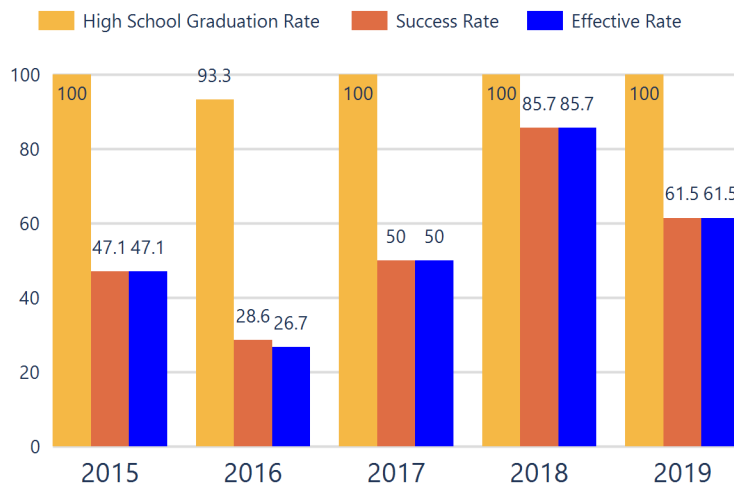
African American 0.00%
Hispanic 41.59%
Other 0.88%
White 57.52%

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

98.6%

Five-Year Success Avg

54.4%

Five-Year Effective Avg

53.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

48.1 - 52.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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: 88.1

District ESSA Expenditures Per Pupil

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

\$16,812

State:

\$12,863

ATTENDANCE RATE

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

91.5%

State: 93.8

CHRONIC ABSENTEEISM

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

26.5%

State: 17.5

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: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.57	23.18	20.00	N/A	N/A	N/A	42.85	26.53	29.41
Level 2	50.70	46.37	40.00	N/A	N/A	N/A	30.61	46.93	17.64
Level 3	16.90	24.63	28.57	N/A	N/A	N/A	22.44	18.36	41.17
Level 4	2.81	5.79	11.42	N/A	N/A	N/A	4.08	8.16	11.76

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.37	32.25	31.25	N/A	N/A	N/A	52.00	40.00	N/A
Level 2	43.75	45.16	43.75	N/A	N/A	N/A	24.00	44.00	N/A
Level 3	18.75	12.90	18.75	N/A	N/A	N/A	20.00	8.00	N/A
Level 4	3.12	9.67	6.25	N/A	N/A	N/A	4.00	8.00	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	44.44	18.51	30.76	N/A	N/A	N/A	66.66	44.44	N/A
Level 2	37.03	55.55	30.76	N/A	N/A	N/A	11.11	44.44	N/A
Level 3	18.51	25.92	15.38	N/A	N/A	N/A	16.66	11.11	N/A
Level 4	0.00	0.00	23.07	N/A	N/A	N/A	5.55	0.00	N/A

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

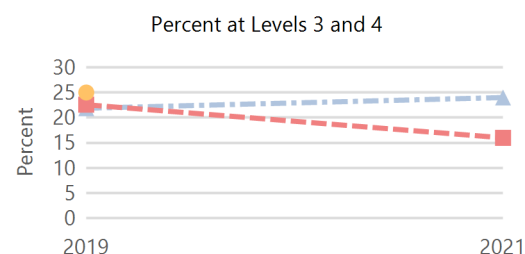
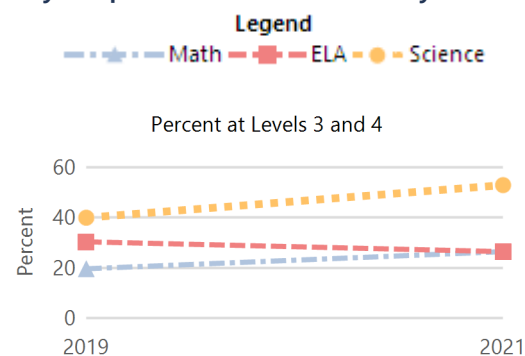
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

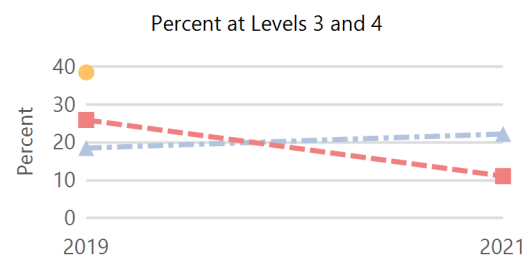


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



District	17.7
State	19.8

Accreditation Summary

Date: 09/23/2021

System: D0217 Rolla (0000)

City: Rolla

Superintendent: John Barrett

OVT Chair: Bill Losey

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

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

A tiered framework of support is well established in elementary and high school and middle schools are aware of the need to get better and started a tiered program called ATA.

Family support is evident at competition events and conferences. Getting participation in site councils has been a struggle. With little business and industry, this has been a struggle as well. A partnership with a local shop and the city works with students in a work-based learning environment has been established. Just over 81% of parents are active in the district's student information system looking at grades.

There was a decrease in the number of students needing ELL support this school year. Additionally, the district had a large turnover in staff and lost several ESL endorsed teachers.

Communication and basic skills continue to be a priority for the system. Kansas Scholars Curriculum is still taught by staff in the district. Students have unlimited access to online content. Their partnership with SCCC Tech continues to offer many options for student success.

Civic and social engagement has stayed steady through the 5 years of the cycle. Students continue to participate in KSHSAA-sponsored events including sports, music, and scholar's bowl. Civic engagement consists of putting on blood drives during the year, Santa Day, and helping with community volunteering opportunities. Civic engagement is probably the most challenging area they face as a school due to the few opportunities in their immediate community.

Students participate in PE and most students in grades 6-12 participate in at least one sport during the school year. Elementary students in grades K - 5 have PE class daily, and junior high students have a 90-minute PE class twice a week. Rolla contracts a school nurse part-time and employs two first-responders as teachers or paraprofessionals. Understanding the need to monitor student mental health, the system has developed a student adult mentor program to keep track of all students' state of mind and academic assistance. Junior High and High School students have the

opportunity to use an online mental health app called School Pulse.

Fine arts in visual, instrumental, and vocal have remained consistent in the five years. All students have access. Art contests and celebrations of Hispanic culture continue.

Career exploration continues starting at Pre-K through grade 12. IPS is used to store elements for career exploration in the upper grades and shared at student-led conferences twice a year. High school students continue to take advantage of dual credit college courses as well as tech school certification 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: All students will demonstrate growth in cognitive skills needed to be successful in the working world, and create an individual plan of study to meet personal goals post-high school.

iReady and MAP data is available for both Elementary and Secondary levels. Much of the data indicates significant gains in reading and math for the elementary side. While the secondary side showed moderate gains in reading, math scores remained flat but when compared to other like-sized districts that suffered from what is referred to as the "Covid Slide," this too can be seen as a success.

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

ARC Comment

Goal 2: All students will increase their capacity to interact positively with others and create relationships with caring adults.

Implementation of the mentoring program along with teaching Habits of Success and teacher development in Love and Logic are producing a positive impact on students' ability to interact positively with others and create relationships with caring adults. Additionally, students are beginning to recognize the importance of this which is a huge step. When asked how important it was to the student to build positive relationships with peers and adults, staff did not see a percentage increase between the Spring and the Fall of 2019. The following spring, however, the level of importance placed on this idea by students increased greatly with 63.8% of students choosing either "very important", or "extremely important" and steadily increasing to 79.7% afterward.

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

ARC Comment

The system has a dedicated core team that drives the school improvement process. The evidence is the longevity of this team who live and reside in this tiny community. Through policy, the board of education is kept up-to-date on the KESA process. They self-initiated redesign that required policy and procedure adjustments. Financial resources were dedicated to redesigning with new software management systems, professional learning to move forward, as-well-as ongoing adjustments. At a time with a teacher shortage and retention being an issue, Rolla still provides the human capital to provide the basic skills and communication content to educate their students to be successful young adults moving into the post-secondary world.

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 reports expected levels of evidence for each area. See AFI for data irregularity for possible correction.

Board Outcomes

Social-Emotional Growth	Rolla uses Habits of Success surveys to measure goal 2. The data shows an increase in understanding of the importance of building positive relationships. There is an increase of students understanding they are in control of their emotions. An increase in understanding of conflict requires respect and compassion. An increase in identifying respect, perspectives of others, and empathy.
Kindergarten Readiness	The Rolla School system is the only provider of organized early childhood. The District Leadership Team (DLT) recognized combining kindergarten and preschool together was the right decision to promote kindergarten readiness. They have implemented the Masonic Literacy project and the Dolly Parton Literacy Foundation to provide reading resources for students and their families.
Individual Plans of Study	All 8-12 grade students have an Individual Plan of Study. The plans are built in partnership between the student and their mentor/teacher. Plans are used at student lead conferences.
High School Graduation Rate	The Accountability Report shows 100% graduation,
Postsecondary Success	The district exceeds the post-secondary predicted rate according to the Post Secondary Success Report. During the visit, the DLT understand this metric and continue to offer dual credit and send students to tech school at SCCC.

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

ARC Comment

Stakeholder feedback was obtained through site councils and board of education meetings. The District Leadership Team (DLT) admitted the site council participation throughout the cycle was hit and miss. The DLT did hold site councils and invited the public to get input. The process was shared with the board of education each year and their input was heard. The DLT indicated they had great support from the board with KESA and the redesign principles as a whole.

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

ARC Comment

This OVT chair has provided guidance and suggestions for 5 years through the cycle. Rolla's District Leadership Team (DLT) chair is always responsive and open to suggestions. Because of her leadership, she has led the charge and her DLT members have always been supportive and responsive.

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

ARC Comment

This OVT chair has provided guidance and suggestions for 5 years through the cycle. Rolla's DLT chair is always responsive and open to suggestions. Because of her leadership, she has led the charge and her DLT members have always been supportive and responsive.

ARC Recommendation

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

Justification

The OVT's ongoing work with this system indicates a quality needs assessment process, combined with specific goals intended to improve the system. Collected evidence and provided artifacts indicate a level of responsiveness that has paid off in the two goal areas identified.

Strengths

Academic progress and social-emotional awareness.

Challenges

Collecting and reporting accurate data specific to the areas targeted.



Elkhart USD 218

542 Morton St., Elkhart, KS 67950
(620) 697-2195
<http://www.usd218.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Rex Richardson**

Demographics

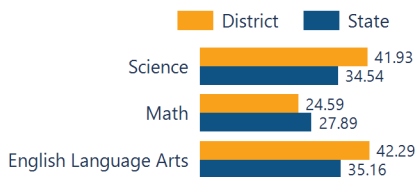


2,373 Students

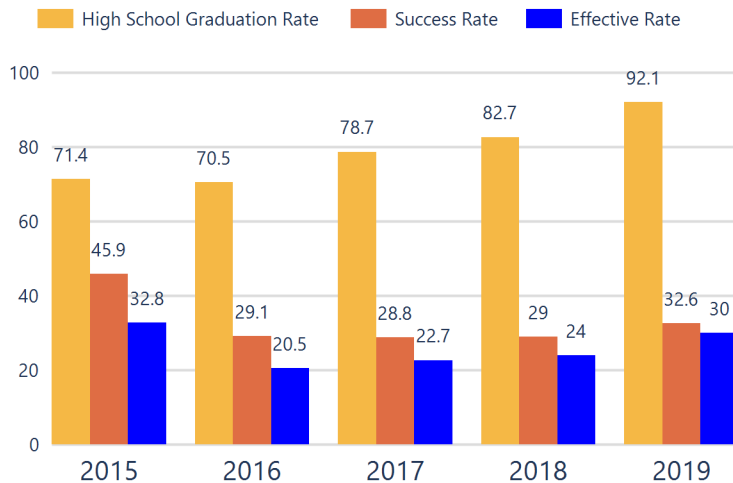
African American 4.09%
Hispanic 17.57%
Other 7.96%
White 70.38%

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

79.7%

Five-Year Success Avg

32.5%

Five-Year Effective Avg

25.9%

95% Confidence Interval
for the Predicted
Effectiveness Rate

43.2 - 47.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

84.1%

State: 88.1

95.8%

State: 93.8

13.9%

State: 17.5

1.5%

State: 1.7

District ESSA Expenditures Per Pupil

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

\$6,632

State: \$12,863

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.49	27.38	32.15	N/A	N/A	N/A	26.66	21.37	27.18
Level 2	42.77	34.92	27.91	N/A	N/A	N/A	48.73	36.32	30.87
Level 3	21.78	29.36	27.20	N/A	N/A	N/A	18.16	32.41	29.95
Level 4	4.95	8.33	12.72	N/A	N/A	N/A	6.43	9.88	11.98

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.36	34.51	40.80	N/A	N/A	N/A	35.48	27.41	40.90
Level 2	40.96	30.53	26.40	N/A	N/A	N/A	50.53	43.54	32.95
Level 3	20.70	26.54	23.20	N/A	N/A	N/A	12.36	24.73	21.59
Level 4	3.96	8.40	9.60	N/A	N/A	N/A	1.61	4.30	4.54

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.21	44.64	48.27	N/A	N/A	N/A	40.00	45.45	45.83
Level 2	25.00	23.21	27.58	N/A	N/A	N/A	30.90	18.18	8.33
Level 3	19.64	21.42	17.24	N/A	N/A	N/A	14.54	18.18	12.50
Level 4	7.14	10.71	6.89	N/A	N/A	N/A	14.54	18.18	33.33

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.50	31.25	N/A	N/A	N/A	N/A	33.33	8.33	N/A
Level 2	37.50	37.50	N/A	N/A	N/A	N/A	50.00	66.66	N/A
Level 3	18.75	18.75	N/A	N/A	N/A	N/A	16.66	16.66	N/A
Level 4	6.25	12.50	N/A	N/A	N/A	N/A	0.00	8.33	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	37.34	58.33	N/A	N/A	N/A	28.81	27.11	39.58
Level 2	41.66	38.55	20.83	N/A	N/A	N/A	52.54	35.59	35.41
Level 3	22.61	20.48	20.83	N/A	N/A	N/A	14.40	30.50	16.66
Level 4	2.38	3.61	0.00	N/A	N/A	N/A	4.23	6.77	8.33

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

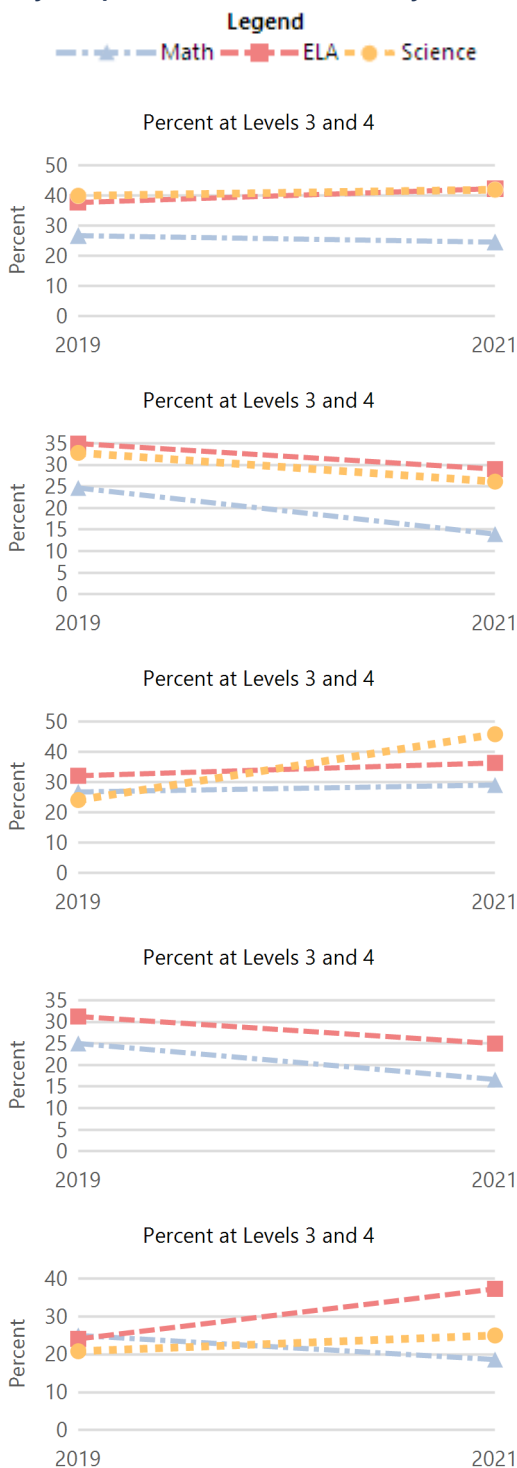
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.9	
State	19.8	

Accreditation Summary

Date: 05/18/2022

System: D0218 Elkhart (0000)

City: Elkhart

Superintendent: Rex Richardson

OVT Chair: Cathy Esquibel

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 uses a little different avenue at each attendance center, however, they are all working towards the common goal of meeting students where they are and determining what interventions will propel them forward in their academic journey.

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

ARC Comment

: Relevance-The system will develop and demonstrate the use of the Kansas Standards along with the Kansas Social, Emotional, and Character Development Standards.

To ensure all students are provided an opportunity to develop the needed college and career skills the district will align curriculum vertically, align resources and instructional strategies, modify schedule and staff priorities to ensure tier three interventions are readily planned and available for students who struggle while providing accelerated learning opportunities for students who are developmentally and socially ready to move beyond grade level curricular offerings.

ARC: As noted in the OVT report the system is going to continue to focus on developing and implementing their SEL program with fidelity and making sure they are providing tiered instruction based on student needs. As they continue forward, they need to ensure that they are holding firm to carving out time in the school day for SEL and use their data to drive instruction. By teaching strategies to students, they will continue to better equip them for the challenges ahead. With their relationship goal Elkhart has made great progress, but with new leadership coming in they will need to make sure that everyone has the same buy-in to the shared vision and understands the building blocks that have already been put in place

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

ARC Comment

Relationships-USD 218 will develop and implement a structural model to facilitate collaboration and learning communities during ongoing, protected, and designated times. Staff will be adequately and continually trained to ensure all students are given access to academic, social, emotional, and character

development opportunities. Programs will be established for students to develop career and civic engagement skills and develop positive relationships with peers, teachers, families, community, mentors, and individuals beyond our brick-and-mortar school who can provide additional developmental opportunities.

ARC: The system's second goal is tied to relationships and collaboration among students, staff, grades, and schools. According to the OVT Report ---this is the first year they have clearly articulated a systems approach and were working together---with everyone on the same page-- sharing the same vision. Elkhart continues to grow its teams through set collaboration times and professional development.

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 continues to work with TASN to solidify its MTSS process and to ensure that it is embedded into the district system. They continue to use survey data from all stakeholders to verify that they're moving in the right direction with all parties involved. As a team they have a shared vision and plans to move forward--all headed in the same direction with action steps and support from TASN. The system has made adjustments depending on the needs of staff and students, along with ensuring the time is sacred to collaborate with each other. The district has made wise choices concerning resources and funds to drive itself forward to meet new challenges along the way.

The system's team has an action plan to ensure all new staff is trained in using the SABER and SEL curriculum. They are taking the time to slow down and truly work on building relationships with their students. The progress made towards meeting their goals is evident in their day-to-day interactions with each other and their students. They solicit input from stakeholders and are focused on how they can continually improve, as noted by the OVT report.

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

ARC Comment

The system has developed and implemented several new and revised programs to implement the best practices for its constituents. The system is following its plan and working on several programs to help students.

Board Outcomes

Social-Emotional Growth

The system has developed and implemented a program at the high school level. They have given good reports of the progress it has made. Efforts are being made to ensure adult to student connections with every student have been created, especially at the middle and high school levels. Staff and students complete the SAEBRS and My SAEBRS social emotional screeners. This is new to the district, so they are beginning to analyze the data provided by these screeners to determine next steps.

Kindergarten Readiness

As noted in the district report they use the ASQ-3 and ASQ-SE which are given to all incoming Kindergarten students as well as the students in the Pre-K program. Pre-K paras are being trained how to use some ESL strategies with their students.

Individual Plans of Study

The system is meeting the career needs of their students by setting up career pathways for them to choose from. They are utilizing input from the community to determine which pathways would have the greatest community impact and provide educated employees for the work force in their area. In year 4 Xello took the place of Career Cruising and was implemented with 7th-12th graders. 7th & 8th graders were a part of an Exploration Class to allow them time to investigate career opportunities. It has been continued in year 5.

High School Graduation Rate

The systems graduation rate average for 5 year is 84.1% they have shown improvement for the last 4 years of information. As a smaller district it is easy to impact their rate and increase it.

Postsecondary Success

The system is disappointed in the postsecondary success they have tracked over the past few years. This is an area they are planning to follow up and monitor in the next cycle.

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

ARC Comment

The system was intentional about providing surveys to gather information from all stakeholders during their KESA cycle. During Covid, the information looked different--but now they are getting back to more interaction and response.

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

ARC Comment

The OVTC shared that in year 5 the system was able to achieve the mindset that WE are ELKHART schools, not just a set of individual buildings in the same city. This mindset has had a huge impact on the system, and it will continue to see growth, according to the report of the OVT and system. Every year the OVT provided feedback after the meetings, and this system took it seriously and implemented the OVT's suggestions. Their work with the MTSS TASN team has been beneficial to their success in this area. TASN has also confirmed that what they are doing is what they should be doing to have the desired impact on student success.

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

ARC Comment

The OVTC shared that in year 5 the system was able to follow the plan. Every year the OVT provided feedback after the meetings, and this system really took it seriously and implemented the OVT's suggestions. Their work with the MTSS TASN team has been beneficial to their success in this area. TASN has also confirmed that what they are doing is what they should be doing to have the desired impact on student success

ARC Recommendation

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

Justification

The system has a strong assessment and curriculum coordinator who work together to make up their team in the KESA process. With the coordinator's strength and consistency during this cycle, she has been instrumental in building bridges and bringing the system together to work on continual improvement.

Strengths

The systems teams came together and saw the common vision and what was needed to move forward in achieving the district goals. Next year brings a new superintendent to the process, but those engrained in the process will continue to catapult the work forward. The positivity and forward thinking of this district will continue to have an impact on students into the next cycle.

Their data and evidence were in one place, this report became the finished product. Although you may not be able to click on all the links, you can notice the attention to detail and the organization of the data. The system has made excellent progress and growth as they have set its goals into motion.

Challenges

The system needs to continue the collection of artifacts and data to serve as evidence of growth.

Use data to determine the next moves, both in instruction and policy. The system's mindset and their leadership teams are intertwined with district work.

Be sure next cycle's goals are measurable.



Fowler USD 225

100 E 8th Ave, Fowler, KS 67844-0170
(620) 646-5661
www.usd225.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Cherie Nicholson**

Demographics

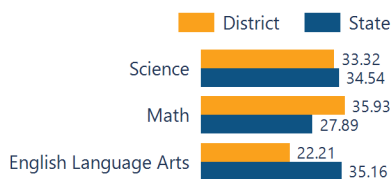


126 Students

African American 0.00%
Hispanic 42.06%
Other 3.97%
White 53.97%

Academically Prepared for Postsecondary Success

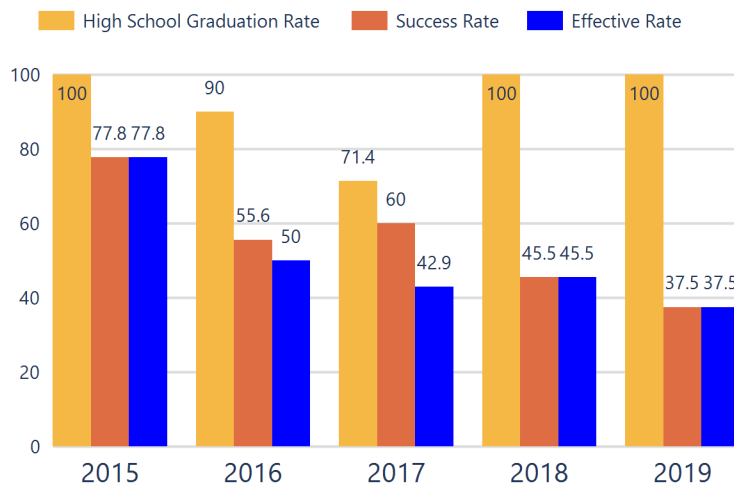
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

93.3%

Five-Year Success Avg

54.8%

Five-Year Effective Avg

51.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.6 - 48.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

88.9%

State: 88.1

91.8%

State: 93.8

28.2%

State: 17.5

N/A

State: 1.7

District ESSA Expenditures Per Pupil

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

\$17,530

State: \$12,863

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.83	33.78	37.50	N/A	N/A	N/A	34.37	23.80	28.57
Level 2	31.08	37.83	31.25	N/A	N/A	N/A	29.68	53.96	38.09
Level 3	24.32	22.97	31.25	N/A	N/A	N/A	26.56	15.87	19.04
Level 4	6.75	5.40	0.00	N/A	N/A	N/A	9.37	6.34	14.28

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.23	38.09	50.00	N/A	N/A	N/A	44.82	24.13	33.33
Level 2	35.71	47.61	40.00	N/A	N/A	N/A	34.48	62.06	41.66
Level 3	14.28	11.90	10.00	N/A	N/A	N/A	13.79	13.79	16.66
Level 4	4.76	2.38	0.00	N/A	N/A	N/A	6.89	0.00	8.33

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.72	22.72	45.45	N/A	N/A	N/A	50.00	25.00	N/A
Level 2	40.90	45.45	9.09	N/A	N/A	N/A	21.42	64.28	N/A
Level 3	31.81	22.72	45.45	N/A	N/A	N/A	21.42	7.14	N/A
Level 4	4.54	9.09	0.00	N/A	N/A	N/A	7.14	3.57	N/A

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

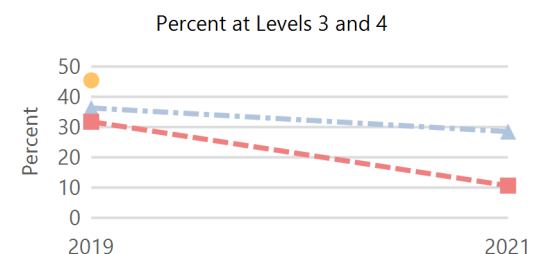
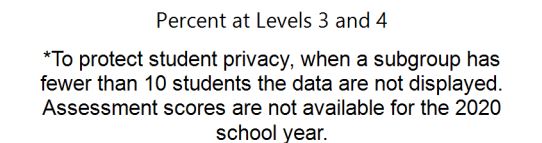
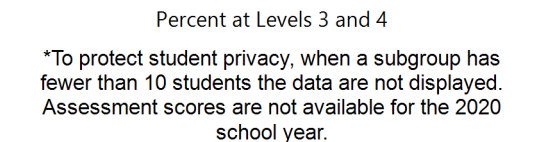
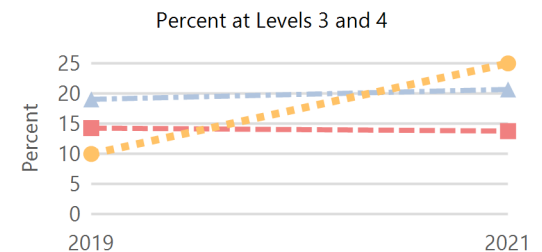
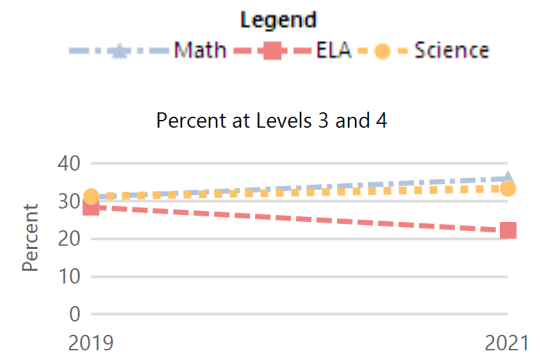
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.8
State	19.8

Accreditation Summary

Date: 05/23/2022

System: D0225 Fowler (0000)

City: Fowler

Superintendent: Cherie Nicholson

OVT Chair: Jamie Wetig

Executive Summary/AFI

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

ARC Comment

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

ARC Comment

Most of these areas seemed to be met during the 5-year KESA process. Information was presented on each area.

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

ARC Comment

Relationships will continue to be prioritized by the district with a focus on identifying tiered needs in the area of social-emotional development. The district will also transition to data collection using Fastbridge (SAEBRS and mySAEBRS).

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

ARC Comment

Collaboration meetings are held regularly in both buildings where teachers review data points and create plans to meet the needs of students. In the grade school, the interventionist prepares data spreadsheets that compile all progress monitoring data for review and proposes a draft of groupings of students for various intervention programs and enrichment. In the high school, the principal shares a weekly data spreadsheet reporting progress toward the high school's focuses at the time. Secondary teachers meet every morning before school in a huddle to announce workshops that will be provided as interventions to students that day. These are determined in response to real-time data in the Summit Learning platform and may include targeted instruction toward cognitive skills, content knowledge, or learning strategies. The workshop tracker records the number of workshops each student has completed so far this year. Annual IPS meetings with the mentor, student, and parent have remained mandatory. In addition, they implemented one formal mid-year IPS check-in this year during December. Students are constantly asked to justify their proposals for class schedule changes, internship placements, student aide opportunities, etc. by matching them to the goals in their IPS.

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 looks at their resources each year to determine what the priorities should be. The district has committed to being a 1:1 district. Teachers are also given additional tools as necessary. The system has some difficulties with staffing and low enrollment. The district is trying to examine their values and stay true to the KESA process. The board is committed to the process and receives regular updates about data that is collected. The improvement process evolved each year with student data as the driving force behind changes made instructionally at the elementary level more often than at the secondary level which used the Summit Platform. The sustainability is clearly evident in the continuous efforts put forth by the Fowler district during the first cycle. A pattern of continued implementation of new initiative, re-evaluations, data collection, re-establishing goals, and implementation of new resources, shows a commitment to the process. This process is evident in the data collected, and involvement of the entire staff.

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

ARC Comment

The district has shown evidence of working towards the state board outcomes. Evidence was provided for each one.

Board Outcomes

Social-Emotional Growth

Fowler has made SECD a core component within its KESA 5-year cycle. The priorities within their relationship goal focused both the elementary and secondary level and utilization of SRSS-IE, SAEBRS, and mySAEBRS. Through the implementation of these assessments the district was able to gain qualitative data to evaluate students needs. This is described in detail in the needs analysis and goals. The decision was made to use Fastbridge as a tool that could have input from all groups-student, parents and teachers. Staff continue to research strategies to be used in this area.

Kindergarten Readiness

The Fowler School District operates a half-time preschool program in order to provide for early childhood needs and prepare students for Kindergarten. This is done through the use of funding provided by KPP. During the 5-year cycle, they increased opportunities with the preschool by adding another half-day section and opening this to 3-year-olds. During this KESA cycle, the programs switched to Creative Curriculum which is evidence-based. Additionally, ASQ is being used as a monitoring tool as part of the student intervention process.

Individual Plans of Study

The IPS is reviewed twice a year. The student, mentor, and parent/guardian are aware of what has been completed and what remains each year prior to graduation. Students leave with information and/or data on their ACT or Work-Keys scores as part of their portfolio. Credit recovery is also made available when necessary to meet graduation requirements. All students in grades 6-12 have an IPS.

High School Graduation Rate

Based on data provided, Fowler consistently maintains a high graduation rate at or above the state average. The district believes the focus on relevance and personalization has helped the students to better meet individual needs and find success. Fowler High School was identified through the Kansans Can Star Recognition program receiving a Gold level Award as part of the quantitative measures through the KESA model.

Postsecondary Success

Fowler High School was identified through the Kansans Can Star Recognition program receiving a Copper level Award as part of the quantitative measures through the KESA model.

They also received the Commissioner's Award for outperforming their predicted postsecondary effectiveness rate above a .40 standard deviation.

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

ARC Comment

During the cycle the district learned that the most effective way to communicate with parents was to involve the student and face-to-face. This type of approach transitioned well with the implementation of the IPS during parent-teacher conferences. This approach increased the opportunity to obtain feedback from stakeholders, but it also resulted in an increase in attendance at conferences.

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

ARC Comment

The OVT has no concerns with the district's fidelity to the KESA process.

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

ARC Comment

Fowler Public Schools has been able to successfully implement and complete this 5- year KESA cycle as a district. The evidence presented in year five shows a comprehensive approach that entails constant and consistent review of data, changes to the system, and progress. The process included the engagement of all staff within the improvement process. Monthly reports are made to keep the board of education informed and updated.

ARC Recommendation

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

Justification

Fowler meets all the requirements of the KESA accreditation process.

Strengths

- Fowler Public Schools has seen systemic changes within the KESA cycle. These changes are evidenced by data collected during the 5-year cycle show positive academic gains for all students within the district.
- Specific system-level priorities include:
 - New Leadership Roles
 - New use of Evidence-Based Curriculum
 - New Student Conference Format
 - Implementation of research-based screeners
 - Individual Plans of Study (personalized instruction) • Social-Emotional Focus and Screeners
 - Student Mentoring Program
 - Progress Monitoring (quadrant sorting)
- All of the priorities have allowed the district to shift from the traditional way of doing things to new ideas. Overall, the philosophy of personalized learning has become embraced and supported by staff throughout the district.
- Teachers report a more intentional and proactive approach to using screeners, such as when addressing SECD. Consistency in staff working collaboratively and using the same language through the implementation of the 7 Habits is also reported.

Challenges

- The platform called Summit used at the secondary level was not received as well by newly hired staff. They found it to be difficult to write lesson plans for implementation. Rigor was an area of discussion.
- Declining enrollment
- Limited secondary staff onsite
- Limited certified staff



North Lyon County USD 251

614 Main St, Americus, KS 66835-0527
(620) 481-2085
www.usd251.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Robert Blair**

Demographics

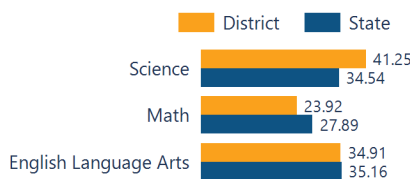


346 Students

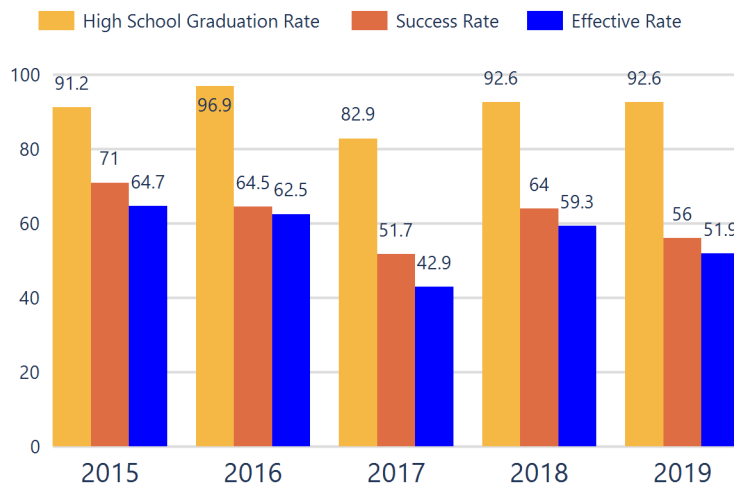
African American 0.87%
Hispanic 5.49%
Other 2.89%
White 90.75%

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

91.0%

Five-Year Success Avg

61.7%

Five-Year Effective Avg

56.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

50.8 - 54.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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: 88.1

District ESSA Expenditures Per Pupil

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

\$15,344

State:

\$12,863

ATTENDANCE RATE

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

92.7%

State: 93.8

CHRONIC ABSENTEEISM

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

26.9%

State: 17.5

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: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.17	27.55	33.33	N/A	N/A	N/A	39.36	23.80	25.00
Level 2	43.58	35.71	20.43	N/A	N/A	N/A	36.70	41.26	33.75
Level 3	25.12	29.59	34.40	N/A	N/A	N/A	21.27	28.57	26.25
Level 4	4.10	7.14	11.82	N/A	N/A	N/A	2.65	6.34	15.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.90	35.29	36.95	N/A	N/A	N/A	59.09	29.85	25.00
Level 2	39.28	38.82	23.91	N/A	N/A	N/A	27.27	44.77	35.71
Level 3	22.61	16.47	30.43	N/A	N/A	N/A	10.60	20.89	28.57
Level 4	1.19	9.41	8.69	N/A	N/A	N/A	3.03	4.47	10.71

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.05	54.05	56.00	N/A	N/A	N/A	55.26	41.02	50.00
Level 2	37.83	40.54	28.00	N/A	N/A	N/A	36.84	41.02	31.25
Level 3	8.10	2.70	16.00	N/A	N/A	N/A	5.26	17.94	12.50
Level 4	0.00	2.70	0.00	N/A	N/A	N/A	2.63	0.00	6.25

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

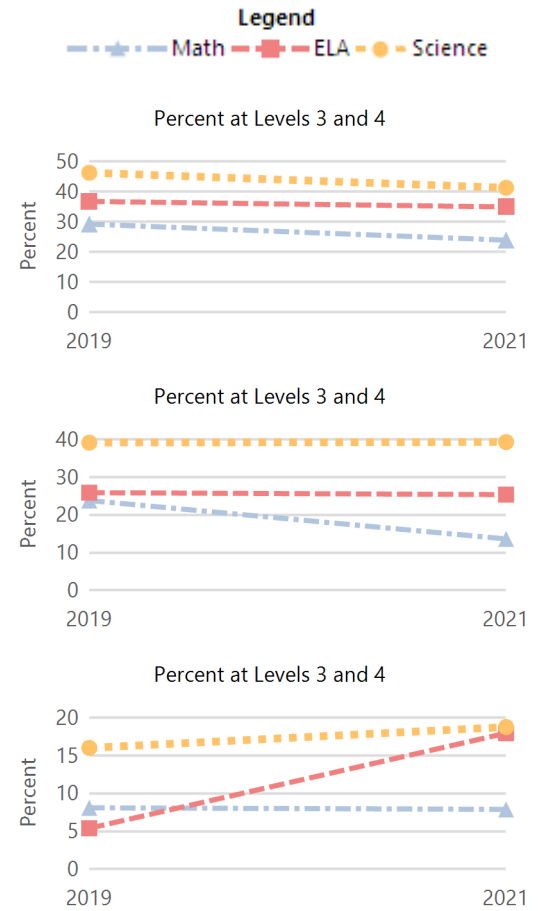
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



*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.

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

District	17.2
State	19.8

Accreditation Summary

Date: 03/18/2022

System: D0251 North Lyon County (0000)

City: Americus

Superintendent: Robert Blair

OVT Chair: Jaclyn Pfizenmaier

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

The system and OVT Report noted that during the 5-year KESA cycle the system has experienced many changes. These changes include Reading School (K-5) was closed in May 2018. The system has had 3 different superintendents, with 1 serving as an interim superintendent for 2 years until a permanent superintendent was hired. However, with these changes, their staff was still able to work the process they had established in the beginning. Both NLC Elementary School and Northern Heights High School have reflected on the full cycle of continuous improvement work, some strengths and struggles that they should be aware of that might not appear elsewhere in the report. The system had 2 different principals. At the beginning of the 5-year KESA cycle, enrollment totaled 379 (compared to the current enrollment of 309). Therefore, they have seen a decline in enrollment since the beginning of our KESA 5 Year cycle.

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

ARC Comment

In five years, family engagement will increase by 10% as measured by various communication tools.

The system's data showed a 14% rate of improvement was shown in "the school helps my family connect with community resources that are needed". The system showed improvement in the first two data points and then declined in the most recent data collected. In addition, the survey data representing "the school offers an easy to navigate website with meaningful information" has fallen short. The system believes that this was likely due to a change in personnel who manage the website. The system has exceeded the goal of 73% of Infinite Campus Parent Accounts. The system didn't quite reach the 95% goal for Parent/Teacher Conference attendance. They were gaining momentum toward this goal as the October 2019 data point indicates. However, beginning March 2020, Parent Teacher/Conference attendance has dropped. This is largely due to the pandemic according to the information given.

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

ARC Comment

In five years, the system will devise and implement a plan for faculty peer mentoring and collaboration to occur a minimum of 30 times throughout the year with a target goal of 1000 total minutes per year

Developing and implementing professional learning communities (PLCs) was a high priority for the system's staff. The system was creative in devising a plan to accomplish PLCs. After 2 years, this goal was achieved. They went from 0 to 60 meetings per year, and from 0 - to 3,820 minutes spent engaged in PLCs per year. However, when the pandemic became a logistics factor for their PLCs, Northern Heights High School was the only building able to continue PLCs. Therefore, in 2021, the number of meetings dropped to 20 for 2,075 total minutes. The feedback received from their staff on the effectiveness of the PLCs showed that Redesign implementation was a priority. Baseline data was gathered with a rating of 3.4 (on a scale of 1-5) with a goal of 5. Due to the pandemic and the inability to hold PLCs, this data was not gathered again.

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 adjusted resource allocations throughout the current KESA accreditation cycle to support the KESA process as it pertains to the district and building goals. Increasing technology, resources allocated to purchase new Chromebooks annually for the 1:1 initiative; Instructional material Promethean boards to support technology integration in all K-12 classrooms; Xello subscriptions to support Individual Plans of Study; resources to maintain the ongoing MTSS process utilizing critical formative assessments and researched based student intervention materials. In the Fall of 2021, the district joined the Greenbush Literacy and Instructional Specialist Consortium. This has included training for the implementation of the 1:1 Chrome book initiative, specific instruction to ELA teachers at NHHS, the implementation of project-based learning, and the implementation of the Social Emotional Learning curriculum. The system has also involved staff members from various leadership teams from both the high school and elementary/junior high buildings.

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

ARC Comment

The system has adjusted resource allocations throughout the current KESA accreditation cycle to support the KESA process as it pertains to the district and building goals. They purchased a computer for 1:1, Xello, to support Individual Plans of Study, maintain the ongoing MTSS process, and joined Greenbush Literacy and Instructional Specialist consortium. The system has involved staff members from various leadership teams from both the high school and elementary/junior high buildings. This includes a good mix of core classroom teachers, administration, SPED, and counselors. The district 's goal is to keep this group together as they progress through the next cycle.

Board Outcomes

Social-Emotional Growth

The system has decreased students being bullied at school. From 65% of students to 78% have never been bullied as of the last survey. They have allocated resources for the Second Step Curriculum for K-8 and will soon be purchasing curriculum to use at the high school level. The system utilizes Google Forms to collect data that will identify student behaviors and actions that correlate to needs identified in the KCTC survey results according to the OVT report.

Postsecondary Success

Overall, their five-year effective average (56.1%) which is above their confidence interval (50.8%-54.1%) This reveals the system, with their most recent implementations of new approaches related to the Kansans Can Redesign Principles are, at a minimum, not driving their success numbers down. It has proven steady and provides a great baseline that can be improved upon as they continue to adjust and improve on their various redesign programs and policies.

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

ARC Comment

The system used various surveys, as a means of collecting data, that were sent out in emails, shared and completed during conferences, or posted via social media. Stakeholders are also encouraged to attend school board meetings and share any feedback there. Due to the unique nature of their system (large geographical district size, multiple towns incorporated, etc) as well as the recent harsh divides due to past bond issues, they have to continue to work to find a way to counteract the mindset of "the school building isn't in my town, so I don't have any stake in it."

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

ARC Comment

As noted in the OVT, the system was responsive to any and all suggestions of the team. They worked their plan at every step.

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

ARC Comment

The system, according to the OVT, has welcomed and appreciated all feedback received from the OVT. They indicated that the positive feedback that was received served as inspiration that they were on the right track and even provided extra motivation at times. The OVT's suggestions for improvement regarding other plans and initiatives were addressed immediately so that they could move forward and adjust accordingly. Other suggestions led to more self-reflection and discussions for future changes. As a District Leadership Team, they clearly acted upon the suggestions with intentionality as best they could, while still supporting their overall goals and mission of the system. The system used a variety of ways to keep the BOE, parents, students, faculty, and community members involved in the process.

Kindergarten Readiness

The system did not offer preschool services at the beginning of the cycle. To help ensure students are kindergarten ready, the system utilized the Mobilizing Literacy Grant. With the Mobilizing Literacy Grant, preschool tuition assistance is provided for families who wish to enroll their child in a qualifying preschool. Kindergarten Jumpstart was offered, and families are provided with learning backpacks filled with age-appropriate learning activities. A Parents as Teachers program that started in the fall of 2019 continues. An average of 76.25% of incoming kindergarten parents completed the ASQ-3 each year over this cycle. An average of 72% of incoming kindergarten parents completed the ASQ:SE-2. The ASQ-3 results showed an increase of students whose score placed them in concern over this cycle. However, the number of students whose scores placed them in an area of concern according to the ASQ:SE2 decreased over this cycle. Beginning in August 2022, the system will open a new preschool - the NLC Early Learning Center. This will be a free, full day four-year-old program. Data collected internally indicates that over the course of the 5-year cycle, an average of 59% of their students are kindergarten ready with 74% of those children attending various preschools in the area. Data indicates the need for a district preschool. With a district preschool, they can provide research-based strategies and instruction with a licensed teacher

Individual Plans of Study

Students begin career exploration at the elementary K-5 level. The system then begins its IPS in grade 6. In grades 6-8, the school counselor provides career exploration with the students monthly. The students begin to create a profile, set goals, and explore careers and post-secondary options. Students have incorporated Xello and have also brought in graduation requirements as part of their IPS. As part of their Individual Plans of Study, students will make various college visits at both the middle and high school levels and job shadowing opportunities. Internships are encouraged as well. Community service, civic engagement, college visits, job experiences, and job shadows are logged into this electronic Portfolio. These are the foundation for all Parent/Teacher Conferences. Parent/Teacher Conferences are now student-led in grades 6th-12th. They have a nearly 90% participation rate in their conferences. Due to this success, they have made changes and modifications to their 6th-8th grade parent/teacher conferences to the same student-led format.

High School Graduation Rate

At the beginning of the KESA cycle, the 5-year graduation rate goal for the system was 86.9%. Their 5-year average ended up being 92%. The most recent graduating class in 2021 had a 100% graduation rate. The system has a relatively small number of graduates usually between 20 and 30 each year and one dropout can skew the overall rate significantly.

ARC Recommendation

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

Justification

Over the past 5 years, the system continued to improve its system of Tiered Framework of Support, recognizing that each student has unique strengths and needs. The staff has participated in professional development to increase the effectiveness of the MTSS model. Their system meets these unique strengths and needs in many different ways. Their framework begins by administering AIMSwebPlus benchmark testing to students K- 8, three times a year (Fall, Winter, and Spring). Students in grades 9-12 complete the MAP Reading and Language Usage assessments. At the elementary school, Title I and SPED services support their Tier II and Tier III intervention groups with evidence-based interventions and strategies. In addition, over the past two years, USD 251 developed a partnership with Greenbush to develop a framework of support to promote social-emotional growth and school mental health.

The system seemed to work well with the OVT and stakeholders to make positive strides to improve the district.

Implementation of a Preschool opening in the fall of 2022

Implementation of IPS and PLT for all students

Strengths

The system has established a plan that is working for them. There seems to be a strong commitment from the entire staff, students, and parents to continue the success they have and build on it for the future.

Starting a district-run preschool in fall 2022

Communication is a strength and something they have focused on improving.

Challenges

The system should limit its goals to two, if they accomplish these then add another.

Work to continue positive steps as a redesign system.

Continue to try to build a bridge with all communities and stakeholders.

Regarding interventions, there is evident success in the elementary the need to see this similar focus with math and the skills within the math grade bands.



Barber County North USD 254

100 E. First, Medicine Lodge, KS 67104-0288
(620) 886-3370
<http://www.usd254.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Mark Buck**

Demographics

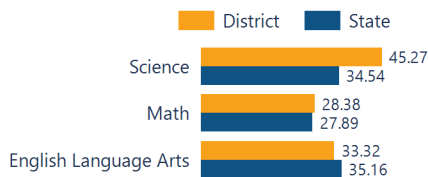


439 Students

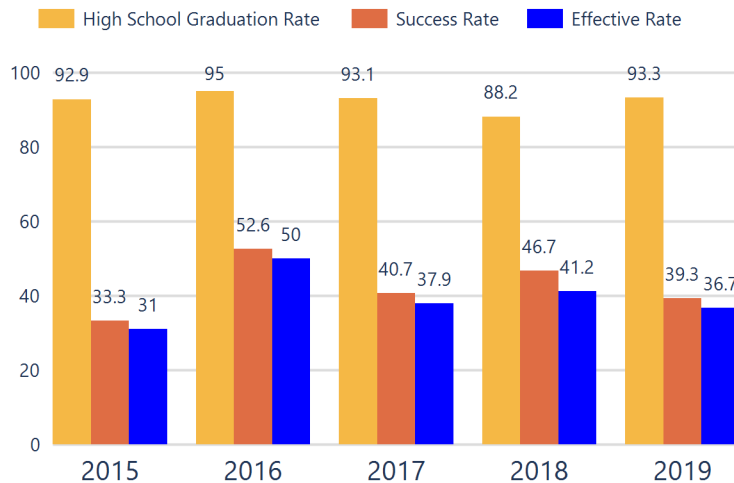
African American 1.14%
Hispanic 5.47%
Other 5.24%
White 88.15%

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

92.6%

Five-Year Success Avg

42.6%

Five-Year Effective Avg

39.4%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.7 - 56.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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: 88.1

District ESSA Expenditures Per Pupil

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

\$18,686

State:

\$12,868

ATTENDANCE RATE

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

92.8%

State: 93.8

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: 17.5

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: 1.7

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

Barber County North USD 254

K.S.A. 72-5178 Accountability Report 2020-2021



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.20	31.57	42.20	N/A	N/A	N/A	33.47	34.64	29.24
Level 2	40.97	34.96	30.27	N/A	N/A	N/A	38.13	32.01	25.47
Level 3	23.30	28.19	20.18	N/A	N/A	N/A	21.61	28.94	32.07
Level 4	4.51	5.26	7.33	N/A	N/A	N/A	6.77	4.38	13.20

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.76	37.69	47.72	N/A	N/A	N/A	39.02	40.25	30.76
Level 2	40.76	38.46	31.81	N/A	N/A	N/A	46.34	33.76	23.07
Level 3	16.15	20.76	15.90	N/A	N/A	N/A	12.19	23.37	26.92
Level 4	2.30	3.07	4.54	N/A	N/A	N/A	2.43	2.59	19.23

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	76.92	73.07	76.19	N/A	N/A	N/A	66.07	65.30	70.58
Level 2	17.30	21.15	9.52	N/A	N/A	N/A	23.21	24.48	11.76
Level 3	5.76	5.76	9.52	N/A	N/A	N/A	8.92	10.20	17.64
Level 4	0.00	0.00	4.76	N/A	N/A	N/A	1.78	0.00	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	31.25	N/A	N/A	N/A	N/A	30.76	46.15	N/A
Level 2	18.75	25.00	N/A	N/A	N/A	N/A	61.53	38.46	N/A
Level 3	31.25	37.50	N/A	N/A	N/A	N/A	7.69	15.38	N/A
Level 4	0.00	6.25	N/A	N/A	N/A	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.

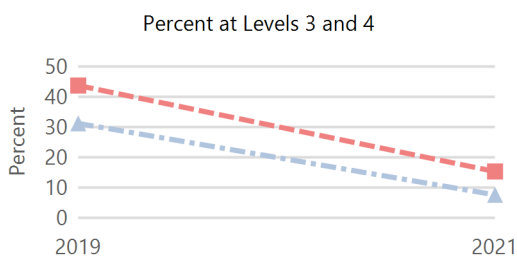
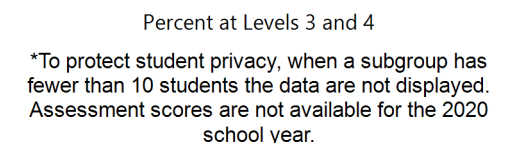
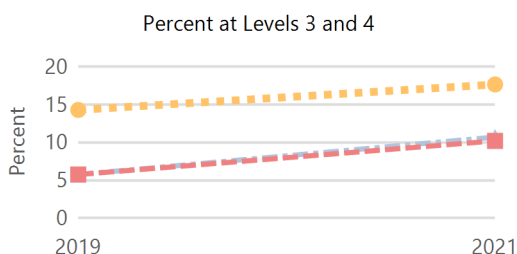
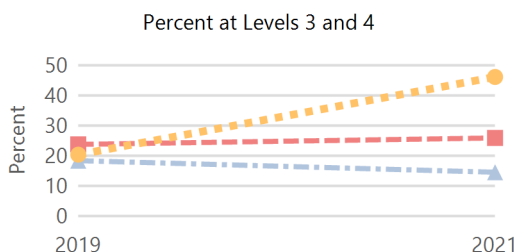
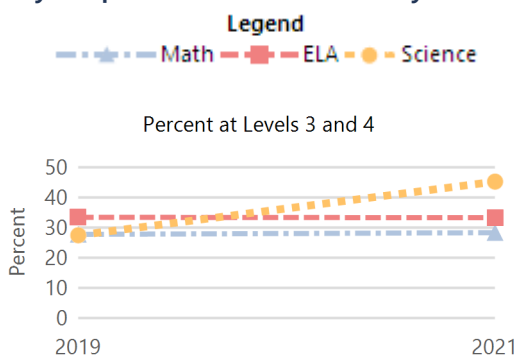
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.4
State	19.8

Accreditation Summary

Date: 04/21/2022

System: D0254 Barber County North (0000)

City: Medicine Lodge

Superintendent: Mark Buck

OVT Chair: Robert Reed

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. The system has embraced making improvements in all of the Foundational Structures and there is evidence that the work is moving in a positive direction. Examples of changes that have been made were provided as evidence that work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

•Postsecondary and Career Preparation

The system has curricula that support the structures in Postsecondary and Career Preparation are evident at each level. At the grade school level, yet, different speakers come into class to talk about their jobs and expose the students to different career options. Examples included the Healthy Habits Day, different people come and share their hobbies and/or occupation. The students rotate through all of them over the course of their time at the elementary school which exposes them to many careers and interests. Secondary students have a variety of opportunities to learn about and experience different careers including job shadowing, work release, college-level classes, and Internships.

•Tiered Framework of Support

All buildings have a tiered framework of support in place for all students and use data to determine students' tiers. The system had a strong foundation of MTSS in reading and math at the beginning of this cycle. They have added Social/Emotional over the course of the cycle, but are still working on the implementation of intentional Tier 2 and 3 supports for students that qualify. As a result, they are more focused on delivering strong core instruction in an effort to ensure that the students most needing intervention are able to get it. Scheduling changes have been made to ensure all students are receiving the support they need to be successful learners

•Family, Business, and Community Partnerships

The system is engaging stakeholders on a regular basis and has embedded in the overall culture. A major focus for the system over the last five years is communicating with stakeholders. The system provided a variety of examples including an active SITE Council and PTO group that meet regularly each month. There have been almost 100% attendance at our parent/teacher conferences and at least half of our parents respond when we send out surveys. Feedback from parents and the community is valued and considered when making decisions.

•Diversity, Equity, and Access

Reports indicated that the system has made an effort to have all student groups be represented in the improvement process. Systems' and schools' cultures are reflected in the vision and improvement process. The system's Mission statement is "Expect excellence with every student, every day." It is expected that all students be given the opportunity to be successful. Several examples were cited on professional development activities that help staff understand their students living in poverty and how to better meet their needs. The system reported having 60% of their students qualifying for Free/Reduced lunches. Several examples were provided on how the curricula at all levels directly addresses the way all populations of people should be treated.

- Communication and Basic Skills

ARC Comment: Curriculum has been a large point of emphasis over the course of this cycle with a priority to vertically align our curriculum in the system PreK-12. Examples were provided on the different ways in which students and staff have an opportunity to improve communication and basic skills.

- Civic and Social Engagement

The system provided evidence indicating they have in place a curriculum that supports the structures in civic and social engagement which are evident. The system is committed to using course content to address student learning in the areas of civic, economic, social, and political education. Six additional courses have been developed in an attempt to strengthen these areas. Each of the new courses touches on at least one of the four focus areas, while Current Events, College American History, and History and Warfare address all four.

- Physical and Mental Health

Examples of Curricula that support the structures in Physical and Mental Health were provided and are evident. Elementary students have a morning and afternoon break from class with either a recess or a built-in special time: PE, Music, Library, Tech, etc. All of the students receive a healthy snack every afternoon, fruit or vegetable. Secondary examples include soft start (15 minutes daily), flextime embedded throughout the day, flexible scheduling, and additional physical activities before school and during lunch.

- Arts and Cultural Appreciation

The system has Curricula that support the structures in Arts and Cultural Appreciation which are evident. All of the elementary students have music every day and receive some instruction in art. Through the Arts, secondary students learn diversity, individuality, creativity, organization, expression, and communication. The system provided a variety of examples of how arts and cultural appreciation are included in student learning.

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

ARC Comment

The system's goal statement 1 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by limited data tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

The system implemented the SEL curriculum in all PreK-12 classrooms. Core Essentials curriculum with monthly character traits is utilized across the entire school district. The instruction looks different at each level, but all students receive instruction, and information is shared with families as an opportunity for a follow-up as well. Trauma-informed (Ruby Payne) and resiliency (James Moffett) training for the entire district and some including community members.

According to the system report, the entire school system has benefitted from the effort to increase the soft skills of students. Bringing the instruction of character traits and deregulation strategies has helped with consistency across grade levels and buildings. Messaging to parents is consistent and families can see the connection between the traits being worked on and the real world.

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: By the end 2021/2022 school year, USD 254 will vertically align its curriculum, instruction, and assessment in all core subjects and will monitor student data in the fall, winter, and spring to increase the ownership, growth, and achievement of all students to positively influence our completed certifications and college and career readiness benchmarks.

The system's goal statement 2 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by limited data (quantitative and/or qualitative) tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

This goal has helped the system become more focused on building-wide interventions. Over the past five years, the system has monitored and adjusted its instructional practices using its data. They meet regularly in grade-level bands to analyze data and determine the next steps with students who are not making adequate gains. The system has also implemented programs and assessment strategies that improve their real-time data to improve instruction. As a result, student data is improving as evidenced by strong Fall to Winter growth scores.

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 System, they work effectively with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system reported having the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

The system reported support from the local school board by giving time and resources needed to ensure that strategies were successful and to continue growth. The system has spent money on professional learning opportunities. The board encouraged the system to have every one of their certified staff members attend at least one training or school visit over the course of the year. This helped in the formation of strategies to address the concerns on the needs assessment. Several positions have been added to assist struggling learners. The system used capital outlay money to renovate facilities. Additional space for classrooms in buildings will be accomplished with the reconfiguration of current spaces in the future.

The system has made numerous improvements in technology for both students and staff. Networking has been updated which increased the amount of bandwidth. The system wishes to continue making improvements in technology during the next cycle.

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.

Kindergarten Readiness

The system reported the biggest improvements has been the availability of prekindergarten programs for all students. At the beginning of the school year, 100% of Kindergarten students /parents completed the ASQ-2 and ASQ-SE-2. The data is used to identify services that students may need such as academic or social and emotional support. Because of the availability of free Pre K to all 3 and 4 year olds in the community, the system is able to intervene early for students that require assistance or resources. Practices the system has put in place are working to improve Kindergarten readiness. The system plans to build on those successes as well as continue the partnerships they have begun with community leaders to work on a community day care project to ensure practices and strategies are consistent. The system plans to continue to providing free prekindergarten programs for all 3 & 4 year olds, as well as work towards providing an all-day four-year-old classroom.

Individual Plans of Study

The system has tried a variety of ways to provide students with the opportunity to focus on IPS and with preparing for college and career. Currently, the system is using Xello and Google Sites template for students to build their own Electronic Portfolio. For year five, 100% of students 8-12 have completed a Career Interest Inventory assessment on Xello. Every year a student's electronic portfolio is reviewed twice with themselves, their advisor, and their parents. Students are encouraged by their advisors to arrange college visits. College and/or career recruiters are invited on campus to meet with students approximately one time per month. A student's IPS is tracked on a regular basis by their advisor through their weekly lessons and activities.

High School Graduation Rate

Graduation Rates have remained constant Rates have remained higher than the state average. The graduation rates are below the systems goal; they have seen an improvement in the effective rate since 2015. The system expects to see a continuous incline in the data as more certification opportunities are added for students. Their Success Rate has increased from 2015 33.3% to 39.3% in 2019.

Postsecondary Success

Postsecondary success rates have not changed substantially over the course of the cycle. The system is expected to make a big jump in the next few years as they have increased the opportunities for certifications. Post-secondary Success will be a focus point in the next cycle to get as close to 100% as possible.

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

ARC Comment

According to the system, 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 that some stakeholder groups provide input to the system concerning KESA.

The Redesign process strongly emphasized investing stakeholders in everything that they do. The system is working to get information to all stakeholders to better open conversations with the public

about their initiatives and priorities. To ensure that we have a good representation of all students and families in the community, the system will continue to reach out to community members. While it has been an area of significant growth during the past five years, it is unclear how the system receives and uses feedback from stakeholders.

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

ARC Comment

According to the OVT, the team has always been well prepared and met the timeline requirements. The team was reported to be very responsive to any suggestions including adding data and more stakeholders in the process. During years 1-3, there was a limited amount of data included in the process. In year 5 collecting, reviewing, and sharing data has become their strength.

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

ARC Comment

There was evidence of the system reporting to their local board and reports were completed in a timely manner. The system's plan with action steps and goals that drives academic improvement priorities is unclear. OVT visits were conducted and improvement priorities. Most of the process was evaluated through the use of data however, the stakeholders' feedback loops are hit and miss.

ARC Recommendation

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

Justification

The system complied with all of the KESA and state board requirements with fidelity. The system continues to work through the redesign process for continuous improvement. They self-reported areas needed for growth.

Strengths

According to the OVT, data increased significantly year to year to provide a clearer picture of what the focus should be and where progress was being made. This has been accomplished by their district-wide collaboration meetings and their committee meetings.

Challenges

- Find goals that can be met district-wide and ways to measure these goals and action steps
- Provide more Tier 2 support to students
- Establish a more consistent way to measure the impact of the instruction
- Invest in programs that result in certifications
- Receiving and using feedback from stakeholders.

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for State Board outcomes. The system is collecting evidence and data. They are working on plans to continue addressing all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

The system has moved to daily instruction over character traits PreK-12 plus instruction PreK-2 on self-regulation skills. Daily instruction has provided common vocabulary across all grade levels about important character traits and extend learning into the homes with home-based activities. The system believes that relationships in general have improved over the course of the cycle. No collection of data was available to determine if growth was achieved. The system has implemented Fall/Winter/Screeners to track SEL. Data from the screeners will continue to use to determine which students would benefit from additional support. At the older elementary grade level, their surveys showed almost all of the students feel safe to come to school and have an adult that they trust to talk to. (99.2% of parents reported on both)

Since the implementation of the Core Essentials curriculum some improvements have already been recognized based on the KCTC. Student perceptions for Community Service being considered "Cool" has increased by 4.67% in the district, compared to a negative .2% perception across the state. KCTC district data also shows a significant increase from 2019-2020 compared to 2020-21 in student opportunities to be involved in school in all areas especially in the area of students being involved in decisions about class activities and rules which is up by 8.07%. KCTC district data indicates that students believed their grades are improving and they enjoyed being in school more in 2020-21 vs. 2019-2020. The survey also shows that students "cutting" or "skipping" class has improved by 5.79% from last year compared to this year and that bullying seen, experienced as well as electronic bullying is down by 5-6%.

The system prioritizes, supports and sustains equitable and culturally relevant school building climates. This is measured through feedback from site council, student surveys and the student Ambassador Program. Through the Redesign process and based on the feedback from these areas policies, staffing, resources and decisions towards instruction are made.



Iola USD 257

305 North Washington Street, Iola, KS 66749-2997
(620) 365-4700
www.usd257.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Stacey Fager**

Demographics

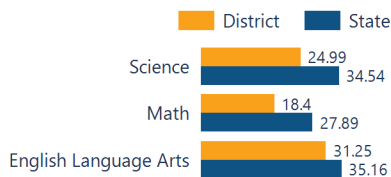


1,143 Students

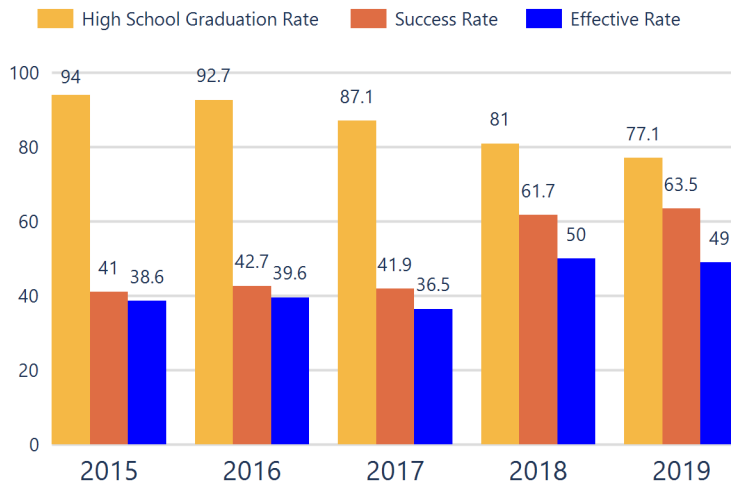
African American 1.66%
Hispanic 5.86%
Other 7.87%
White 84.60%

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

86.1%

Five-Year Success Avg

50.0%

Five-Year Effective Avg

43.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

40.0 - 43.4%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

91.3%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$14,141

State:
\$12,863

92.0%

State:
93.8

27.8%

State:
17.5

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

0.8%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.22	32.37	30.11	N/A	N/A	N/A	43.32	32.90	37.90
Level 2	43.24	33.65	27.02	N/A	N/A	N/A	38.26	35.83	37.09
Level 3	18.75	26.47	31.66	N/A	N/A	N/A	14.25	26.32	18.95
Level 4	4.76	7.49	11.19	N/A	N/A	N/A	4.15	4.93	6.04

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.17	41.01	39.20	N/A	N/A	N/A	52.43	42.10	46.90
Level 2	42.26	31.43	26.40	N/A	N/A	N/A	35.76	34.38	34.51
Level 3	14.28	23.05	25.60	N/A	N/A	N/A	9.72	20.00	15.92
Level 4	3.27	4.49	8.80	N/A	N/A	N/A	2.08	3.50	2.65

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	68.51	64.81	74.46	N/A	N/A	N/A	86.00	80.43	78.57
Level 2	20.37	18.51	12.76	N/A	N/A	N/A	13.00	11.95	16.66
Level 3	5.55	11.11	10.63	N/A	N/A	N/A	0.00	7.60	2.38
Level 4	5.55	5.55	2.12	N/A	N/A	N/A	1.00	0.00	2.38

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	54.54	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	41.66	18.18	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	25.00	9.09	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	18.18	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.36	30.30	40.00	N/A	N/A	N/A	32.55	27.90	50.00
Level 2	36.36	24.24	20.00	N/A	N/A	N/A	53.48	34.88	35.71
Level 3	27.27	39.39	33.33	N/A	N/A	N/A	11.62	30.23	14.28
Level 4	0.00	6.06	6.66	N/A	N/A	N/A	2.32	6.97	0.00

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

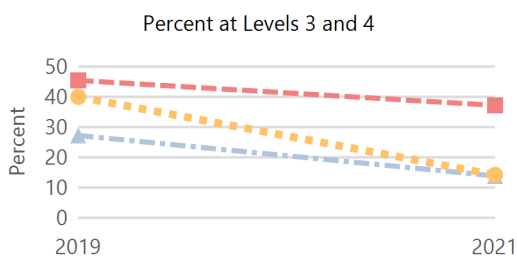
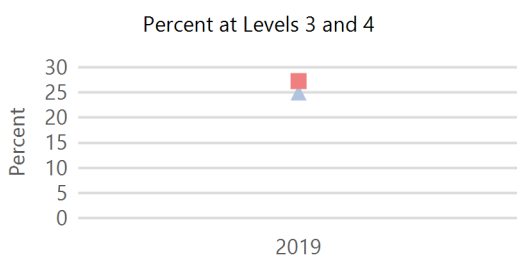
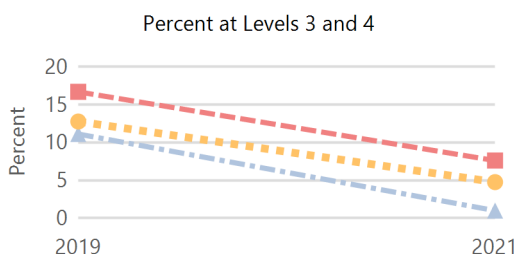
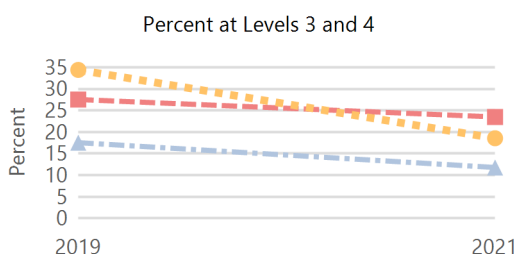
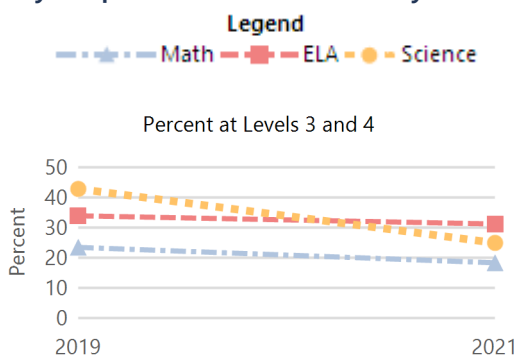
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	20.1
State	19.8

Accreditation Summary

Date: 09/23/2021

System: D0257 Iola (0000)

City: Iola

Superintendent: Stacey Fager

OVT Chair: Craig Marshall

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 identified areas they felt needed attention, worked on these areas and continually monitors the process to ensure they are giving students what they need. Due to the Pandemic, some of the testing results are not what they expected but they continue to work on the process and refine it to fit the needs of the students.

At the start of KESA, some schools were doing a walk to model for MTSS and some did not have MTSS, in 2019-2020 we implemented a consistent walk to structure for all students in kindergarten through 4th grade, during our 3rd year of KESA. Students are divided into groups based on their current skills in phonemic awareness, phonics, fluency, comprehension, or enrichment. After a seven-day rotation, the students are monitored and moved to their new groups. The Professional Learning Communities look at this data frequently. They identify students that have deficits in phonemic awareness and/or phonics and then they are placed in an intervention WIN group for those needs. This is effective because our Fastbridge scores for phonemic awareness and phonics are very high. Our first-grade students are 90% proficient at their phonemic awareness skills. WIN (What I Need) time also provides enrichment opportunities for students that do not have a deficit in one of the skills.

The middle school had NWEA MAPS for their testing, however, they didn't consistently use the data, at the beginning of the cycle. Iola also gave the STAR Foundational Structures refer to the underlying programs and services within the systems. The system switched to Fastbridge testing in 2019. They now test and use the data to apply instructional changes and interventions. For the tiered framework of support at the middle school, they provide fluency groups in all ELA courses at least three times a week. They progress monitor some risk and high-risk students in fluency every other week. The students also get fluency practice in their other core classes once a week. Which would add additional fluency practice. They noticed last year that our students' fluency across the board in all grades was lower than expected, so we put an emphasis on fluency practice and intervention. The middle school also started Math and reading essential classes. These classes were added during the 2020-2021 school year. This class focuses on students that need to review essential math or reading standards. It is a chance to fill the gap or review concepts that students have not mastered. They are using the Fastbridge testing to identify at-risk.

Iola High School implemented intervention time during year four of KESA. They identified that students needed additional support in reading and math, so they implemented a mandatory seminar day once a week for math and once a week for reading. On Touch Base Tuesday English teachers provide interventions and additional support for students, these students are identified by the teacher.

Mandatory Math Monday is similar to ELA but students are asked to go to their math teacher. During this time, teachers take time to reteach skills that the students are struggling with.

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 257 will increase individual achievement for all students by providing relevant and targeted learning opportunities

ARC Comment: Information given indicated that the system started with three elementary buildings and after the passage of a bond issue they are combining these into one new building. This will allow for more collaboration and sharing of resources. The system will be reevaluating their title and intervention support. Having all staff and resources in one building opens possibilities for change and further growth.

Middle School - Iola Middle School has started to explore strategies for support for these students with chronic absences. High School - They continue to have discussions about interventions and providing support for freshmen and sophomores. They believe if they can help underclassmen be successful, they will be more engaged as an upperclassman.

All grade levels will continue to dive into Fastbridge scores; looking at growth reports and identifying areas of need. The curriculum process is also continuous as they will follow our long-range plan to continue to keep up to date on the most recent research and materials

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

ARC Comment

USD 257 will increase our collaborative opportunities with all stakeholders for the success of students as individuals.

- Summarize the system's efforts and improvement in this goal during the cycle.

ARC Comment: The system has a systematic collaborative process to evaluate the collaboration of stakeholders and improve their avenues of delivery. Starting with our PLCs at all levels - meeting as a grade-level team and content level team. They also have our feedback loop which cycles all information through all the different committees and levels. They have productive, timely, and systematic SITE council meetings where parents and community members are involved in the discussion. These meetings are at the building level and at the district level.

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

With the passage of the system's recent bond issue, growth of their professional development, partnerships with Greenbush, Community members, an increase in their career pathways, and other factors of growth it is evident in their story and the OVT that they have a sustainable process are continuing the improvement process.

The system continues to strive to evaluate everything they are doing in education to have a continuous improvement process. KESA brought their focus to two main goals where each building was able to branch off and make goals specific to them. Through this process, they reevaluated "our mission, vision, and core beliefs for the district." The system's School board is very supportive of the KESA continuous improvement process. Its members are on our district site council team, where they share a lot of KESA

goals and action steps that they are working on. The KESA goals, action steps, and process are aligned with the board goals and district strategic plan. All KESA information is shared several times during the year during Board of Education meetings. "One of our board goals was to retain and employ highly qualified teachers. In order to do this, we need to have competitive pay. Over the past five years, we have successfully increased teacher, para, substitute, and administrative pay."

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 worked with stakeholders to improve the SBO in this cycle. Implementing Professional development, working with SEK Mental health providing space for counselors in the schools and improvement processes. Increasing kindergarten readiness, improving individual plans of study, and implementing social-emotional growth.

Board Outcomes

Social-Emotional Growth

Looking at Communities that Care Survey information the system has seen a lot of growth. They have focused on the areas of CTC that focus on student engagement in school. These areas have increased more than the state average. The overall depression climate (thinking of suicide) had an improvement better than the state. The Empowerment Categories for both relationships and student voice improved greater than the state change. In the past two years they have added the social emotional piece with Fastbridge. Looking at SAEBRS/mySAEBRS data we have stayed consistent with our scores. They have not seen a decrease, but they have not seen an increase either. They are anticipating a positive trend in our data after a year or two thanks to the social emotional support they are implementing. The system has supported Social-Emotional Growth through professional development for their teachers. They believe they can reach more students if the staff is educated on how to provide support for students. Professional development that staff have participated in a book study on Help for Billy, poverty simulations, bullying prevention, a list of on demand social emotional support videos, and others.

Kindergarten Readiness

Since starting the KESA cycle lola has partnered with community preschools through the Kansas Preschool Pilot Program to open the doors for collaboration and prepare all preschool students equally for kindergarten. All preschool classrooms in lola have the same curriculum, processes, and expectations. The system give the ASQ-3 and ASQ:SE-2 to all preschoolers and kindergarteners. The system has a success rate of over 90% of each grade level completing these surveys. Prior to receiving the KPP grant in 2019, USD 257 only served students in preschool if they were identified with an IEP, birth to 3, or were randomly chosen to be a model student. lola identified a need for increased preschool opportunities as many students did not have the opportunity to have a high-quality preschool experience leading to more than half not on grade level when entering Kindergarten. In the Fall of 2021, 72% of our students were on grade level in Reading and 69% on level in Math. With the funding resources from the KPP grant, they have completely redesigned the preschool model in our district. Through discussions with community preschool teachers, the system created a partnership with the district. These conversations continue to be a powerful part of the preschool program. They have led to deep conversations, sharing of instructional strategies and resources during weekly and monthly PLCs, diving into data, building curriculum protocols for ALL students, and embedded learning opportunities (MTSS model).

Individual Plans of Study

This is evident by the use of IPS process with Xello. The system added in all the components of Xello and have students search careers and develop their post-secondary goals in Xello. All sophomores take field trips to our Regional Rural Technical Center and to the automotive program at Garnett. Students also attend the college and career fair at Allen Community College. They also offer technical training through Neosho at Chanute's new technical center and many colleges and CTE courses are offered at lola High School. Students regularly meet throughout the year with individual meetings to review the student's path to graduation. At these meetings the counselor discusses which classes are still needed for graduation, plans for post high school, and what classes/tech programs/internships does the student want to participate in to meet their goals. The system utilizes google classroom for students to be assigned all components of the IPS and to add their required documents for registration. They have found this helps students, counselors, teachers, and parents have open communication about their IPS so everyone is on the same page. Parents have always been welcome to be a part of the process.

High School Graduation Rate

The system notices a downward trend to their graduation rate, some of which they contributed to their alternative school. The system developed a plan of working closely with students and in the last 4 years have increase their 2021 graduation rate to 91.3% for a total increase of 14.2% since 2019.

Postsecondary Success

The system reported that in 2017 they were at 40% success rate and currently are at 63.5% success rate. They have identified 23% more of our graduates as successful. The system believes this is attributed to everything all levels are doing to expose students to the possibilities beyond high school. The high school counselor, CTE Coordinator, and seminar teacher meet with each individual student to help them map out a plan during high school and beyond. Their students have a lot more possibilities during high school than they have ever had before.

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

ARC Comment

The System included its stakeholders in multiple ways. From site council meetings with parents and community members, sending out parent engagement surveys, continued communication through the website, and social media, and open forums at the board meetings. They learned that communication was key to involving as many stakeholders as possible, the more communication the more the system will improve.

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

ARC Comment

The OVT report stated that the system did a great job with its responses to the recommendations from the OVT. The leadership team has shown they are highly involved in the KESA school improvement process.

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

ARC Comment

The OVT report stated that the system does a great job with their CTE programs and involving the community in this process. The leadership team has shown they are highly involved in the KESA school improvement process. The bond issue passing for the new elementary school has implications for their entire district for facility improvement, staff recruitment, and potential new business and industry to the community which could mean more students in the future.

ARC Recommendation

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

Justification

The system has a process in place that will work given time.
Their Graduation rate and success level are good.
The system has a sustainable process to continue its work towards better outcomes.

The system received Copper recognition in Kindergarten Readiness, which is 3.2% of the State in Graduation rate and well below the state in the Dropout rate. Attendance is slightly below the state average. Data on state assessments is declining or flat in most categories, but due to the makeup of the district, there are some blanks in the data. This is a low social economic area of the state. The systems Fastbridge assessment growth report shows that they are making huge progress with students.

Strengths

The Bond issue passed to incorporate 3 buildings into one fall of 2022 and create a new Science wing at the High school.
Commitment from stakeholders to continue to improve the process.
Build a strong communication system to help with the process.
Continue improving CTE programs and offerings by working with surrounding systems

Challenges

The system needs to continue working on smart goals that they can measure for the next cycle.
Continue steps started in the last year of the previous cycle – development of a pre-K building and programs.



Graham County USD 281

117 N. 3rd Ave, Hill City, KS 67642-0309
(785) 421-2135
usd281.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Dale Deighton**

Demographics

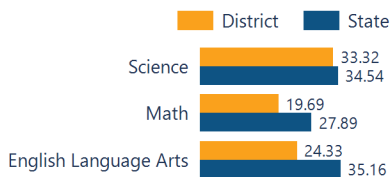


394 Students

African American 0.76%
Hispanic 5.33%
Other 6.85%
White 87.06%

Academically Prepared for Postsecondary Success

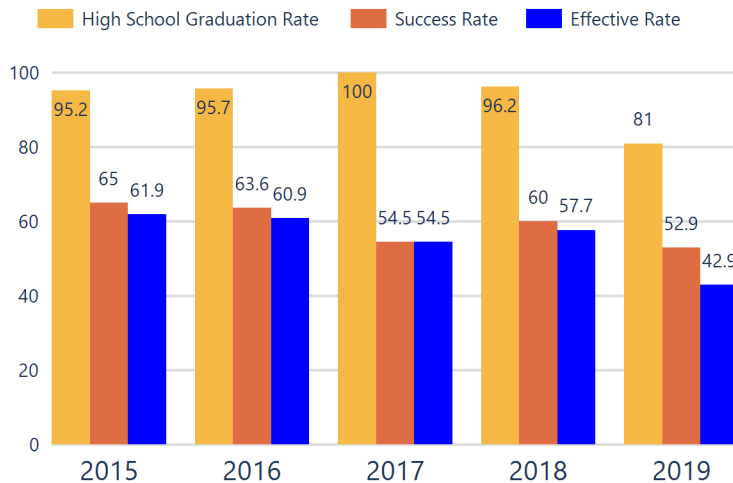
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

94.4%

Five-Year Success Avg

59.0%

Five-Year Effective Avg

55.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

46.5 - 49.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

80.6%

State: 88.1

District ESSA Expenditures Per Pupil

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

\$11,624

State:

\$12,863

94.4%

State: 93.8

16.2%

State: 17.5

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

1.6%

State: 1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.70	33.17	25.28	N/A	N/A	N/A	36.86	35.97	33.33
Level 2	40.28	39.33	44.82	N/A	N/A	N/A	43.43	39.68	33.33
Level 3	15.16	23.22	22.98	N/A	N/A	N/A	16.66	19.57	26.43
Level 4	2.84	4.26	6.89	N/A	N/A	N/A	3.03	4.76	6.89

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.09	31.81	25.64	N/A	N/A	N/A	39.81	36.53	33.33
Level 2	43.63	40.00	35.89	N/A	N/A	N/A	43.51	42.30	35.71
Level 3	13.63	22.72	30.76	N/A	N/A	N/A	13.88	15.38	19.04
Level 4	3.63	5.45	7.69	N/A	N/A	N/A	2.77	5.76	11.90

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.76	69.76	57.14	N/A	N/A	N/A	60.52	66.66	76.92
Level 2	30.23	25.58	21.42	N/A	N/A	N/A	34.21	26.66	15.38
Level 3	0.00	4.65	21.42	N/A	N/A	N/A	2.63	3.33	7.69
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	2.63	3.33	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.33	58.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	41.66	16.66	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	0.00	25.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

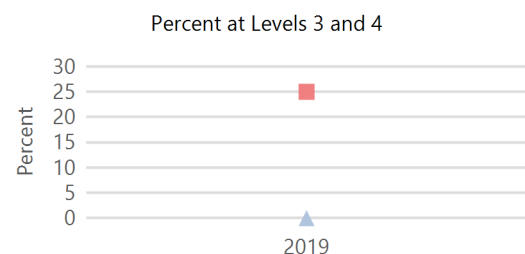
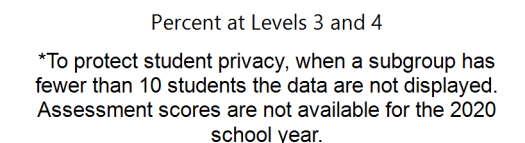
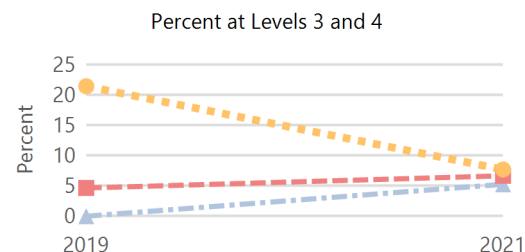
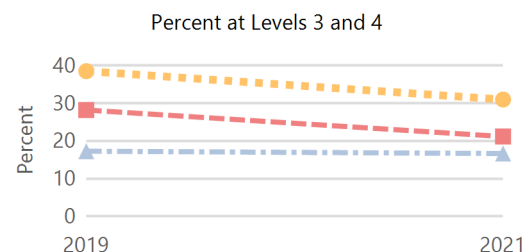
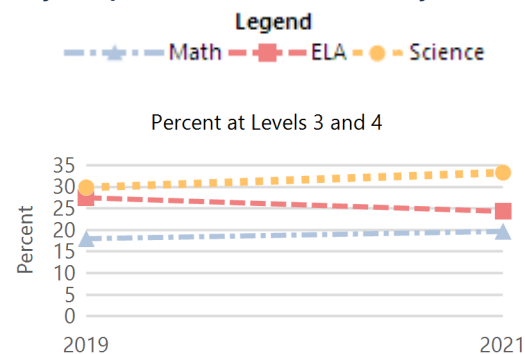
ACT Performance (2021 School Year)

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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.4
State	19.8

Accreditation Summary

Date: 05/17/2022

System: D0281 Graham County (0000)

City: Hill City

Superintendent: Dale Deighton

OVT Chair: Gary Kraus

Executive Summary/AFI

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

ARC Comment

No compliance issues were evident.

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. Foundational Structures are part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Systems of Support

The ESGI tool is used for incoming Kindergarten students. FastBridge screener is used for student identification K-12, and it was expressed that tiered levels of intervention are in place at all levels. Additional supports include Lexia, STAR, Study Island, SIT Team, and At-Risk Intervention. Information regarding process was lean, but it appears the process is in place for all students.

Family, Business, and Community Partnerships

Social media has increased dissemination of communication with general public from 430 posts in 2018 to 1013 posts in 2021. The website host was moved to Apptegy granting access to Thrillshare for simplified social media posting. Partnerships with PTO and local businesses are essential for the district, such as literacy program purchases. Partnerships with business have been formed to offer job shadowing opportunities for students. Collaboration with parents and community are highlighted.

Diversity, Equity, and Access

Recent textbook adoptions in ELA and Social Studies allow for great exposure to cultures and heritages with relevant content and current world application activities. A textbook rotation is in place to ensure currency of information. The tiered system of support ensures equity of access to all students for essential knowledge and skills. Greater detail of provisions for meeting needs of subpopulations could be presented.

Communication and Basic Skills

An ELA teacher was hired with credentials to teach Speech and Composition-1 internally as dual-credit options. Additional communication related courses include oral communication; and English I, II, III, and IV. Trauma-informed presenters have addressed both staff and student body, which focused on communication of basic safety and psychological needs.

Civic and Social Engagement

A K-12 social studies adoption took place ensuring the resources incorporated civic and social engagement. An elementary StuCo was added to give student an opportunity to apply the skills

learned in the curricula while the junior high added a KAY organization. Community service projects are readily used at all grade levels.

Physical and Mental Health

Programs have been enhanced during this cycle to incorporate SECD standards, trauma-informed practices, Mental Health First-Aid, and self-regulation training and implementation system-wide. Numerous health-related presentations are conducted for students. A collaboration with Graham County Health Department provides supervision for the school health aide and school nursing services. PE standards are fully implemented and the system is committed to three recesses per day to aid in student physical and mental health.

Arts and Cultural Appreciation

In collaboration with Graham County Recreation Commission, art classes are offered K-6 with a certified instructor. This exposes students to a variety of concepts and media including painting, printmaking, ceramics, and sculpture. Summer and weekend sessions are also offered in addition to 7-12 Arts/Crafts classes, high school Spring Art Show, and the Hansen Art Show. A music program and curriculum is also offered K-12 for additional fine art experience.

Postsecondary and Career Preparation

CTE has been the greatest area of focus for postsecondary preparation. A full-time CTE coordinator was hired, part-time academic advisor, and an additional counselor. These individuals created a system for tracking postsecondary progression and success within the system in compliance with KSDE guidance. Additional structures to support these measures include: Curricula to support Board of Regents qualified admissions; CTE Education; Industry Certification for CTE Coordinator; Local Partnerships (NexTech, Hospital, HCGS); and Nex-Generation Virtual Career Fairs.

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 281 will build communication among the school district, students, families and the community through civic engagement (relationships):

- Hill City Grade School

Baseline: Some students (0-25%) at HCGS participate in civic engagement opportunities.

Target: 2 Service projects per class per year; Target: 75-100% student participation

- Hill City Junior/Senior High School

Baseline: Some students (0-25%) at HCJSHS participate in civic engagement opportunities.

Target: Increase service club membership;

Target: 51- 75% student participation; Community Service Graduation Requirement; Target: 95.8%

Baseline: Junior High students are not currently provided opportunities at HCJSHS to participate in service clubs.

Target: Addition of junior KAY club

Evidence:

The system places significant emphasis on students engaging in activities and organization. During the cycle, a junior high KAY program was added, numerous community events were planned, and partnerships have been coordinated with community to increase engagement. These opportunities include Graham County Recreation art classes, high school wrestling team leading a youth wrestling tournament, and operating the local movie theater. The board has also set a graduation requirement of 20 community services hours. This work increased communication and connection with stakeholders. Students are making connections with community organizations, getting involved, and seeing how they can impact others. 100% of parents surveyed in 2021 feel it's important for students to make a difference in their school and/or community. 96.3% of HCGS students and 94.3% of CJSHS students feel it's important to help others. 100% of K-6 students participated in a service project in the fall of 2021.

74.2% of secondary students are now involved in one or more school sponsored clubs. Attributing factors: membership drives, student leadership, Board support with service requirements, and addition of junior high KAY club.

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 281 will improve district climate (responsive culture) by focusing on social, emotional, and character development.

- Baseline: 92% of staff indicated that they spend time daily addressing students social and emotional needs. (relationship building, SECD curriculum and lessons, behavior concerns, individual student needs, to name a few)
- Target: Staff will continue addressing social and emotional needs daily and maintain at least a rate of 92%.

Evidence:

Due to the already high baseline, there is concern that the goal may not challenge the system. Based on the initial baseline survey, gaps still existed they sought to address, beginning with creating a culture of collaboration by implementing PLC. They also include stakeholder input when planning for physical and emotional safety, delinquency prevention, wellness initiatives, and SECD. SECD standards were vertically mapped and an SEL curriculum was implemented. Positive behavioral procedures were instituted through CHAMPS. This later evolved into a locally created positive behavior process called Ringnecks CARE. Professional learning focused on self-regulation and trauma-informed practices. In the end, 92% of staff still felt that addressed social and emotional needs daily in classroom instruction.

Additional measured showed growth including the following:

- 97.3% of staff felt they knew how to help students with social and emotional problems (increase of 38.3%).
- 95.4% of staff felt they provide quality counseling or other ways to help students with social and emotional needs (increase of 41.4%).
- The OVT did recommend that data measures be more closely aligned with the goal and strategies than the climate survey responses.

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 been very dedicated to the process. They established a DLT and BLT, aligned Professional Development activities, and included faculty in the process. The Board supports the KESA efforts and are actively engaged in the process. Resources have been dedicated to increase personnel and programs that complement school improvement efforts.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	Continuous climate surveys were a primary source of data collection and served as a guiding factor as the action plan evolved. The data analysis from these surveys led to the emphasis on SECD instruction in the classroom. This included the addition of counselors and social worker, a district-created SECD curriculum, and targeted on-going professional learning, particularly Trauma-Informed Instruction. As a result, the perception data indicates that staff/student interactions were more positive and reduced grade school bullying.
Kindergarten Readiness	The system uses two screening tools for Kindergarten Readiness, the ASQ and ESGI. The system has noted that participation the ASQ has decreased from 95% to 72% prior to the pandemic to now, but still indicate that 80% of students are academically and emotionally prepared. These two tools ensure that teachers are prepared to meet the diverse needs of students so they will be prepared for success in the school system.
Individual Plans of Study	USD 281 began the IPS process with Career Cruising but has since transitioned to Xello for career exploration lessons and student portfolios. This system meets the four basic components of IPS set-forth by KSDE: graduated series of strength finders and interest inventories; 8-12th course building function; a general postsecondary plan; and an e-portfolio. These experiences and plans are extended by job-shadowing and work-based experiences provided by local business through partnerships with the school.
High School Graduation Rate	The high school graduation rate typically exceeds the state average ranging from 95.2-100% in 2015-2018. However, the 81% total in 2019 brings the five-year average down to 94.5%. It should be noted that the adjust four-year cohort rate is 80.6%, which is below the state. They received a Bronze Award for High School Graduation. It appears that practices are in place for ensuring higher complete rates, but no analysis was provided for the dip in 2019.
Postsecondary Success	The five-year success average is 59%. The Five-year effective aver is 55.6%; this exceeds the predicted interval of 45.5-49.1%. They received a Bronze Award for Postsecondary Success. Previous information from the report would indicate that measures are being taken to ensure postsecondary preparation. They plan to maintain current program offerings, seek feedback from stakeholders, and adjust as data indicates.

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

ARC Comment

The system facilitated communication with stakeholders through Parent/Teacher Organization, site council, electronic media such as email, website, and social media, climate surveys, and community business partnerships. These were all used to communicate the continuous improvement process with stakeholders and the leadership team reported on progress to the local board twice annually.

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

the accreditation cycle.

ARC Comment

Feedback from the OVT typically validated the work of the system. Adjustments were well-received and implemented appropriately.

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

ARC Comment

The system was very thorough in meeting deadlines and implementing and executing the accreditation process. Feedback from the OVT typically validated the work of the system. Adjustments were well-received and implemented appropriately. The board is also invested in the accreditation efforts adding additional staff where necessary to meet the goals of the process and supporting the initiatives of the leadership team.

ARC Recommendation

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

Justification

- OVT indicates the system took the process very seriously as they diligently worked to improve their system.
- Results: They state assessment scores show improvement and they are exceeding their effectiveness range by 6.5%.
- Process: They have a process in place that is improving the system as a whole.

Strengths

- Thoughtful in data collection and analysis
- Growth occurred in the relationships goal stemming from the extensive work in civic and social engagement.
- Creative partnerships exist to advance opportunities for students.

Challenges

- The responsive culture goal lacks challenge and rigor for the system.
- Data measures lacked intentionality and alignment to the goal.



Cedar Vale USD 285

508 Dora, Cedar Vale, KS 67024-0458
(620) 758-2265
www.cvs285.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Lance Rhodd**

Demographics

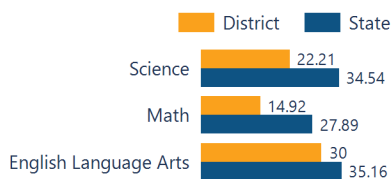


140 Students

African American 0.00%
Hispanic 10.00%
Other 17.14%
White 72.86%

Academically Prepared for Postsecondary Success

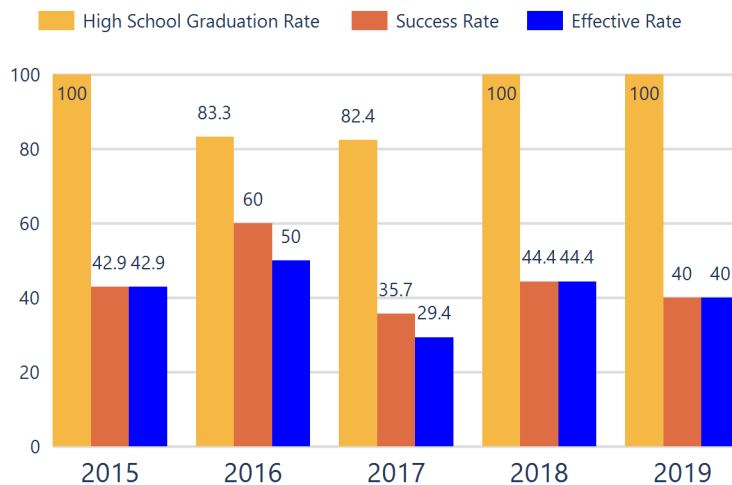
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

90.9%

Five-Year Success Avg

44.0%

Five-Year Effective Avg

40.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

39.4 - 44.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

91.7%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$18,761

State:

\$12,863

95.4%

State:
93.8

15.8%

State:
17.5

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

N/A

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.68	42.85	60.00	N/A	N/A	N/A	44.77	35.00	59.25
Level 2	46.37	28.57	13.33	N/A	N/A	N/A	40.29	35.00	18.51
Level 3	13.04	25.71	23.33	N/A	N/A	N/A	13.43	25.00	18.51
Level 4	2.89	2.85	3.33	N/A	N/A	N/A	1.49	5.00	3.70

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.17	37.50	55.00	N/A	N/A	N/A	39.53	30.76	62.50
Level 2	44.68	33.33	20.00	N/A	N/A	N/A	41.86	38.46	12.50
Level 3	14.89	25.00	25.00	N/A	N/A	N/A	16.27	25.64	18.75
Level 4	4.25	4.16	0.00	N/A	N/A	N/A	2.32	5.12	6.25

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.55	61.11	N/A	N/A	N/A	N/A	61.53	52.63	N/A
Level 2	44.44	16.66	N/A	N/A	N/A	N/A	23.07	36.84	N/A
Level 3	0.00	22.22	N/A	N/A	N/A	N/A	11.53	5.26	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	3.84	5.26	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

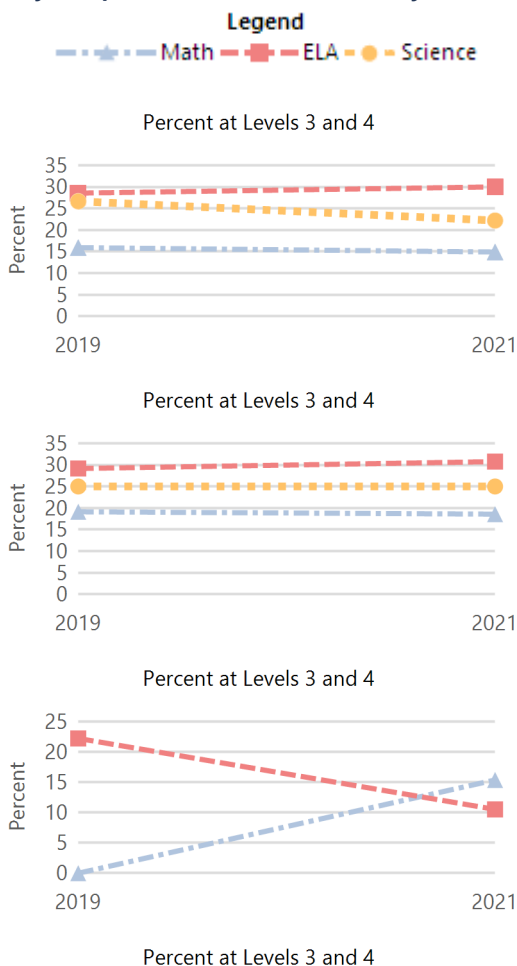
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	16.9
State	19.8

Accreditation Summary

Date: 04/28/2022

System: D0285 Cedar Vale (0000)

City: Cedar Vale

Superintendent: Lance Rhodd

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 or is actively working to meet compliance.

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

ARC Comment

Tiered Level of Support

According to the system and OVT, a multi-tiered system of support is in place for student success. Data are used to closely monitor and provide students with additional strategies and support for reading, math, and behavior. The system has an SIT process in place to support students identified as needing Tier 3 support. Additional instructional/at-risk coaches/teachers were added which has allowed for the development of a system of tiered support with push-in and pull-out support, assisting students that are failing courses, or required credit recovery, or are demonstrating a need for support. Professional development opportunities were provided on using ACT data. The system acknowledged growth in the understanding and use of student data to impact instruction and the way collaborative teams problem solve 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 - _Create a designated, protected, and ongoing opportunity to foster positive relationships with peers and teachers promoting students' self-respect, management of emotions, concern for others, and responsibility.

The system's goal statement 1 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by data (quantitative and/or qualitative) tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

The system's professional development program is aligned and supports the implementation of the goal statement and strategies. The system measured and reflected on the success of all implemented strategies and actions and understands the relationship between its goals of improving the state Board outcomes and ultimately having successful high school graduates.

Activities at the elementary level include multi-age k-5th grades' families which meet weekly. During this dedicated time, direct instruction in social and emotional skills/standards is facilitated. The

elementary school has fully trained and implemented Zones of Regulation with daily check-in. Currently 'piloting' a program that encourages students to determine their zone, select tools, and even requests adult intervention. Weekly social /emotional lessons are also completed at grade level weekly as well with Second Step (2021-2022).

Activities at the middle/high school level developed to address goal 1 were to improve student engagement through the creation of a school family time. The Core curriculum for SEL was introduced into family time every week. Interest groups were also created which allowed students to choose an activity/club.

Data used to inform their goals included the Kansas Communities that Care survey data, ACT, STAR assessments, State assessments, and attendance rate. They have also regularly reflected and used qualitative data to support their plan.

In the fall of 2021 KCTC data continues to show there is a need to not only get students to school but to focus on academic support and engagement. KCTC data in 2021 indicated a need to continue with many of their initiatives. Academic Failure 54% Low Commitment to School 65.6%.

Their goal was to stay at or above 95% Attendance Rate and for the past two years, the rate has stayed steady above 95% which they believe is part of the activities that they have done.

Another activity for goal area 1 was to ensure dedicated and protected teacher collaboration time. The system has built-in dedicated time for all prek-12 staff to meet weekly with administration, bi-weekly to meet at grade level 6th-12th and PreK-5 with administration, and then monthly for the 6th-12th team and PreK-5 team to meet for 60 to 90 minutes with self-directed teacher leadership.

Goal area 1 will continue into the next cycle with some refinement.

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

ARC Comment

Goal 2 - Goal Area: Relevance, Personalized Learning, and Student Engagement Goal Statement: Develop a system that allows teachers to identify instructional modifications to meet the learning needs of all students.

The system's goal statement 2 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by data (quantitative and/or qualitative) tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

The system's professional development program is aligned and supports the implementation of the goal statement and strategies. The system measured and reflected on the success of all implemented strategies and actions and understands the relationship between its goals of improving the state Board outcomes and ultimately having successful high school graduates.

The system wanted to develop activities that provide students with a variety of opportunities, create authentic hands-on learning experiences; require students to work with peers; and allow student choice. They have made some progress with the second goal but not to the level they had envisioned.

Elementary level Project-based learning is now done at the grade levels. The training was provided but due to the impact of COVID, teachers need additional training. Interest groups have continued and 100% of students take part in these activities twice a year. The PreK-5 grades established and have fully implemented a system that provides the opportunity for students to have 'school jobs'. The goal is to provide opportunities for students to build real-world skills with the money system and to feel valued

and empowered through school jobs and the economic system. The Bronco Boulevard initiative has also allowed students to take part in a more authentic learning process through the Bronco bucks they earn as part of their job. Also, through the interview process, learning how to provide customer service, and taking responsibility for their job they have been able to apply real work skills related to budgeting, counting money, etc.

The middle/high school began implementing project-based learning in the Fall of 2019 after all teachers received professional development in this area. Student Surveys in 2018 indicated that students wanted to have more opportunities to participate in projects and this was again noted in student surveys in 2019. COVID has impacted the implementation of this strategy. Some teachers have been able to continue to implement this strategy others have struggled due to distancing in the classroom and student absences due to COVID, so the middle/high school is just now beginning to implement this strategy again. The district indicated that they will probably need more training in this area as they move forward.

Additionally, staff worked on a Flex-Mod schedule beginning in March of 2018 and tested several different types of schedules through 2019. After each trial schedule, they collected survey data that was used to put in place the final schedule.

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 System, they work effectively with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system reported having the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

The system has worked to systematize many of its strategies that will ensure the sustainability of the improvement process. These include: creating a K-12 assessment plan; providing regular time for staff to look at data, analyze strategies, and monitor and adjust to address needs; putting a curriculum in place for reading and SEL; empowering their investigative teams and BLT/DLT to be responsible for the plan; and regularly get input from stakeholders to inform their work. The BOE began undertaking a strategic planning process in November of 2021 that supports the work of the schools and provides the resources necessary for this work. They have leveraged community grants and also funding from the state to support their strategies.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for State Board outcomes. The system is collecting 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

To measure SEL, the system used the Kansas Communities That Cares survey, discipline data, attendance data, assessment data and an at-risk survey completed by classroom teachers. As a result of looking at this data over this cycle of KESA, this past year, the district put into place new SEL curriculum. They are using Second Step at the elementary level and The Core at the middle/high school level. Data is summarized in their Annual Report.

Kindergarten Readiness

The system used the Ages and Stages ASQ and ASQ-SE. They have 100% participation in the survey. The ASQ changed how it reports data in the Fall of 2021 and at that time 67% of students were judged as having no concern on the ASQ-3, while on the ASQ:SE-2 94% of students were judged as having no concerns. Teachers share individual student data with parents. In addition, the Preschool used quarterly Curriculum-Based Measures and at Kindergarten, they use the BookShop Phonics Assessment. The district this past year has introduced new curriculum to support the development of phonemic awareness and phonics skills. They are using Heggerty for phonemic awareness and Really Great Reading is being used to replace Bookshop Phonics.

Individual Plans of Study

The system has worked on creating a progression of supports to help students transition from elementary, to middle, to high school and to postsecondary success through the IPS process. At the PreK-5 level, they have instituted Bronco Boulevard which allows students to take part in simulations to practice real world skills. Students at this level also investigate careers. Beginning in 6th and 7th grade students began using Career Cruising/Xello to take interest and ability inventories to help them figure out what careers they might be interested in. Then in 8th grade students beginning working on a plan that takes them all the way through high school to postsecondary opportunities. As students progress into high school, they have opportunities at grades 9/10 to begin taking dual credit courses (the district has worked to include more options here) and in 11/12 they can look at possible internships and job shadowing opportunities. During the current school year, the district began to use Edgenuity to provide additional options for student

High School Graduation Rate

The graduation rate in 2015 was 85.7% and is currently 90.9%. Small class size (10 or under) significantly impacts graduation data. So, the system is pleased with the current average and continue to closely monitor student progress and support students so that they can ensure all students graduate. They are vested in the IPS process to help student transition beyond high school and support the SEL needs of students. The challenge has been an attitude or belief among students/parents that postsecondary education is not necessary. They are continuing to work on helping families see the need for postsecondary education.

Postsecondary Success

In 2015 when Cedar Vale began looking at this data for the KESA process their Five-year effectiveness average was 46.4%, it is currently 40% (2019). According to the OVT, the data are difficult for the district in that their graduation class often includes 10 students or less. They are right at the confidence interval of 39.4% - 44.4%. This data does not reflect the current improvement cycle which were not in place at the time the students represented by the data were in school. Also, in the most current data a couple of students who received associate degrees prior to high school graduation are not included in this data. Certificate students are not reflected in this data so due to the small number of students in each class, the percentage reported does not include all of the data that indicates postsecondary success. They are also concerned about the impact of COVID on the class of 2020 and 2021 that are not yet reflected in this data. Like many other schools, they have had students not "show back up" (enroll) as a result of COVID so unless these students go to another district they will be deemed drop-outs.

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

ARC Comment

According to the system and OVT, stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. The system has been working on stakeholder engagement throughout the KESA process and while making some gains in this area, they think this is an area that they can continue to improve in working with stakeholders. The system has been able to use a variety of surveys and discussions with stakeholders to gather their input to help guide the redesign process. Additionally, in November of 2021, the local BOE began a strategic planning process and gathered information from the community to begin developing this plan. The system also uses social media to provide updates with its ThrillShare app which has been popular with parents. The elementary and middle school piloted student-led conferences as a means of engaging parents, which is well received; and they plan on continuing to develop this strategy. The district has shared its progress with parents and the community through social media and mailings. The system will continue to use surveys to help inform their process. Progress with KESA/Redesign is shared regularly with the BOE at regularly scheduled meetings.

The system shares information about the improvement process regularly with the BOE. The system has been part of the strategic planning process that is currently being developed. All staff are part of committees that work on the goals within the improvement plan and provide input to the process as well as being kept updated about the process. Parents and other members of the community are part of the process through surveys and site councils. The system has worked on improving communication systems since this was an area of concern in their initial needs assessment. They have put in place a community digital board that has been well received by the community. During the 2021- 2022 school year, they updated their website and other social media. Cedar Vale has also increased home mailings and quarterly newsletters and teachers are encouraged to reach out regularly to parents. The district also has an active PTO which has been supportive of needs related to the plan goals.

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

ARC Comment

The system has been responsive to the feedback and advice that they have been provided by the OVT team./chair. The team over the past three years has included redesign staff from KSDE who have been available to the district as part of a redesign to support efforts regularly. At times, they have sought out advice to support their goals throughout this cycle. The system has taken a loosely developed plan based on their initial needs assessment, to a clearly articulated plan which involves all staff, the use of regular data to drive the process, as well as, finding the time to do the work. The district/school faces many challenges due to its demographics.

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

ARC Comment

The system has truly adopted the redesign process as the backbone of its work with KESA. They have communication, assessment, and action plans all in place. They have involved all staff in the process through investigative teams and collaboration time. These teams have taken on responsibility for monitoring and adjusting the plan with support from the administration. Throughout the process, the district has been open to feedback and advice from their redesign "coaches" as well as the OVT members. In many ways, they are just now beginning to hit stride with their strategies but the foundation work they have done to put systems in place that support the implementation of the strategies will be what helps them most in continuing to implement with fidelity. The team was impressed with how they are using data regularly to inform practice and make adjustments as needed.

ARC Recommendation

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

Justification

The system has continued to develop and implement its goals and strategies. They have worked hard to put in place a data system and system of support for students due to the diversity of their students that enables them to individualize support. They have made strong gains in this area: in particular adopting assessment tools to support this work, a curriculum that better addresses student needs, and finding ways to consistently provide collaborative time for teachers to do this work.

Strengths

- They have spent time aligning curriculum to state standards and need to continue making sure that this is done for all grades/classes and then continue with the work they were doing to connect local assessments (grades, projects, etc.) with standards and other data sources to determine trends and possible adjustments.
- The district/schools just began implementing a systematic SEL curriculum - Second Step at elementary and The Core at secondary - it will be important to monitor the effectiveness of these programs and determine what impact is having on the data sources they have selected to monitor these programs.
- In digging into their data, they have also focused on the social-emotional needs of their students. This past year, they adopted the Second Step curriculum at the elementary level and The Core curriculum in middle/high school. This has allowed them to regularly provide students with support in this area as part of core instruction, as well as the support of the counselor. Through this process, all staff have been involved in the process through their investigative teams (everyone is on a team). Not only have they provided input into the goals and strategies, but they look at data regularly and monitor and adjust based on student needs.

Challenges

- One of the areas, the system identified as one for growth was the need to continue to learn more about how to use data effectively to drive the improvement process.
- The district/schools indicated concern related to academic data in particular and believe that it will be important to get better at using data to support student needs.



Chautauqua Co Community USD 286

416 E. Elm, Ste. B, Sedan, KS 67361-1499
(620) 725-3187
www.usd286.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Kay Hill**

Demographics

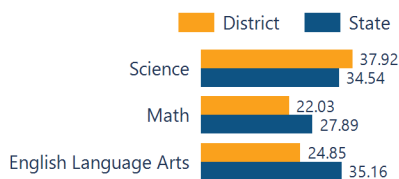


360 Students

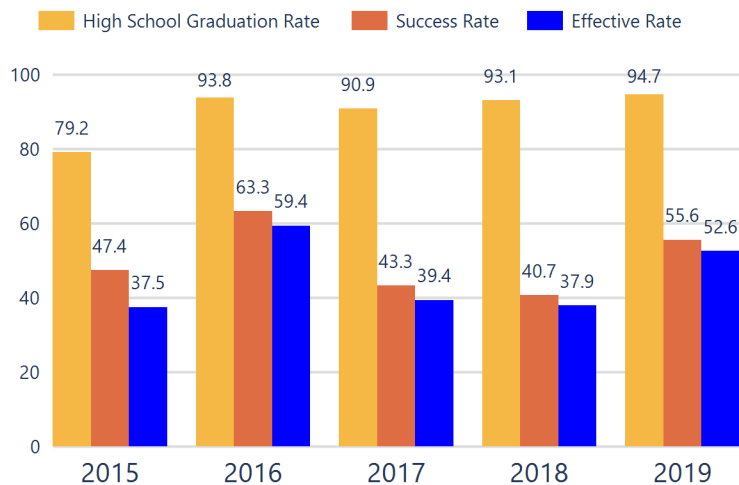
African American 1.94%
Hispanic 4.17%
Other 11.39%
White 82.50%

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

90.5%

Five-Year Success Avg

50.0%

Five-Year Effective Avg

45.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

52.5 - 55.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

95.0%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$15,489

State:
\$12,863

91.2%

State:
93.8

29.0%

State:
17.5

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

0.6%

State:
1.7

Chautauqua Co Community USD 286

K.S.A. 72-5178 Accountability Report 2020-2021



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.69	39.22	39.28	N/A	N/A	N/A	32.25	37.29	28.73
Level 2	42.07	34.25	38.09	N/A	N/A	N/A	45.69	37.83	33.33
Level 3	22.95	18.23	20.23	N/A	N/A	N/A	18.27	19.45	34.48
Level 4	3.27	8.28	2.38	N/A	N/A	N/A	3.76	5.40	3.44

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.17	44.34	38.88	N/A	N/A	N/A	36.36	40.00	26.41
Level 2	35.04	33.91	35.18	N/A	N/A	N/A	44.62	36.66	39.62
Level 3	21.36	13.04	25.92	N/A	N/A	N/A	16.52	19.16	32.07
Level 4	3.41	8.69	0.00	N/A	N/A	N/A	2.47	4.16	1.88

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.37	65.62	53.33	N/A	N/A	N/A	48.71	65.78	50.00
Level 2	34.37	25.00	33.33	N/A	N/A	N/A	35.89	21.05	16.66
Level 3	6.25	3.12	13.33	N/A	N/A	N/A	10.25	7.89	25.00
Level 4	0.00	6.25	0.00	N/A	N/A	N/A	5.12	5.26	8.33

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

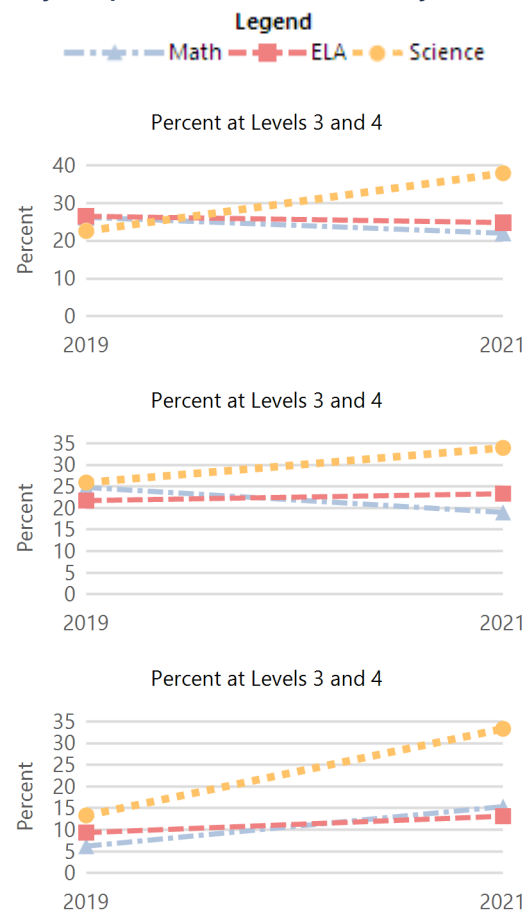
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	18.0
State	19.8

Accreditation Summary

Date: 05/02/2022

System: D0286 Chautauqua Co Community (0000)

City: Sedan

Superintendent: Kay Hill

OVT Chair: Lindsay Littrell

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 has been working to establish a strong MTSS system for both reading and math at both the elementary and secondary levels. At the elementary level, they are moving from using a Fontus and Pinnel program to an evidence-based Science of Reading intervention program, 95% group. Extra staff was hired to accommodate the essential workload of assessing, grouping, and monitoring progress. A redesign of the high school's program is in the works to better meet the needs of students in both reading and math. Training has been provided to staff to further their understanding of what tools and strategies are needed to help their struggling readers. The high school has utilized a computer adaptive program to meet students at their levels and track progress and growth. As the system continues to use data to drive its implementation and structures, students will benefit from the opportunity to fill in any gaps that are present in the two areas.

Family, Business, and Community Partnerships

USD 286 has also struggled to maintain this area of community because of the pandemic. This community before the pandemic was an active and supportive component in partnership with their schools. The system has set out to come back with its community partnerships as well as strengthen what was previously established. Students have a variety of opportunities to participate in job shadowing partnerships with various businesses in the community. Beyond job shadowing, they also bring programs and businesses into their schools that provide hands-on activities in the agriculture domain.

Diversity, Equity, and Access

USD 286 recognizes the importance of diversity, equity, and access. The system has provided professional development in differentiated instruction, ACES (trauma-informed), poverty, and migrant services. As a rural school, they continue to work on ways to address equity and access like providing hotspots for students without internet access at home. The system participates in summer food programs and has a partnership with the Kansas Food Bank to provide weekend snack packs for students in need. USD 286 has a very high special education population. We currently have

approximately 28% of our students on an IEP or speech IEP. To give this subgroup the support needed, they were able to hire additional teachers to focus on the needs of students.

Communication and Basic Skills

USD 286 fulfills the KSDE graduation requirement for communication and basic skills. Over the past three years, Sedan High School has added additional communication courses, including broadcasting, performing arts, and communications classes to increase students' ability to gain work value skills. Technology integration over the past few years has also become part of every classroom. The use of Zoom, Google Meet, and SewSaw have provided us the ability to connect in a variety of ways with all students.

Civic and Social Engagement

USD 286 has continued to grow and provide students with additional opportunities for civic and social engagement and a graduation requirement. A variety of opportunities was provided as evidence.

Physical and Mental Health

USD 286 meets all KSDE graduation requirements for physical health. USD 286 provides physical education for all PreK-5 students for 30 minutes daily, 6-12 have opportunities throughout the day for physical education courses. The system has sponsored Step Challenges involving students and staff and a wellness program. The system has offered an Employee Assistance Program which can provide physical and mental health services for staff. The elementary students also participate in a yearly Heart Smart Day and Play Day. A new SEL curriculum was added. Second Step is being used with PreK- 8 students. The system was also awarded a grant to provide a mental health liaison with Four County Mental Health. That liaison has been invaluable in providing a link between services and family. For the current school year, the system also added an elementary counselor.

Arts and Cultural Appreciation

The system has continued with an elementary art teacher and has added a 7-12 art teacher for the upcoming school year. Students in K-6 have art daily. USD 286 provides vocal and instrumental music for students in grades K-12. As a system students attend cultural events: plays, museums, college music theater performances, and the band participated in parades.

Postsecondary and Career Preparation

USD 286 received awards for post-secondary success in 2019-20. The Effective Rate for 2020-2021 was 52.6 which was just below the award level. To improve the system's effective rate, they plan to continue to provide students with opportunities to see colleges, technical schools, and career options. Sedan High School provides students with career and academic support during seminar times. Teachers also with the counselor provide one-to-one meeting time to discuss plans. Sedan High School is currently expanding its CTE pathways, has added agriculture teachers, and has expanded options for students to receive industry-recognized certifications. Approximately, 45% of students take a CTE course at Sedan JR-SR High. USD 286 transports students to other community colleges for tech programs: Cosmetology, CNA, Welding, Automotive Tech, Phlebotomy, EMT, and Construction Trades. Students attending a tech program increased. High School provides a free ACT test for all juniors and uses Xello for career planning and individual plans of study. Sedan High School continues to offer work-based learning and internship opportunities for our students. Sedan High School has 35% of the senior class participating in an internship or work-based learning opportunity. ACT average scores in the system have increased over the past 3 years. 2018-2019 score of 16.2, 2019-2020 score of 17.3, and 2020-2021 score of 18.9. While they are below the state average of 19.8, they are seeing progress as they prepare students to become college and career ready. USD 286 has increased students taking WorkKeys from 6 students taking the test in 2020-2021 to 12 students taking it in 2021-2022.

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

ARC Comment

Goal 1 - To engage all stakeholders (students, parents/guardians, community) in the decision-making process and work to gain increased participation from all stakeholders by the end of our KESA cycle.

The system's goal statement 1 is limited on measurability but is complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by data (quantitative and/or qualitative) tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

The system provided evidence of many activities to increase participation from all stakeholders. Programs, activities, and initiatives developed from this goal have highlighted the need for staff, students, families, and the community to build strong relationships and understanding to support one another. These initiatives give opportunity for relationship building, deeper understanding of concerns, needs, and solutions and create a together approach to students' education and overall needs.

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

ARC Comment

Goal 2 - work to provide opportunities to enrich the relevance of existing and new initiatives within the district and achieve elevated post-secondary success and meet the individual needs of our students.

The system's goal statement 2 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by data tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

The emphasis on the new efforts and strategies revolving around social emotionality is directly paired with a more targeted approach to accountability. This relates to the relationship and relevance goals with students. Some of the academic strategies have given an indication of improvement. Progress monitoring of interventions and analysis of data for student intervention helped to lead to effective changes in curriculum, approach, strategies, and time of the intervention. Data are collected from teachers, administrators, and instructional coaches in order to develop a plan in need for students. Individual Plan of Study that is used to guide enrollment and career planning. Students of USD 286 are working on employability skills, working at internships, work-based study, and taking college classes to help further their educational needs.

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

ARC Comment

The system 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 made many changes in the way resources are allocated. With input from staff, administration, and the BOE, the system has supported increasing staff, expanding training and professional development in areas identified by staff and data, as well as their commitment to continue to use reflection and discussion to identify needs that arise and react in a timely manner to those

Postsecondary Success

The system has continued to work with local post-secondary institutions to provide opportunities for students. Students have dual credit opportunities with Coffeyville Community College and Independence Community College that demonstrate that students are on a path toward post-secondary success. The system plans to increase work based internships, dual credit courses, CTE enrollment, business interns, and career exploration opportunities. The effects of their implementations will be measured in future data points using the state's post-secondary success report. The system will continue to monitor their postsecondary effectiveness and in 2022-2023 plan to have teachers remain in contact with assigned students as they progress in their tech schools, universities, or career paths.

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

ARC Comment

Stakeholder engagement is a valuable part of their continuous improvement process. The Board of Education, community members, Site Council, parents, staff, and students bring valuable input to our process. Data from board meetings, site council meeting notes, and surveys have helped them focus on processes.

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

ARC Comment

The system is open to any discussion, suggestions, and questions the OVT has presented this year and in previous years. They are an action-oriented system that does not stop at excuses or believes their school community cannot meet a challenge. Their staff is dedicated not only to the school but to the mission and goals the system has identified. They have support from their BOE and administration and have made financial, physical, and personnel changes to ensure students and staff's needs are being met.

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

ARC Comment

Evidence provided indicated that the system reports to their local board, reports are completed in a timely manner, the system has a plan with action steps and goals that drives academic improvement priorities is evident, and the system plan is aligned with the local board's 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.

needs.

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 has implemented actions to meet the needs of students socially and emotionally. These are fairly new implementations; the future data will be helpful in determining the effectiveness of these implementations.

Kindergarten Readiness

The local Preschool closed in the community. The system absorbed the preschool and offered a free preschool to any 3-4 year students. They employed 2 preschool teachers full-time to meet those needs. Kindergarten continues to utilize the ASQ:3 and ASQ: SE as measures of kindergarten readiness. They have had 100% participation from kindergarten parents for the past 4 years. The system is focusing on the PREK curriculum to align with kindergarten skills.

Last summer they offered PRE K summer school and will offer a preschool summer school again this year to help focus on skills needed to be successful in preschool and kindergarten. In order to improve Kindergarten Readiness, they plan to form an early childhood advisory group. They plan to involve stakeholders, including our local daycare providers, parents, medical, special education staff, and teachers.

Individual Plans of Study

The IPS has evolved to be a more useful document for students growing from a paper version to a digital copy for each student, teacher, and counselor to review. For the past two years, USD 286 students in grades 6-12 have used XELLO which contains a course planner that spans grades 9-12. Students review their plans quarterly with their seminar teacher and the counselor to help them focus and set goals for post-secondary success. School counselor meets with 7-12 grade students regularly to provide information about courses, career opportunities, CTE, industry-recognized certifications, colleges, and career options. 100% of 9-12 students in high school have an IPS.

High School Graduation Rate

USD 286 Graduation Rate is at 95%. They have continued to see positive growth in their four-year graduation rate. This data has helped them see what they will need to do to sustain a goal of a 95% graduation rate for students. The goal is to continue using a variety of strategies to reach the 95% goal.

ARC Recommendation

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

Justification

The system provided evidence of reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities are evident, the system plan is aligned with the local board strategic plan, and 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, and a feedback loop exists.

Strengths

This system is eager and vigilant in providing programs, training, personnel, support, activities, etc... to meet the needs of its students. They are connected with their students and community and are hyper-aware of their areas of improvement and need. They have implemented a large variety of actions to meet the identified needs even during the pandemic when the world was in survival mode. They look at a situation and are willing to think outside the box to break the barriers that may be in the way.

Challenges

Plan for how to keep up with their implementation in regards to the refinement of implementation of programs, curriculums, or practices, and data collection and analyses

- Utilizing our data to drive instruction
- Need for dedicated time for staff to reflect on the process by providing additional time monthly
- Additional input from stakeholders
- Work on a better way to complete a new assessment for the district



Kaw Valley USD 321

411 West Lasley, St. Marys, KS 66536
(785) 437-2254
<http://www.kawvalley.k12.ks.us/>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Kerry Lacock**

Demographics

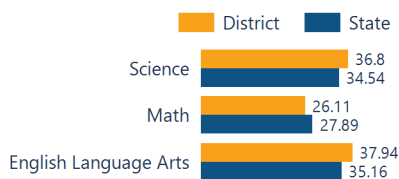


1,063 Students

African American 3.20%
Hispanic 7.53%
Other 7.62%
White 81.66%

Academically Prepared for Postsecondary Success

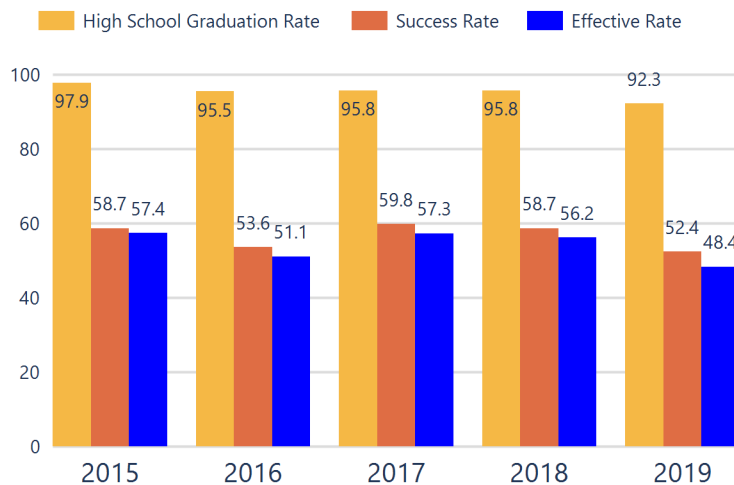
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

95.5%

Five-Year Success Avg

56.8%

Five-Year Effective Avg

54.2%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.0 - 56.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.9%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$15,352

State:
\$12,863

94.9%

State:
93.8

13.0%

State:
17.5

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

1.3%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.68	30.22	27.23	N/A	N/A	N/A	29.10	25.23	31.20
Level 2	44.04	38.03	38.13	N/A	N/A	N/A	44.77	36.81	32.00
Level 3	24.65	23.42	27.23	N/A	N/A	N/A	21.26	30.17	29.20
Level 4	5.61	8.31	7.39	N/A	N/A	N/A	4.85	7.77	7.60

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.19	32.76	30.10	N/A	N/A	N/A	39.26	26.25	32.78
Level 2	47.00	41.70	40.86	N/A	N/A	N/A	39.87	42.50	39.34
Level 3	18.37	19.57	20.43	N/A	N/A	N/A	18.40	24.37	19.67
Level 4	3.41	5.95	8.60	N/A	N/A	N/A	2.45	6.87	8.19

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.55	62.22	60.00	N/A	N/A	N/A	67.85	64.00	48.78
Level 2	32.58	28.88	34.28	N/A	N/A	N/A	26.19	20.00	39.02
Level 3	7.86	5.55	5.71	N/A	N/A	N/A	4.76	16.00	9.75
Level 4	0.00	3.33	0.00	N/A	N/A	N/A	1.19	0.00	2.43

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	44.44	27.77	50.00	N/A	N/A	N/A	36.84	31.57	N/A
Level 2	38.88	44.44	25.00	N/A	N/A	N/A	42.10	36.84	N/A
Level 3	11.11	16.66	8.33	N/A	N/A	N/A	10.52	26.31	N/A
Level 4	5.55	11.11	16.66	N/A	N/A	N/A	10.52	5.26	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.50	38.59	26.31	N/A	N/A	N/A	27.77	25.00	31.81
Level 2	39.28	43.85	42.10	N/A	N/A	N/A	50.00	38.88	31.81
Level 3	19.64	14.03	21.05	N/A	N/A	N/A	22.22	36.11	36.36
Level 4	3.57	3.50	10.52	N/A	N/A	N/A	0.00	0.00	0.00

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

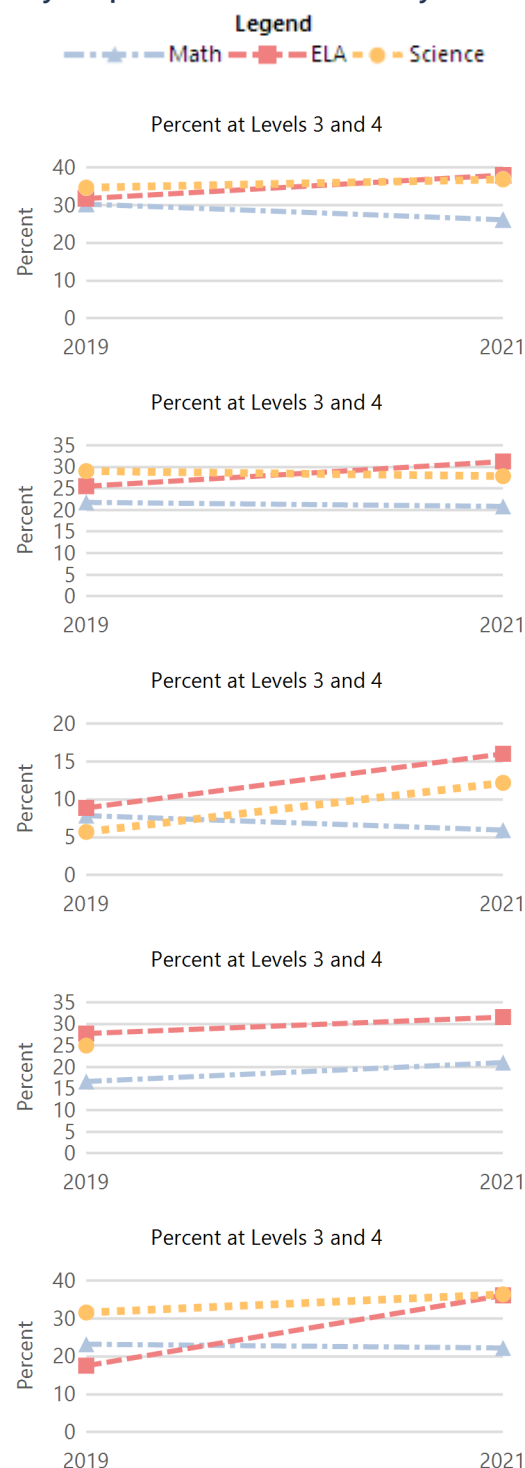
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	17.7
State	19.8

Accreditation Summary

Date: 05/23/2022

System: D0321 Kaw Valley (0000)

City: St. Marys

Superintendent: Kerry Lacock

OVT Chair: Jan Hutley

Executive Summary/AFI

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

ARC Comment

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

ARC Comment

Kaw Valley has all of the foundation areas in place. Evidence was provided for each area.

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

ARC Comment

Even though the goals are not necessarily measurable, it was easy to see if the goals were accomplished. The PLC model was put into place in the district through staff development opportunities. MTSS was in place at all levels, SEL strategies were implemented. Personalized learning was discussed and is in the process of being refined.

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

ARC Comment

Again, this was not written in a measurable term, the system demonstrated their use of data through the needs assessments and the monitoring plans put into place. This helped with flexible time and the implementation of SEL strategies

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 made a commitment to the KESA process.

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

ARC Comment

The district showed growth in all areas of the State Board Outcomes meeting the Kansas Can ratings.

Board Outcomes

Social-Emotional Growth	Using the Kansas Star Rubric the system moved from "no evidence" to a copper rating in 2021.
Kindergarten Readiness	Using the Kansas Star Rubric the system moved from "no evidence" to a copper rating in 2021.
Individual Plans of Study	Using the Kansas Star Rubric the system moved from "no evidence" to a copper rating in 2021.
High School Graduation Rate	Using the Kansas Star Rubric the system received a 'gold' rating in 2021.
Postsecondary Success	Using the Kansas Star Rubric, Kaw Valley received 'Copper' in 2021.

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

ARC Comment

The district conducted a comprehensive needs assessment in year 2 and again in year 5. This included students, parents, staff, and community members. Comparison data were reviewed. This is one area the OVT committee felt that the work needs to continue because of the importance of communication.

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

ARC Comment

The OVT reports that the district followed the process with fidelity and responded well to feedback given.

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

ARC Comment

ARC Recommendation

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

Justification

- The district met 4 Kansas Can Star Recognition areas.
- The district meets the effectiveness rate for post-secondary.
- The district has followed the KESA process and seen positive results.

Strengths

- All OVT members feel Kaw Valley has made strides toward improvement since the KESA journey started.
- The district has followed the plan they put into place.
- The district responded to suggestions for improvement throughout the process.

Challenges

- The district plans to continue in the areas that have been started.
- They should continue engaging in more collaborative discussions with post-secondary agencies.
- The district needs to incorporate more civic engagement opportunities for their students.



Phillipsburg USD 325

240 S 7th, Phillipsburg, KS 67661-2798
(785) 543-5281
www.usd325.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Michael Gower**

Demographics

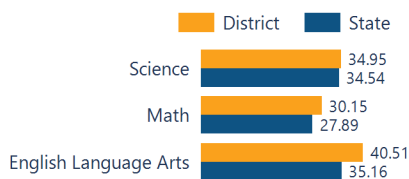


586 Students

African American 1.54%
Hispanic 3.07%
Other 4.61%
White 90.78%

Academically Prepared for Postsecondary Success

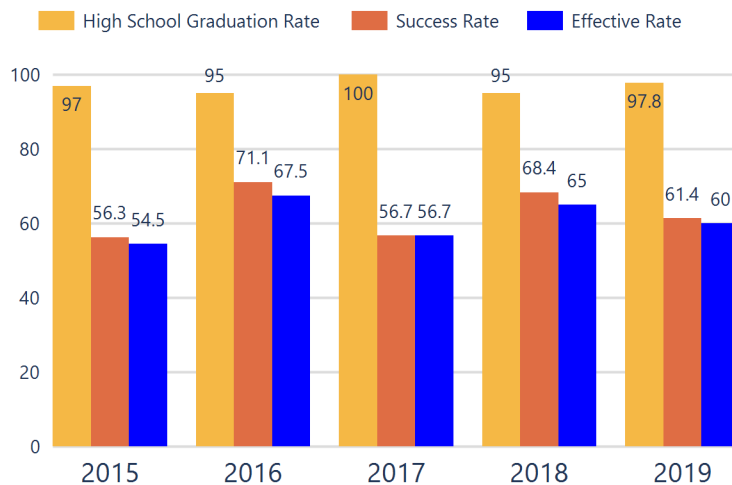
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

96.6%

Five-Year Success Avg

63.7%

Five-Year Effective Avg

61.5%

95% Confidence Interval
for the Predicted
Effectiveness Rate

57.7 - 60.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.0%

State: 88.1

District ESSA Expenditures Per Pupil

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

\$13,897

State:

\$12,863

95.3%

State: 93.8

11.1%

State: 17.5

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

N/A

State: 1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	19.75	28.26	36.58	N/A	N/A	N/A	28.19	18.21	33.56
Level 2	44.37	35.56	28.45	N/A	N/A	N/A	41.63	41.26	31.46
Level 3	28.26	27.35	23.57	N/A	N/A	N/A	23.60	30.85	24.47
Level 4	7.59	8.81	11.38	N/A	N/A	N/A	6.55	9.66	10.48

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.85	40.00	52.17	N/A	N/A	N/A	38.70	27.61	45.09
Level 2	41.48	32.59	26.08	N/A	N/A	N/A	45.16	45.71	35.29
Level 3	22.22	22.22	15.21	N/A	N/A	N/A	11.29	20.00	15.68
Level 4	4.44	5.18	6.52	N/A	N/A	N/A	4.83	6.66	3.92

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	62.96	74.07	85.71	N/A	N/A	N/A	68.62	35.00	68.42
Level 2	31.48	14.81	4.76	N/A	N/A	N/A	21.56	25.00	26.31
Level 3	5.55	11.11	9.52	N/A	N/A	N/A	3.92	30.00	5.26
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	5.88	10.00	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	42.85	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	14.28	28.57	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	28.57	21.42	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	7.14	7.14	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

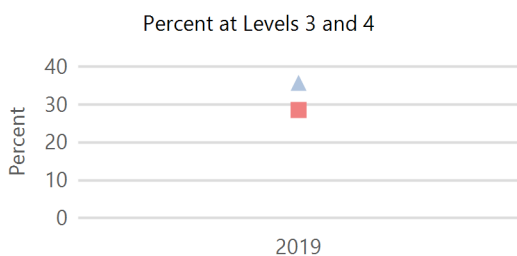
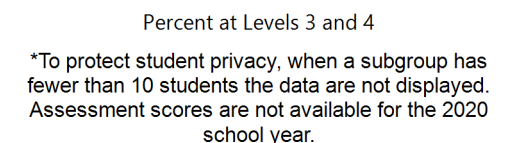
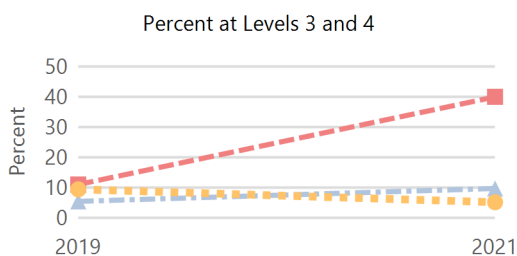
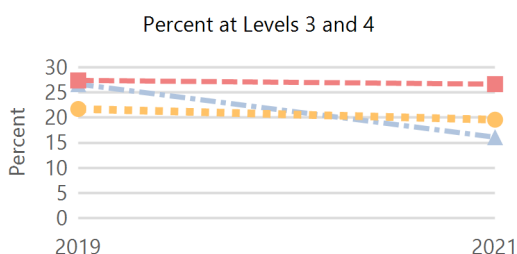
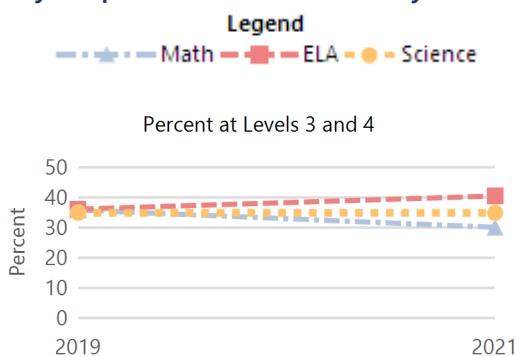
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	17.9
State	19.8

Accreditation Summary

Date: 05/22/2022

System: D0325 Phillipsburg (0000)

City: Phillipsburg

Superintendent: Michael Gower

OVT Chair: Stacey Green

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

ARC Comment: __ The district has been working on all of these structures, as noted in the OVT report. All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture, and efforts are being made to maintain, embed, and improve quality.

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

ARC Comment

Goal 1 - Improve parent/student/school collaboration on the IPS to increase the postsecondary effectiveness average from 54 in 2014 to the state goal of 70. Data include postsecondary effective rate and parent-teacher conference attendance.

ARC Comment: Based on the system's data, input from their stakeholders, and recommendations, they anticipate continuing with the goals focused on graduation rate and post-secondary success. A majority of their strategies to impact the goals are still new to the system (one to three years), and with continued focus and refinement, they will continue to impact the system's goals. We have seen a consistent focus on making changes based on data, so we believe they will not stay at the "status quo" if their goals remain the same. Throughout the formal visit, input was requested and noted when students, staff, and parents offered it. Students, especially at the high school level, have a voice, and staff have responded to their suggestions and made informed decisions mid-year instead of waiting until a new school year.

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

ARC Comment

Goal 2 - __Responsive Culture USD 430 will focus on developing a proactive, responsive culture using research-based strategies, common language, and transparent collaboration with all stakeholders, as evidenced by surveys showing improvement in the feedback loop communications and a 10% yearly decrease in EduClimber data.

ARC Comment: As evidenced by their data, the composite score for SEL at-risk students has moved from 28% in the Fall of 2019 to 12% in the Winter of 2021. This demonstrates a decrease of 16% in at-risk students. The implementation of Lion's Quest K-12, Tiered interventions, supplemental instruction, small groups, and individual counseling have assisted the system in surpassing their goal of a 10% decrease in at-risk students based upon the SAEBRS data. In addition, the establishment of a recognition system for both staff and students through "Best of the Best" and "Excellence in Education" helps reinforce positive behaviors and climate. Staff is supported in meeting the needs of each student through the use of eduClimber, which provides teachers access to data and information on behavioral and academic indicators as well as student notes to inform interventions. TASN and MTSS have formalized protocols and support effective planning and intervention.

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

ARC Comment: From year one to year five, the USD 325 system is making continuous improvements. Their work is more aligned and less detached at the individual building levels, and they know the process for school improvement is ongoing. As the district goals were developed and implemented, their work became more focused.

They have refined their Individual Plans of Study through inservice for all staff where key vocabulary was addressed, key staff, working with Smoky Hill Education Service Center on the process, and then building in the discussion of the post secondary success in the student-led conferences.

A social worker was hired for their elementary and middle school. This human resource has allowed social-emotional needs and procedures to be more sustainable. She also assists with the Individual Plans of Study.

All three buildings have allocated time to address student success skills and social-emotional needs through Panther Pals and Community Groups. The procedures for these times continue to be reviewed and improved.

A sensory room was designed in the elementary school, and it is accessible to all students. The district's itinerant Occupational Therapist provided professional development to the staff to assist with the room's effectiveness and intent.

Overall, they have a need to involve more (all) staff in the Kansas Education Systems Accreditation process. This was a concern addressed by them. This will build collective efficacy and lighten the workload for a few.

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

ARC Comment: _The system is showing progress in these areas. 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 a plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth

ARC Comment: The elementary school and the middle school implemented Second Step as their school-wide social-emotional curriculum. Panther Pals (K-4) and Community Groups (5-12) were developed to focus on student-adult relationships and student-to-student relationships. A student who spoke at the outside visitation team meeting shared that he has established friendships with other students who he typically may not have without this structure.

Data collected to drive the social-emotional outcome includes: character development and school climate on the Kansas Communities That Care Survey, office referrals, positive office referrals, and a local climate survey for both students and staff.

A social worker was hired to serve grades K-8 and as mentioned previously, a sensory room was designed and implemented in the elementary school. The district staff also trained with ESSDACK on trauma-informed practices. Their social-emotional growth strategies are all relatively new and the data will shift over time. The change to a new social-emotional program that is district-wide will also ensure systematic change with key vocabulary being taught at all grade levels.

While there were no specific recommendations regarding social-emotional learning made by the outside visitation team, several discussions were held throughout the cycle to offer what worked in the districts. They grew with each other through collaboration.

Kindergarten Readiness

ARC Comment: USD 325 utilizes the Ages and Stages Readiness Tool and typically they have a fall collection. Their initial collections had a very low participation percentage. They responded by changing their communication methods to reach more parents. This year they plan to offer the screener at the Spring Kindergarten Roundup. They will also begin using SeeSaw, a classroom communication app, with their newest parents this spring.

They continue to collaborate with the preschool that is in their community. They want to maintain this relationship with the private preschool, so at this time they will not offer preschool to all 3 and 4-year-olds, but they will monitor kindergarten readiness closely. For the 2022-2023 school year they will also offer at-risk preschool slots.

Individual Plans of Study

ARC Comment: Like many districts across Kansas, USD 325 began the Individual Plan of Study process utilizing Career Cruising and then transitioned to Xello. Using this platform they responded to low parent-teacher conference participation when they moved from a traditional conference structure to a conference where the spring conference was a review of the Individual Plan of Study by year five for students in grades 7-12.

The Individual Plan of Study process continues to steadily improve with a strong commitment level from various stakeholders. A cadre of three staff members attend a Professional Learning Network through the Smoky Hill Education Service Center. They meet with peers from other schools and move toward a best practice usage of the process. The process is more than Xello. They have a continuum of lessons, activities, and exploration experiences that maintain the growth of the process. This was noted in the student presentations given by the middle and high school students.

High School Graduation Rate

ARC Comment: USD 325's graduation rate remains solid. With a focus on student success skills they continue to maintain their graduation rate at or above the 95% goal. The rate continues to be solidly at 95% with a range of 92% to 100%. They are not content with the percentages and are keenly aware they have had students leave the school setting to get their GED or receive online instruction. Relationships built in community time, time with the principal and counselor, and in various extracurricular activities will continue to be strong evidence based practices for them.

Postsecondary Success

ARC Comment: The Postsecondary Success Rate for USD 325 started at 56.3% in 2015 and it is at 61.4% for 2019. It went as high as 71.1% in 2016. Through the Individual Plan of Study process and its many layers they are intentional to assist students in attending a post-secondary option that fits their interests, skills, and knowledge which should continue to increase the effectiveness. Their message is that a four-year college is not for everyone.

The plan is to continue to add offerings for students to gain additional certifications through their Career and Technology Education pathways and other avenues. They also take into consideration the students who bravely serve in the military and attend non-reporting schools. Each year they improve the documentation process.

The evidenced-based practices that impact postsecondary education start at the elementary level with business buddies and social-emotional learning that leads to the middle school offerings of the individual plan of study, business visits, and student-led conferences. In high school job shadowing, college campus visits, and work experience are impacting the effectiveness.

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

ARC Comment

ARC Comment: The district-level leadership team meets monthly with all buildings represented. They review the goals, discuss data, and make recommendations and adjustments as needed. The information is then shared with the site councils at least once per semester and with the district site council yearly. Furthermore, the district maintains involvement in weekly Rotary meetings as well as monthly chamber meetings to keep stakeholders updated. The board of education is also updated as needed. Feedback is requested from all groups. Staff members are included in the communication cycle at building staff meetings and monthly instructional cabinet meetings. This feedback is then looped back to the district leadership team. Students also have the opportunity to offer feedback. This year, the senior class was instrumental in gathering research from all students and revising the high school's class schedule all while working with their administration team. Their recommendation was implemented mid-year due to their feedback and a clearly communicated need. The modes of communication used to obtain the information included surveys and face-to-face meetings.

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

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 drive academic improvement priorities are evident. The system plan is aligned with the local board strategic plan and all buildings have an aligned action plan to the system goals. OVT visits are conducted, improvement priorities and the process is evaluated through the use of data, and a feedback loop exists.

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

ARC Comment

ARC Comment: There is strong evidence to support implementation fidelity. All stakeholders were involved to some degree in the process. The district chose to stay the course with the process and did not "pause" last year when the Kansas Department of Education offered that option. They have strong data to back up their decision-making throughout the entire cycle. They did a great job reviewing their data each year and making decisions based on their analysis. The goals they wrote align well with the state's vision. Their District Leadership Team is strong and one that makes decisions with students' best interests in mind and always keeping their goals in mind.

ARC Recommendation

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

Justification

USD 325 staff have been tenacious in their pursuit of system improvement. This includes being open to OVT guidance through seeking information and research which supports USD 325 goals. In each year of the cycle, the district was responsive to all feedback and advice by OVT. District capacity and confidence have grown significantly through the KESA cycle and benefited from the clear alignment of goals and strategies.

Strengths

A strength has been continuous growth in each process component, as shared in yearly updates. The social-emotional growth and the Individual Plan of Study continuum are two areas that separate themselves quickly when reflecting on their strengths. Their District Leadership Team team as a whole is a strength. They are constantly making decisions with their students and goals in mind. They reflect on their data and continue to make improvements in areas of need. Everyone in their District Leadership Team team works well together. Furthermore, their stakeholder involvement is a huge strength. They have multiple ways to keep their stakeholders involved and constantly receive feedback from their stakeholders. Having the District Leadership Team team working closely together with their stakeholders is a big reason they have seen success through this cycle.

Challenges

As noted, goal setting and data disaggregation as areas of growth for the system. It was something they initially didn't seem comfortable with, but this is now a strength for them.

They targeted post-secondary success from the beginning and have seen growth in this area. They saw a jump this year with a 64.9% success rate.

They have worked to grow their staff's understanding of kids with trauma in their lives. They have continually been working to grow their students on a social-emotional level.

The final area of growth would be further discussion of addressing math scores as the decline if they continue to trend in that direction could be a concern in the next cycle. Also, a review of what supports provided a significant increase for students with disabilities could be used with other groups of students.



Goodland USD 352

1311 Main Street, Goodland, KS 67735
(785) 890-2397
www.usd352.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Bill Biermann**

Demographics

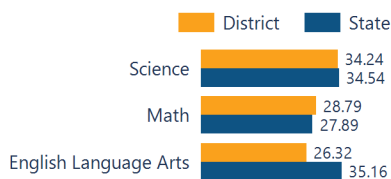


936 Students

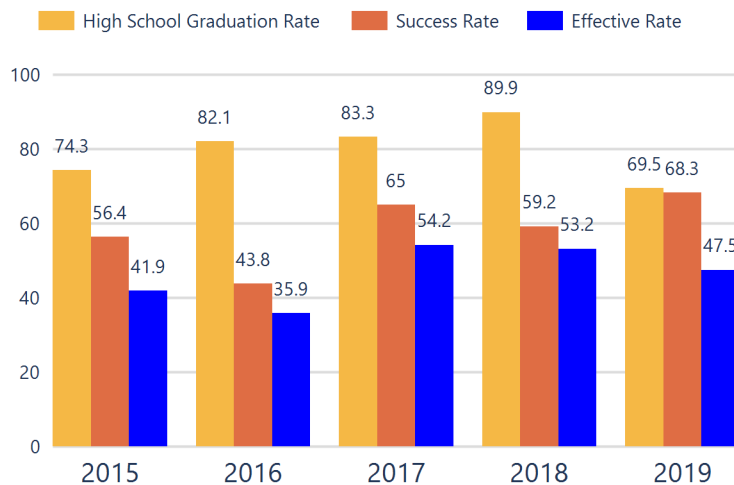
African American 1.50%
Hispanic 21.26%
Other 2.56%
White 74.68%

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

80.4%

Five-Year Success Avg

57.7%

Five-Year Effective Avg

46.4%

95% Confidence Interval
for the Predicted
Effectiveness Rate

50.4 - 53.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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.

73.1%

State: 88.1

ATTENDANCE RATE

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

92.2%

State: 93.8

CHRONIC ABSENTEEISM

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

26.2%

State: 17.5

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.

4.8%

State: 1.7

District ESSA Expenditures Per Pupil

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

\$14,127

State: \$12,863

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.27	27.92	39.63	N/A	N/A	N/A	34.77	39.30	35.91
Level 2	37.97	33.86	27.47	N/A	N/A	N/A	36.41	34.36	29.83
Level 3	26.04	26.93	22.97	N/A	N/A	N/A	22.42	21.39	25.41
Level 4	15.70	11.28	9.90	N/A	N/A	N/A	6.37	4.93	8.83

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.87	38.36	51.42	N/A	N/A	N/A	43.34	47.54	39.70
Level 2	43.29	37.06	25.71	N/A	N/A	N/A	37.93	32.84	30.88
Level 3	19.91	18.10	19.04	N/A	N/A	N/A	15.76	18.13	23.52
Level 4	6.92	6.46	3.80	N/A	N/A	N/A	2.95	1.47	5.88

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.15	56.60	70.00	N/A	N/A	N/A	55.73	56.45	58.82
Level 2	30.76	24.52	23.33	N/A	N/A	N/A	31.14	27.41	17.64
Level 3	11.53	9.43	3.33	N/A	N/A	N/A	8.19	12.90	11.76
Level 4	11.53	9.43	3.33	N/A	N/A	N/A	4.91	3.22	11.76

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.20	37.89	56.00	N/A	N/A	N/A	40.44	50.00	48.00
Level 2	45.83	40.00	32.00	N/A	N/A	N/A	46.06	35.22	28.00
Level 3	20.83	18.94	10.00	N/A	N/A	N/A	10.11	13.63	20.00
Level 4	3.12	3.15	2.00	N/A	N/A	N/A	3.37	1.13	4.00

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

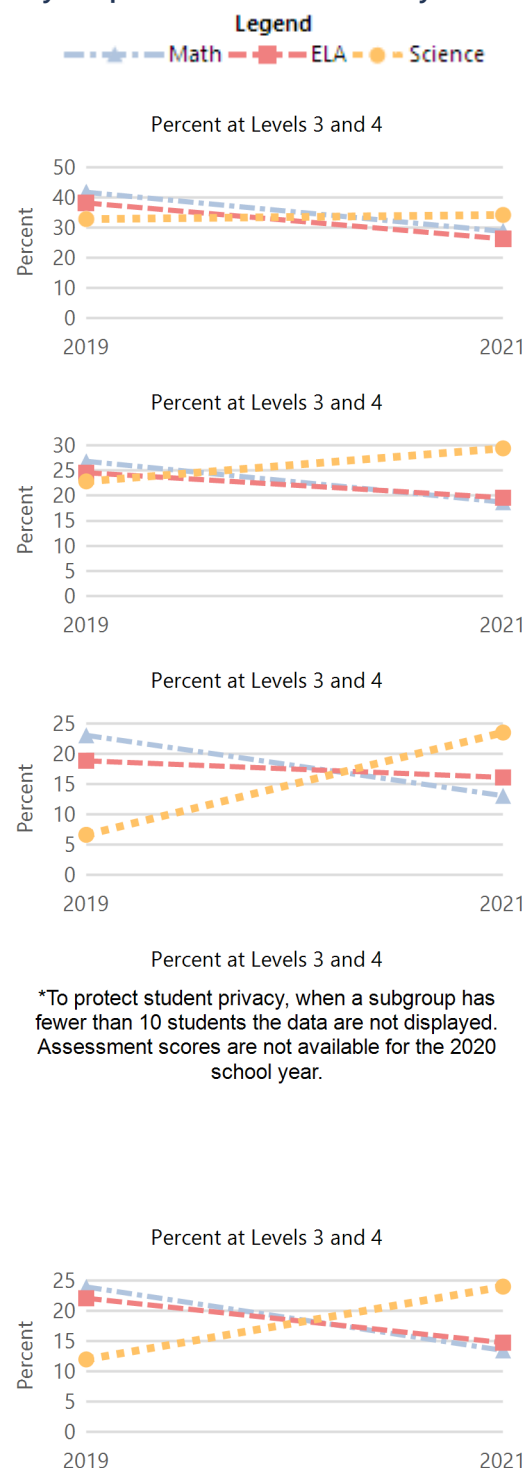
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.4
State	19.8

Accreditation Summary

Date: 05/02/2022

System: D0352 Goodland (0000)

City: Goodland

Superintendent: Bill Biermann

OVT Chair: Jason Johnson

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

This is an area of major strength and success for the system. They have long had the framework of support in place for their elementary students. They implemented a Literacy Hour in the middle/high school day. This is a 30-minute period that meets each day throughout the week which is an intervention time for all students. They use their FastBridge data to help determine which students need which support from enrichment to fluency to basic phonics.

Family, Business, and Community Partnerships

The system added a position for CTE/Work-Based Learning coordinator to work closely with the community in creating partnerships for job interns, what the community workforce needs are, and how the school can adjust its pathways to provide those opportunities. The CTE/Work-Based Learning coordinator has helped to drive the relationship between USD 352 and NW Technical college and the business community to identify trends and needs. The system has also invested time and resources towards creating specific days that bring in the community and business to help expose students to the post-secondary world.

Diversity, Equity, and Access

The system has recently attended a Ruby Payne workshop to gain a better understanding of how poverty impacts students. Some staff are endorsed with ESOL credentials and students are provided EL embedded support and tutors. Each building has implemented a Student of Concern meeting during PLC time to help address student issues and concerns as they might arise regarding equity and access. The system has been mindful in the past two years of climate and culture needs and addressed this through surveying staff about these areas. A data analysis using staff and student viewpoints helped them embrace differentiated experiences and expectations.

Communication and Basic Skills

Basic curriculum and academic skills are met. Programs are aligned with state standards and the local curriculum resources follow an appropriate scope and sequence in all core areas. In elective and CTE

areas, state and local expectations and competencies are followed. Communication is vital and the system continues to strive to have solid communication lines among all stakeholders, as well. Information is communicated with site councils and the Board of Education. The system uses a variety of methods to communicate to parents and the community, including a weekly radio show, the district website, frequent social media posts, and message systems.

Civic and Social Engagement

The system offers opportunities for civic and social engagement within their community. They have a yearly Senior Citizen dinner that all students K-12 are involved in by creating place settings, valet parking, and entertainment. They also provide volunteer opportunities for students during the Fall City Wide Clean-Up. Another key civic engagement that students and the district participate in is the Kiwanis flag project. This is an opportunity for students to set up the American flag in yards across town during holidays and special events. Within the last year, they have implemented the Junior Foundation for the purpose of promoting an internal grand opportunity for students to do mini-projects that benefit the school.

Physical and Mental Health

Each building has time dedicated to building relationships and social skills which contributes to positive school culture. Zones of Regulation are explicitly taught in the younger grades and a high school Regulation Room has been added to encourage students to self-regulate prior to situations escalating beyond control. Their current counseling staff works with students' mental health concerns, as well as regularly promotes positive thinking among staff. Each counselor is exclusive to one building where they have created dependable relationships in each age group - K- 2 and grades 3-6. They have a total of 4 counselors for the district and have added two of those positions since the beginning of this cycle. The system has partnered with area agencies on mental health regularly such as High Plains Mental Health, Heartland Rural Counseling Services, and St. Francis Academy.

Arts and Cultural Appreciation

General music education classes are provided daily for students in K- 6, as well as the band in grades 5-12 and choir classes for grades 7-12. During the KESA cycle, they began offering a "band for all" program in fifth grade where each student is given an instrument to participate in the band. The elementary, middle, and high school student programs are active in regional and state-level KMEA. They work closely with the Goodland Carnegie Arts Center on many projects and the Arts Center features our young artists' work for a month in the gallery. They also offer various art courses for our 7-12 students with opportunities to participate in league art shows.

Postsecondary and Career Preparation

In the fall of 2021, a Student Advocate position was added to serve as a liaison between the district and our local NW Technical College and to enhance Work-Based Learning opportunities between the students and community. This school leader has already bolstered the rigor of the WBL experiences, facilitated numerous college visits, and connected students to a wider range of programs and interests. They have also bolstered the impact that the IPS program has had on postsecondary career preparation with the JR/SR project and partnership with NW Tech. They have increased their dual enrollment options and CTE pathways during the course of this 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: Relationships Goodland, USD 352, set out 5 years ago to improve relationships among students, staff, and community members.

The system's goal statement 1 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by

data (quantitative and/or qualitative) tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

Each of the individual buildings developed a goal under the umbrella of improving relationships among students, staff, and community members. Setting goals to improve relationships among students, staff, and community members has led to some amazing components being implemented. Collecting and analyzing data led to changing methods as staff discovered some approaches didn't measure what they were trying to collect. They very quickly pivoted and now collect data that will be a great resource for the school to use to help guide future decisions. Each building developed evidence-based strategies and action steps for each of its goals. As a system, professional development has been intentional and extensive to grow in this area.

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

ARC Comment

Goal 2 - To increase active student engagement by broadening the use of active engagement strategies, working to increase higher-level thinking skills, and promoting innovative technology use.

The system's goal statement 2 is measurable and complex enough to challenge the systems throughout the continuous improvement process/cycle. Goals were developed to have an impact on student learning. Evidence was provided on actions taken by the system and the goal was supported by data tied to results in the goal statements. An action/improvement plan including evidence-based strategies and action steps for each of the goal statements is evidenced.

Each of the individual buildings developed a goal under the umbrella of increasing student engagement. Each building collected and analyzed data depending on its needs. The system has seen continuous improvement due to intentional work done in each of the buildings. The entire district has done an effective job of providing appropriate professional development to their staff to help achieve their relationship 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

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. They developed policies and procedures to put student learning first through a variety of means. They have developed the procedures for students and staff to develop strong relationships while focusing on relevant education. It is evidenced by the addition of a district curriculum director, 2 elementary counselors, and a student advocate. The system has also allocated a good portion of its ESSER funds and general funds toward professional development at state-wide conferences, Pathways to Reading for all staff, and personalized PD from consultants with SWPRSC. This commitment and addition of staff show evidence that will support systemic sustainability of the improvement cycle with KESA and redesign.

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

They began using FastBridge SABRES data this year and have two screening reports to look at data. They have data from a modified SABRES screener used at both levels. There was concern by the staff centered around how to calibrate the differences at the student rated score and the teacher rated score. They do feel that the addition of the two counselors they have added as well as regulation room options for students at each school over the course of this cycle has created the high level of students at low risk. They have a SEL curriculum at each building that is focusing on the skills identified by the counselors and teachers to give just in time support for the social emotional learning.

Kindergarten Readiness

The system has worked to collaborate and create a county early childhood center. This program is a 3 and 4-year-old program that consolidates much of the early childhood work that was being done in the county to one central location. The county early childhood center meets quarterly with the kindergarten teachers to advise on needed practices. Transition meetings once per year for each incoming student sharing their strengths and needs. SE-2 data shows very few concerns over the five year KESA cycle with an aggregate of 5.89% of incoming kindergarten students with concerns in social-emotional. They saw the number of students attending the center grow from 77 students in 17-18 to 86 students in 21-22. During this time, they were able to administer the ASQ SEL and academic screener. Data were analyzed to help provide direction. They plan to increase their participation numbers in the survey for the next year and are working to apply for Kansas Star recognition for Kindergarten Readiness.

Individual Plans of Study

Secondary students started individual plans of study at the beginning of KESA and have grown the program more each year. Currently, all students in grades 7-12 have an updated Individual Plan of Study framework. Various programs of study at the high school include CTE, Northwest Tech Jr-Sr Option, Qualified Admissions, Kansas State Scholar, and NCAA DV I or II. Students can identify programs of study based on their Xello assessment results and include these results in their Long Range Plans. Exploration day opportunities through our partnerships with Northwest Tech and local businesses provide our students to be able to experience different careers available in Goodland. Examples include carpentry and engineering department tours, implement dealer tours, and tours of how grain elevators work, and most recently a full start-to-finish involvement in the design/building of a local nursing home facility. Students have opportunities to go on group college visits to Fort Hays State University, University of Kansas, Garden City Community College, as well as multiple visits to Northwest Tech. No evidence of what has been addressed relative to Individual Plans of Study.

High School Graduation Rate

The system has identified as a weakness and area of concern currently while at the same time working to make this a goal of the next cycle. They have seen a trend in their data take a large hit and/or drop in their numbers through the last 5 years. The absences, and the culture around graduation in parts of their community are seeing this as an area of need going forward. The system is confident that their redesign work will ultimately impact this number in a positive way. School culture, social emotional learning, and new course offerings/reconfigurations should contribute in the long term.

Postsecondary Success

Through the high school counseling department, they are collecting recent graduates' data to better track post-high school successes. Knowing their students as individuals, they find not everything considered "success" is documented through the formal channels, but using the data from the Postsecondary Effectiveness chart, they noted growth in the five-year success average and general growth in the graduation average prior to 2019. The addition of one secondary counselor where they could begin their career explorations sooner and the Xello lessons at a quicker pace with their IPS plan. The second main factor was the larger expansion of pathways and opportunities with NW Tech in Goodland to provide certification programs students could complete and did complete. They believe that in the next cycle they are going to continue working with this goal, knowing that if they increase graduation rates and their success rate stays the same or higher, the overall effectiveness rate will increase.

ARC Comment

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

The system went through an extensive process with the redesign model from KSDE around stakeholder feedback during years 3 and 4 of this cycle. They conducted surveys during this time and received feedback from a large number of stakeholders. The vibe and data from the survey were positive around the culture and expectations and see the weakest area was around collective efficacy at only 37% strongly agree, while a shared vision was the highest at 68% strongly agree. Stakeholder engagement has been a continuous learning process. Different groups throughout school, such as site council, clubs, sports, and individuals are able to involve different stakeholders throughout the community. A variety of programs have allowed them to work with different groups of stakeholders. Teachers are encouraged to involve different stakeholders within their classes. The system is in the beginning stages of relaunching working with stakeholders for the next cycle. The past 18 months of education with mitigation measures have hampered their ability to put some of the feedback into practice.

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

ARC Comment

USD 352 throughout the entire cycle has been responsive and receptive to all timelines and fidelity to the accreditation process. Each year they have been meeting with a summary and data to support their goals. During years 1 and 2 there was more focus on the goals and the idea of implementation of the goals and the system took all suggestions and processed how to improve their process.

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

ARC Comment

Evidence provided indicated that the system is reporting to their local board, reports are completed promptly, 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. The local BOE has received yearly and early in the process semi-annual updates from the KESA DLT and BLT on where we were going and what we were working on. The local BOE is very supportive of the overall school improvement process. All buildings have an aligned action plan to the system goals; OVT visits are conducted, improvement priorities and the process is evaluated through the use of data, and a feedback loop exists.

ARC Recommendation

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

Justification

The system complied with all of the KESA and state board requirements with fidelity. The system continues to work through the redesign process for continuous improvement. They self-reported areas needed for growth.

Strengths

The system has built a shared leadership model that empowers each building and each team in those buildings to strive for excellence that meets their students' needs. Their mission statement of Engage, Enrich, Empower Every Student Every Day is one that the team lives. They have a strong sense of family in the buildings and that carries to their interaction with the community. Over the cycle, they have developed and strengthened their civic and community partnerships with work-based learning. They have also gained significant progress with IPS as they have fully invested in the needs that their students have post-secondary in their partnership with NW Tech and other local colleges. They are a model in this area as they see their post-secondary success numbers climb significantly since the

start of this cycle. In the elementary, the systemic way they have worked to create and develop goals with their students has created empowerment of learning for students to set goals, achieve them, and then celebrate them. This will only have long-lasting effects as those students reach the secondary world. The last strength that the team noticed was the genuine development of students from PreK through graduation. There is a strong sense that all staff are involved and celebrate the success of each student as they progress through the buildings. They see themselves as one big family.

Challenges

The system needs to focus on graduation rates and absenteeism. COVID has developed an issue with attendance and they are seeing the direct result in students not attending, getting behind in class, failing classes, and then dropping out or not graduating. Increasing personalized learning and potentially looking at current grading practices can impact graduation rates.

Recruiting teachers to western Kansas and especially NW Kansas.



Belle Plaine USD 357

719 N Main, Belle Plaine, KS 67013
(620) 488-2288
www.usd357.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Kelly Arnberger**

Demographics

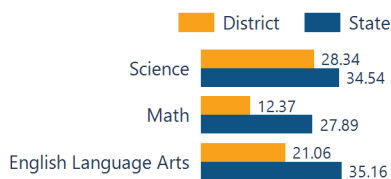


590 Students

African American 0.68%
Hispanic 7.97%
Other 4.58%
White 86.78%

Academically Prepared for Postsecondary Success

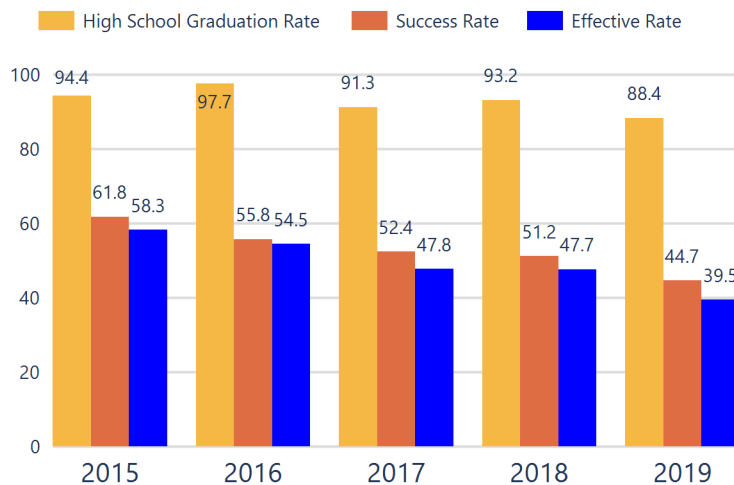
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

93.0%

Five-Year Success Avg

53.0%

Five-Year Effective Avg

49.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

48.5 - 51.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

94.0%

State: 88.1

District ESSA Expenditures Per Pupil

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

\$14,329

State:

\$12,863

ATTENDANCE RATE

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

94.2%

State: 93.8

CHRONIC ABSENTEEISM

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

18.0%

State: 17.5

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: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.52	31.75	31.57	N/A	N/A	N/A	40.46	35.78	33.07
Level 2	47.97	37.50	36.84	N/A	N/A	N/A	47.15	43.14	38.58
Level 3	10.81	25.67	27.06	N/A	N/A	N/A	9.36	16.72	19.68
Level 4	1.68	5.06	4.51	N/A	N/A	N/A	3.01	4.34	8.66

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.15	39.83	39.53	N/A	N/A	N/A	49.15	44.91	34.69
Level 2	43.90	34.95	34.88	N/A	N/A	N/A	40.67	37.28	38.77
Level 3	8.13	19.51	23.25	N/A	N/A	N/A	5.93	14.40	18.36
Level 4	0.81	5.69	2.32	N/A	N/A	N/A	4.23	3.38	8.16

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.54	54.54	50.00	N/A	N/A	N/A	56.75	56.75	54.16
Level 2	34.84	24.24	30.00	N/A	N/A	N/A	39.18	24.32	20.83
Level 3	10.60	18.18	15.00	N/A	N/A	N/A	4.05	18.91	20.83
Level 4	0.00	3.03	5.00	N/A	N/A	N/A	0.00	0.00	4.16

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.84	42.10	N/A	N/A	N/A	N/A	53.84	30.76	N/A
Level 2	57.89	26.31	N/A	N/A	N/A	N/A	42.30	57.69	N/A
Level 3	5.26	31.57	N/A	N/A	N/A	N/A	3.84	11.53	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	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.

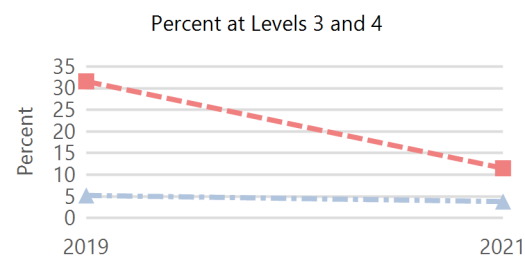
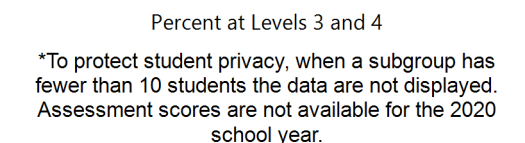
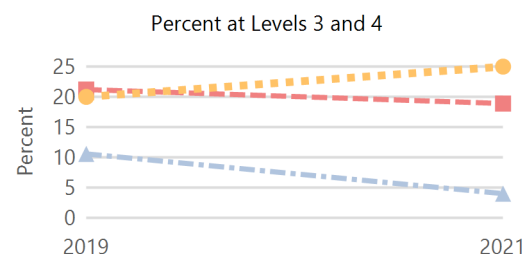
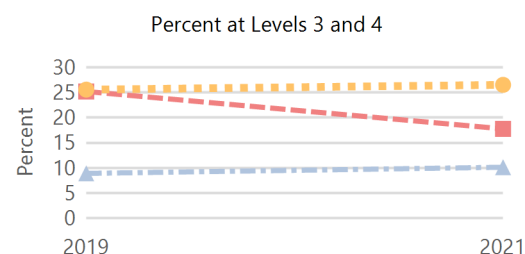
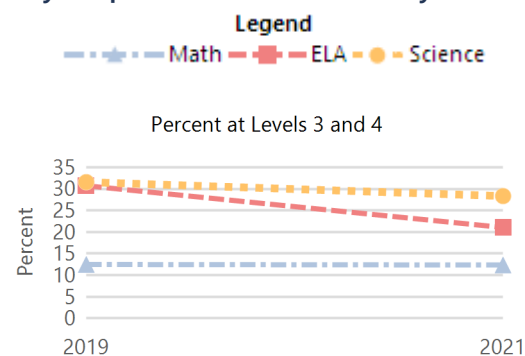
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.5
State	19.8

Accreditation Summary

Date: 04/21/2022

System: D0357 Belle Plaine (0000)

City: Belle Plaine

Superintendent: Kelly Arnberger

OVT Chair: Cathi Wilson

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Tiered Framework of Support

The system has made improvements in creating additional support for students in both academics and behavior. The elementary and middle schools have increased Tier 2 supports and track data through AIMSwebPlus and NWEA K-12. At the elementary level, DreamBox was implemented during 2020-2021 to support mathematics. Additionally, the middle school implemented intervention classes for both mathematics and reading for Tier 2 and Tier 3 students. Students with Ds and Fs are monitored and assigned to a core class of teachers in order to work together.

The elementary and middle schools have implemented a tiered system to support the schools and emotional growth for students and have implemented SEL lessons. A partnership with Sumner County Mental Health and the additional hiring of a school social worker gives the system additional support for Tier 2 and Tier 3 students. The system continues to look for Tier 1 support for SEL programs.

Family, Communities, and Business Partnerships

The elementary school conducts a Career Day each year that includes presenters from local and surrounding areas. Middle school students help with the annual Community Christmas Celebration and help raise money for community partnerships. Students at the high school help with the Annual Antique Tractor Show in Sumner County, feed farmers and truckers during harvest season, and assist with building and installing decorations in the downtown park for the annual Christmas festivities. The Business Management and Entrepreneurship pathway has a school-based business that partners with a local business to sell products made by students.

Diversity, Equity, and Inclusion

Due to the global pandemic, the district's technology plan was ramped up to include new technologies along with training for teachers and students. Belle Plaine is a one-to-one district and provided internet Jetpacks to families that did not have access to the internet. All students, regardless of ability, receive direct instruction and support as needed. The system has implemented a Response to Intervention beginning in the 2021-2022 school year. Four freshmen level teachers have been trained and two paraprofessionals have been hired to work with Tier 2 and Tier 3 students. The staff has attended the Bridging to Resilience and Moving the Needle Conference and all district staff has participated in Poverty Simulations.

Communication and Basic Skills

The curriculum has been aligned both in the system as well as to Kansas state standards. New curriculum materials support this alignment and professional learning ensures that all materials are taught with consistency and fidelity.

Civic and Social Engagement

The elementary school participates and takes the lead in the food drive, Operation Compassion. All elementary students take part in digital citizenship and are involved in other community events. In middle school, students are involved in civic engagement in the community. All students in the system are taught the importance of civic engagement.

Physical and Mental Health

Elementary students are given recess every day. All students, including pre-school, participate in physical education two and half days per week. During this improvement cycle, a social worker was hired, giving students more mental health support as well as supporting social/emotional learning. Additionally, Sumner County Mental Health provides services at the high school through both onsite counseling and attending classes with students.

Arts and Cultural Appreciation

The arts are supported in the district. All students are given opportunities to appreciate arts and culture such as art, music, band, and drama. Elementary students participate in art classes 40 minutes per week and music two and half days per week. Middle school students have the opportunity to take art, music, and band. At the high school, teachers and students are encouraged to visit museums and other fine arts opportunities. They have seen an increase in the number of students who participate in art competitions.

Postsecondary and Career Preparation

The system continued to expand opportunities for students to participate in career exploration from elementary school through graduation. Middle school students begin the Individual Plan of Study and digital portfolios and add to them throughout high school. Technology is used in career exploration. The system's five-year graduation average is 94%.

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

The system has a goal statement to improve relationships with all stakeholders to increase postsecondary success as measured by an increase in positive responses in surveys and positive student behavior. Postsecondary success is embedded in the relationship goal. The postsecondary success rate has dropped from 58.3% in 2015 to 39.5% in 2019. Data indicates a decrease in behavior incidents and stakeholder survey results show a more positive building and district culture.

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

The system has a goal statement to improve student engagement which will increase academic achievement and promote personal growth as measured by an increase in mathematics scores on measures, such as AIMSwebPlus, NWEA MAP, ACT, and other local measures. Data indicates that progress is being made in fact fluency, and mathematics RIT scores demonstrate growth in fall scores. Furthermore, ACT scores have increased from 18 in 2018 to 19.5 in 2020.

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 its continuous improvement process. CHAMPS and other trauma-responsive strategies are now a part of the district culture.

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 appear to result in systematic improvement.

Board Outcomes

Social-Emotional Growth	The system works towards the initiative of engaging students through SEL activities at every grade level. All schools collect SEL data and the system plans to administer the SAEBERS as well as Second Step at the elementary level.
Kindergarten Readiness	The system focuses on early childhood and annually more than 80% of kindergarten students attended preschool. The ASQ3 and ASQ2 are given to parents at enrollment and data are analyzed by teachers.
Individual Plans of Study	The system uses Xello for all students in grades 6-12. Students at the high school do their own transcript reviews and course planning. One hundred percent of middle school and high school students participate in the IPS system and complete interest surveys and career explorations.
High School Graduation Rate	Although the high school graduation rate is at 94%, it has declined in the last five years. The system attributes this to the large influx of students who moved in from other districts as well as students who turn 18 and quit school.
Postsecondary Success	Students complete Xello career inventories, learning styles, and personality style assessments. Additionally, students review their transcripts at the beginning of each semester so they know their progress towards graduation.

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

ARC Comment

Stakeholder feedback is gathered through surveys and focus groups and shared through social media, newsletters, email, parent-teacher conferences, site councils, etc.

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 district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

The OVT reported the system has a strong sense of community and pride in their schools. The system has been committed to incorporating the KESA process.

ARC Recommendation

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

Justification

The OVT and system documented that the system met the requirements of the KESA process, and the system has a continuous improvement process in place that involves all stakeholders. Levels 1 and 2 showed a slight decline in both the 2017-18 and 2018-19 mathematics and reading assessment results. The system's five-year graduation average for postsecondary success is 94%.

Strengths

The OVT noted a major strength of the system is the ability to reflect and review progress and develop plans to move forward. There is a strong culture among both students and staff. Gains in student social/emotional growth with staff and students are a part of the school culture.

Challenges

The system should solidify strategies to enhance student engagement in order to increase the graduation and post-secondary rates.



Montezuma USD 371

103 W. Sunnyside, Montezuma, KS 67867-0355
(620) 846-2283
www.usd371.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Jay Zehr**

Demographics

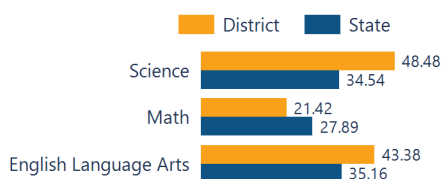


207 Students

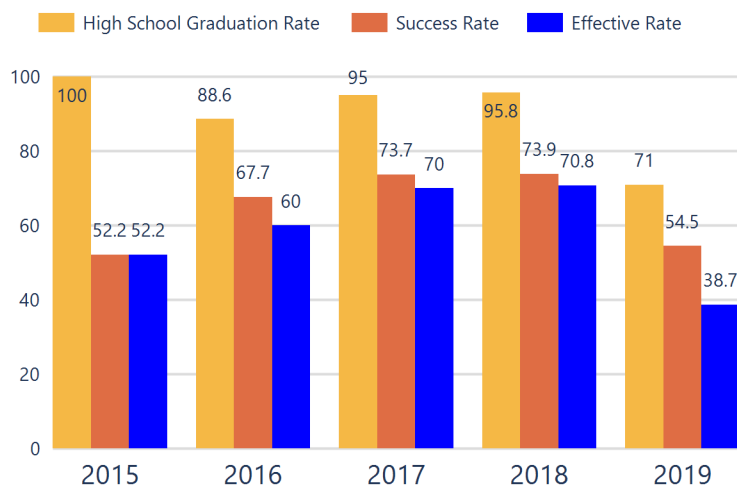
African American 0.00%
Hispanic 23.19%
Other 1.45%
White 75.36%

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

88.7%

Five-Year Success Avg

64.4%

Five-Year Effective Avg

57.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.2 - 56.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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: 88.1

District ESSA Expenditures Per Pupil

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

\$19,331

State: \$12,863

ATTENDANCE RATE

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

92.8%

State: 93.8

CHRONIC ABSENTEEISM

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

23.2%

State: 17.5

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: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.56	9.83	17.14	N/A	N/A	N/A	33.92	18.86	24.24
Level 2	42.18	49.18	40.00	N/A	N/A	N/A	44.64	37.73	27.27
Level 3	25.00	32.78	34.28	N/A	N/A	N/A	19.64	41.50	24.24
Level 4	6.25	8.19	8.57	N/A	N/A	N/A	1.78	1.88	24.24

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.71	16.00	35.71	N/A	N/A	N/A	59.09	20.00	N/A
Level 2	42.85	64.00	42.85	N/A	N/A	N/A	31.81	50.00	N/A
Level 3	14.28	20.00	21.42	N/A	N/A	N/A	9.09	25.00	N/A
Level 4	7.14	0.00	0.00	N/A	N/A	N/A	0.00	5.00	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	72.72	18.18	N/A	N/A	N/A	N/A	58.33	N/A	N/A
Level 2	9.09	63.63	N/A	N/A	N/A	N/A	33.33	N/A	N/A
Level 3	9.09	9.09	N/A	N/A	N/A	N/A	8.33	N/A	N/A
Level 4	9.09	9.09	N/A	N/A	N/A	N/A	0.00	N/A	N/A

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

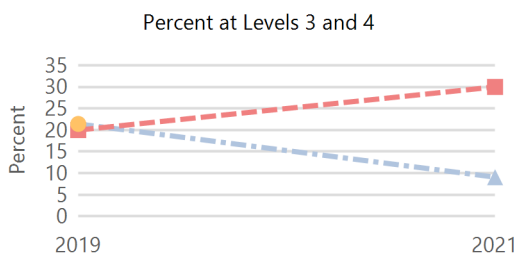
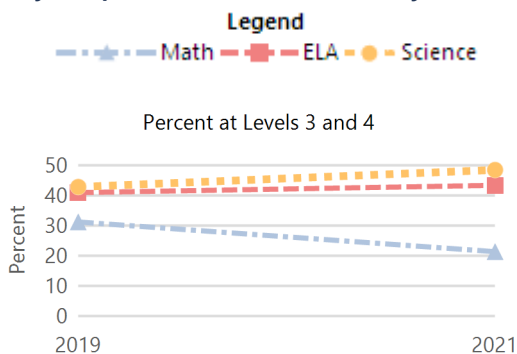
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

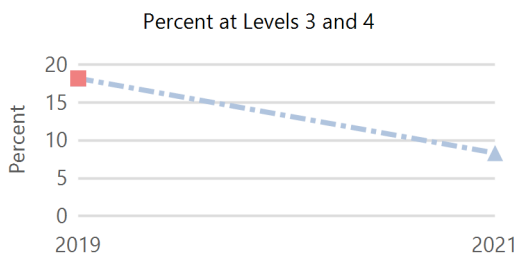


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



District	19.4
State	19.8

Accreditation Summary

Date: 05/12/2022

System: D0371 Montezuma (0000)

City: Montezuma

Superintendent: Jay Zehr

OVT Chair: Ty Theurer

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

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

MTSS

Progress has been made at all levels. Families of kindergarten students complete the ASQ and the ASQ-SE. At the elementary level grades K-3 have decided AimswebPlus gave them better results than NWEA/MAP, so that is used in both schools for progress monitoring. Teachers have attended professional development in dyslexia, pathways, reveal math, and using the Fountas and Pinnell Teal curriculum. The district hired a reading interventionist for both schools. At both the elementary and the junior high levels, data is analyzed and students are moved as needed. As far as the high school tier time has been implemented into the schedule, academic gains have not been noticeable. A curriculum/research-based approach is needed for high school intervention time. KESA late start days have been built into the calendar to provide time for staff collaboration.

Partnerships

Communication with parents has improved. At the elementary levels, communication platforms such as Seesaw, Dojo, and ClassTag are being utilized. The webpage is linked to facebook and has a live feed accessible to all patrons, and there is also an app that community members can download. Parent-teacher conferences are still held twice a year. At the high school, the spring conference is now student-led. Students share their Xello repository and e-portfolios with their parents. Noting the need for better communication with freshman students and their parents, orientation has been added and is held during enrollment. The Gray County Consortium has grown exponentially and is now called the Southwest Kansas Entrepreneurship. SWPRSC has become involved and is helping with hosting meetings and providing a conference room due to this expansion. Through this partnership, students have been able to attend workshops and meet with local employers to discuss the opportunities available. Students have attended workshops specializing in health science, vo-tech,

agriculture, and technology. The number of students participating in job shadowing opportunities and work study has increased.

Diversity/Equity

This has taken on a much broader meaning now. Building reports have been analyzed and student demographics

have been studied. The male and female % have stayed fairly even with approximately 50% male and 50% female. The district has predominately white students with the number of Hispanic students ranging from 10% at USD #476 to 19% at USD #371. As far as the economically disadvantaged students, USD #476 has a higher % at 57% while USD #371 has 39%. Finally, the ELL numbers show that USD #476 has a greater number at 53% while USD #371 has 17%. This year the high school had a German student who was co-president of the Student Council, but there is a large percentage of German and Hispanic students who do not participate in clubs or extracurricular activities. With continued efforts to encourage the adult population of these demographics to serve on boards and councils, they hope that it will encourage the students to also be more involved. This year an SEL survey was adopted in hopes of compiling data that will provide insight in how to better serve students across all demographics. Xello helps identify student interests in JH and HS. The district also purchased a supplement program to strengthen the core math curriculum. It is self-paced and differentiated to meet all student learning needs.

Equity and Access: Two reading interventionists have been hired to support struggling readers and our ELL students in all grade levels. School supplies are readily available for all students K-12 as well as access to the Rebel clothing and hygiene closet. All students have access to computers and graphing calculators.

Communication

Programs and courses continue with the elementary researching a new reading series to adopt. Reveal math which is aligned for grades 4-11 and allows for differentiation using the online program ALEKS was purchased. Two reading interventionists were hired to help with early intervention, students with dyslexia, and ELLs. Communication is the focus during our SEL time where students are taught character, conflict resolution, and collaboration skills to name a few. They did change from the Habitudes and Character Lab curriculums to using Character Strong 6-12.

Civic Engagement

Sustainable activities are in place to provide students with civic and social engagement opportunities. The Rebel Repay Day is on the calendar again after taking a year off due to Covid. The American Red Cross blood drive was held again. Snow removal by the students continues to help residents, and finally, our FACS teacher has a small business called the Brew Crew that teaches the students entrepreneurial skills while learning how to operate and manage a business. In the classroom, the elementary classes utilize the state standards to address civic engagement. The social science area at the high school struggled due to lack of teacher continuity in the classroom. Yet, 100% of 18-year-olds registered to vote, and those that could, exercised that right in the local bond election. Both student councils are active in their respective buildings. The junior high has 21 members and organized a local 5K Turkey Trot. Seven high school members participated in Stuco conferences this past year, and a student served as a representative on the KSHSAA student advisory board.

Physical/Mental Health

Teachers are using the SECD standards in their classrooms to address relevant concerns and to provide extra support for students. The counselor continues to cover weekly lessons with the elementary students. At the junior high, Character Strong is utilized. The high school now has SEL time built into the day and each teacher has an assigned group. Lessons are assigned using Character Strong. Surveys were used as a measurement tool, but they really wanted a research-based platform to help identify areas of need. They spent a few months researching and found one that fits their needs.

All students took the PASS. As a district the three factors that were flagged as a concern were: self-regard as a learner, confidence in learning, and response to learning. These have been a focus for this spring as staff learns to navigate this system and work to develop a system of support. Next fall with the PASS in place, teachers trained, and baseline data collected, they will look to break the data down into smaller cohorts to be used for a tiered system of support. Finally, last year, due to the hardships faced, partnerships were formed with Hospice of the Prairie, Compass Area Mental Health, and local pastors. Grief counseling is provided as needed to support students and staff.

Arts

The main obstacle the district has faced has been hiring a music teacher and/or band teacher. So far, a qualified long-term substitute has allowed them to sustain these programs. The enrollment numbers do drop off in high school with only twelve students involved in vocal. That is an area of concern. Therefore, an additional block of vocal music was offered this year. Although the numbers did not increase, two blocks of vocal music will still be on the schedule for at least one more year. There are currently 61 students in band grades 6-12 and projecting those numbers to remain the same or increase slightly. Scheduling at the high school level is always an area of concern. All attempts will be made to allow students to continue in band with dual credit being an option. All other areas stated above continue and are thriving.

Careers

Involvement with local community partners and career exploration continues at all levels. System focus and where they have seen the most growth is at the junior high and high school.

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

ARC Comment

By the end of year 5, faculty and staff will be trained in trauma-informed practices will be implementing learned strategies, and will be analyzing and self-reflecting.

After observation of districts USD 371 and 476, data shows they focused efforts on training faculty members in trauma-informed practice. Their community was struck with trauma this fall that impacted every student to some capacity. South Gray then took a more aggressive path to building relationships and working through hardships by focusing on implementing SEL lessons district wide. They started using their previous trainings to implement SEL lessons for all students. (Using LiNK grant funds, several teachers were able to attend national conferences including the 2020 national conference for trauma-sensitive schools in Atlanta, Georgia and Denver, Colorado.) South Gray hosted a training at the school which helped to train 100% of their staff in trauma-informed practices. Each year they will continue to provide trauma-informed training through various modalities

for all new teachers. All staff have begun to promote self-regulation and the SEL curriculum, Character Strong, in their systems. Using student surveys, chronic absenteeism, and the PASS assessment data tool, they are able to track progress on their goal. After collection of the PASS survey data, self-regard as a learner, confidence in learning, and response to learning were identified as goal areas to focus on.

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

ARC Comment

By 2022, the system will implement a common formative assessment increasing communication and leveraging decision making to increase individual student learning needs in reading and math.

Based on communication with, and observation of the USD#476 and USD#371 System, they have shown evidence to support progress made toward their goal of implementing a common formative assessment in order to increase communication. They also increased individual student learning needs in reading and math with tiered instruction. The progress shown is evident in the evolution from their goal of curriculum alignment in year one to one of using common informative assessments in year five. With the System's first-year goal, they felt curriculum alignment was putting the cart before the horse. They first needed to have a common language across the districts. With this goal in mind, they used data to make informed decisions on purchases of curricula in math and reading to support interventions. They purchased and now use NWEA/MAP and AimswebPlus in both districts. The use of these assessments has led to a common language and increased communication. They have effectively carried out a tiered system of support based on the data from these sources and have created PLC's to analyze data bi-weekly. They have also implemented late starts, allowing teachers to analyze data and make informed decisions. Both districts use REVEAL MATH which provides vertical alignment and differentiated instruction through the program ALEKS. The JH adopted the Fountas and Pinnell TEAL reading curriculum for their tiered instruction. By using a common formative assessment across the system, they are able to use the same "language" across SIT, IEP Meetings, Parent/Teacher Conferences and with the BOE and SITE Councils. All stakeholders have a better understanding while discussing student data and the data is used to make informed decisions and tiered interventions.

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 already discussed changes that need to happen in order for this to be a sustainable process going forward, including developing more teacher leaders within the program. For a small system, this is a challenge when teachers are involved in everything from coaching to driving a bus and everything in between. Administration has also discussed adding a position specifically for the accreditation and data processes to help streamline the information to teachers to get usable information to them in a quicker timeframe that will ultimately benefit 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 all State Board Outcomes are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth

- The system has had a continued focus on trauma informed instruction and practices for both students and staff. This has produced tremendous gains in this area, especially with the events of the past year. They are using the PASS system to measure SEL changes and growth. This has shown through surveys that staff have noticed an increase in empathy, support, and compassion among faculty members and students.
- There are some concerns in this area in looking at the Kansas Communities that Care Survey in the area of mental health, but most of those increases have occurred in the Spring of 2020 which we believe can be attributed to the COVID-19 pandemic. This would also explain the increase in chronic absenteeism in the same time frame
- The system is trying to address these issues with an increased focus on SEL curriculum adopting the Character Strong curriculum to be taught to students.

Kindergarten Readiness

- Over the course of the last 5 years, the system has seen a slight decrease in the number of families who are completing the ASQ survey prior to Kindergarten, as well as a slight increase in the concern area for students coming into Kindergarten on those that have completed the survey.
- The system has discussed plans to go back to the way they completed the surveys prior to 2018 in order to give teachers a more accurate picture of the students coming into their classrooms. Overall, we believe the system is doing an adequate job in this area. The COVID-19 pandemic has created areas of weakness for all school districts with health restrictions put in place to keep communities healthy. I also believe this has caused issues in the area of Kindergarten readiness for all districts.

Individual Plans of Study

- The district has adopted the Xello platform and is focusing on student portfolios and student-led conferences to truly engage parents in the student's educational progress. This includes weekly lessons and time for students to work on their portfolios to keep them up to date. They also have a focus on CTE pathways and doing what they can do for students.

High School Graduation Rate

- The High School graduation rate is not what is expected at a small school. [Currently 100%]
However, the system also has a couple of factors that influence these numbers.
One of these factors is the Credit Recovery program which counts against the system's graduation rate. The other is a high population within the district of German Mennonite families. These families generally do not go past the 8th grade. The system has done a great job of trying to break through this barrier and are making progress in getting these students to graduation.
- The system has also looked for ways to continually improve the course offerings they have for their students by utilizing online options as well as offering college courses to keep students engaged in the educational process to help improve in this area.

Postsecondary Success

- This system has been instrumental in the development of Southwest Kansas Entrepreneurship program which is a consortium of schools and businesses in Southwest Kansas that try to show students options to stay in the area following graduation from both secondary and post-secondary schools.
-The system has a lot of students that enter the workforce straight out of High School, similar to most smaller schools. These students are generally going to work in the family business, so the system is doing what they can to ensure these students are prepared when they walk out the doors with certifications to help them be successful in their endeavors.
- In evaluating their Postsecondary success data, in general those students who do attend post-secondary education, most enroll back in the 2nd year and continue.
This is an area of strength for this system.

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

ARC Comment

- Site Council
- Board of Education Meetings
- Student Advisory Groups (Student Council, etc.)

As a small system, it seems as if everyone is involved in everything and those that are not, expect those that are to take care of everything for them. This has been the case at the beginning of this process. The system has grown to involve more people in the process, but more work is needed in this area. The system plans to create more of a team environment going forward for the accreditation process to include more of the staff in the process. The system has done a great job of including stakeholders from all areas in parts of the process including the site council, DLT, and Board of Education, and have requested feedback when needed. The system also intends to try to include more classified staff in the process to create an entire system improvement process. This is a strength for this system.

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

ARC Comment

- The system got thrown a curveball for year 5 thinking they were in year 4. This sped up the process for the system, but they were able to complete the required tasks. The OVT was impressed with this system and believes they are dedicated to making their system the best it can be. They look for ways to improve and will tackle those issues head-on as they arise. Otherwise, the system has done a great job responding to feedback from the team.

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 use of data, feedback loop exists.

ARC Recommendation

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

Justification

With systems in place, their data is strong. They've exceeded the projected effectiveness rate and their graduation rate is strong.

Strengths

Process and SEL engagement.

Challenges

Math data and chronic absenteeism are areas they should address moving into the next cycle.



Silver Lake USD 372

200 Rice Rd., Silver Lake, KS 66539-0039
(785) 582-4026
www.silverlakeschools.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Brad Womack**

Demographics

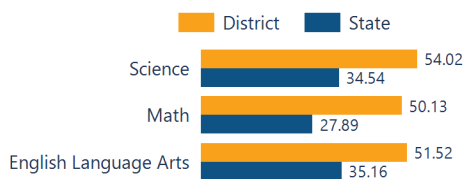


689 Students

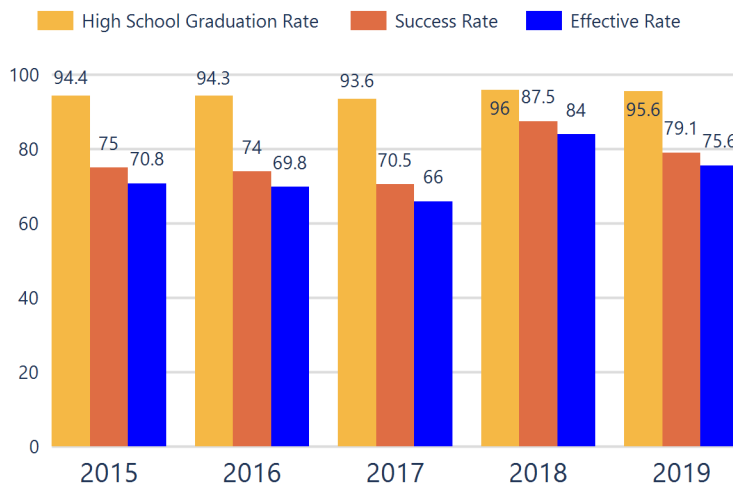
African American 0.58%
Hispanic 3.77%
Other 2.32%
White 93.32%

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

77.1%

Five-Year Effective Avg

73.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

60.6 - 65.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

96.4%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$12,851

State:
\$12,863

96.6%

State:
93.8

4.1%

State:
17.5

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

0.6%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	10.67	15.62	16.10	N/A	N/A	N/A	13.20	13.85	23.56
Level 2	34.11	35.67	24.16	N/A	N/A	N/A	36.65	34.62	22.41
Level 3	38.02	35.41	36.91	N/A	N/A	N/A	28.57	39.61	28.16
Level 4	17.18	13.28	22.81	N/A	N/A	N/A	21.56	11.91	25.86

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.92	26.86	28.57	N/A	N/A	N/A	20.68	22.22	32.14
Level 2	41.79	43.28	25.00	N/A	N/A	N/A	48.27	40.74	25.00
Level 3	35.82	25.37	32.14	N/A	N/A	N/A	18.96	33.33	28.57
Level 4	7.46	4.47	14.28	N/A	N/A	N/A	12.06	3.70	14.28

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	52.63	60.52	50.00	N/A	N/A	N/A	48.64	29.62	38.46
Level 2	34.21	21.05	16.66	N/A	N/A	N/A	45.94	55.55	23.07
Level 3	5.26	13.15	27.77	N/A	N/A	N/A	0.00	14.81	15.38
Level 4	7.89	5.26	5.55	N/A	N/A	N/A	5.40	0.00	23.07

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.38	23.07	N/A	N/A	N/A	N/A	6.25	12.50	8.33
Level 2	23.07	23.07	N/A	N/A	N/A	N/A	43.75	50.00	50.00
Level 3	38.46	46.15	N/A	N/A	N/A	N/A	31.25	37.50	25.00
Level 4	23.07	7.69	N/A	N/A	N/A	N/A	18.75	0.00	16.66

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

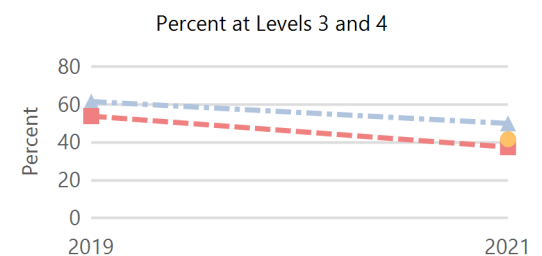
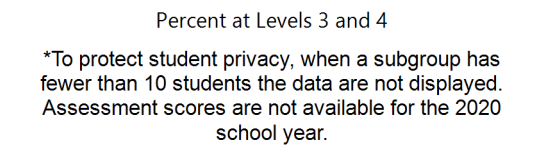
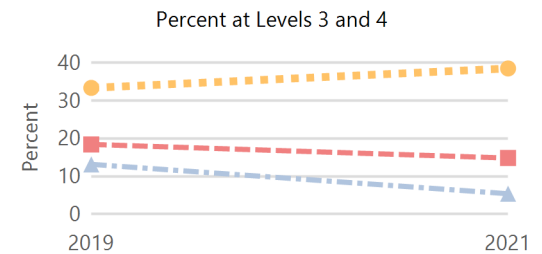
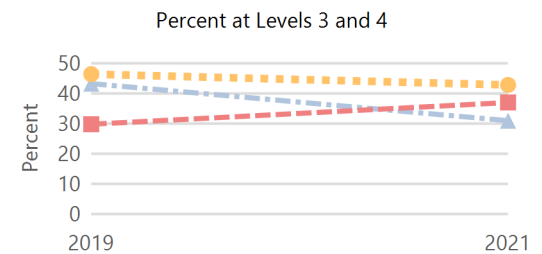
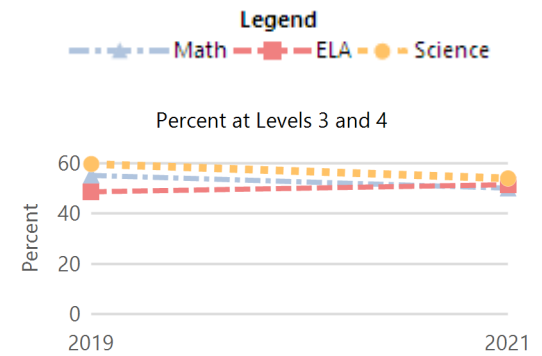
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.0
State	19.8

Accreditation Summary

Date: 05/17/2022

System: D0372 Silver Lake (0000)

City: Silver Lake

Superintendent: Brad Womack

OVT Chair: Ted Hessong

Executive Summary/AFI

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

ARC Comment

No compliance issues were evident.

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

Tiered systems of support are in place system-wide. Students are screened regularly, staff review progress monitoring data, and students needing additional supports enter a Silver Lake Improvement Plan (SLIP). Diagnostic assessments (PAST, QPS, ORF, iReady, and MAP) are used to identify specific goal areas when student enter a SLIP. The process included additional support staff to push-in for Tier I and enrichment opportunities for high-achieving students.

Family, Business, and Community Partnerships

Program partnerships have been made with local daycares and businesses to improve educational offerings. Examples include banks supporting financial literacy lessons and a student-led bank on campus. Through collaboration with the library, after school programs are also offered. Extensive student, parent, and community involvement occurs through organizations and groups such as site council, advisory boards, and an Educational Foundation.

Diversity, Equity, and Access

Having previous concerns regarding inclusivity, the district was intentional in rebuilding relationships to support diversity and inclusion, thus increasing their exchange student numbers and enhanced experience for students with special needs to promote positive social interactions.

Communication and Basic Skills

Courses that foster communication include broadcasting, speech, and journalism. ELA Standards are aligned and mapped to ensure continuity of reading, writing, listening, and speaking skills are addressed. Opportunities are facilitated for students to interact with the community. Students create postings and publications for the district website and student newspaper. Kagan Cooperative Learning structures are used in classrooms to provide opportunities for student collaboration and productive discourse.

Civic and Social Engagement

Civic engagement is incorporated in the junior high ELA curriculum while junior high science focused

on a project related to environmental needs, which was then presented to community members. Voter registration drive is part of the social studies curriculum. Kagan structures also support social engagement skill development. Many activities and examples of student civic engagement are present.

Physical and Mental Health

The district uses Panorama as a K-12 SEL universal screener, which is supported in K-6 by Zones of Regulation. The counselor also provides monthly SEL lessons to students. Secondary students supplement SEL instruction with Josten's Harbor videos during seminar and mental health presentations from outside speakers. The PE curriculum addresses health standards and high participation rates are reported in extracurricular and co-curricular activities.

Arts and Cultural Appreciation

All grades and provide opportunities to learn musical instruments. Elementary students also participate in diverse experiences through cultural explorations in the curricula. Art students participate in local and state competitions producing a Gold Key winner from the Scholastic Art and Writing Awards.

Postsecondary and Career Preparation

Elementary students begin career exploration early, including greenhouse study, occupational exposures, community professional presentations, and coding curricula. As students move to secondary, they begin the formalized IPS process through Xello using those lessons to guide their learning and career/college explorations. These students also engage in Reality U as 8th and 10th grade students interacting with the community to learn financial literacy skills while seniors study economics.

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

ARC Comment

Goal 1 – We will increase student success as globally competitive citizens through a culture of collaboration that uses data to create and implement student intervention systems, aligned curriculums, and applied programs.

Evidence:

High School: The system formed leadership teams to create a building vision, mission, and goals. Four representatives went to PLC training and trained staff on 7-Stages of an Effective Team, set PLC norms, and facilitated the four essential questions of a PLC. Each staff member was to attend PLC conferences, but those were paused during the pandemic. These will resume this summer.

PLCS are now implemented at jr. high and high school level. Curricula has been reviewed, revised, and aligned in all core content areas. PLCs discuss essential questions, competencies, instructional practices, and assessment/feedback techniques. SIT and SLIP are now an active component of the PLC.

Elementary: New diagnostic tools (iReady) illuminated deficits in the student reading and math competencies. The Student Intervention Plan system was revised to address these needs. This new system was renamed to Silver Lake Improvement Plan. This is a collaborative approach including counselors, teachers, instructional coaches, interventionists, parents, and special education staff as needed. During PLC, teachers map and align curriculum, review resources for adoption, and engage in content/pedagogical training.

It appears that a culture of collaboration was established, data is used to inform decisions, student intervention systems have been redesigned, and curricula aligned.

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

ARC Comment

Goal 2 – We will provide each student with individualized, relevant, rigorous, and responsive instruction so that each of our students is globally competitive and prepared for an ever-changing, every-

expanding society as demonstrated by students understanding their readiness to learn, increased enrollment in CTE classes, and increase in the 5-year success and effective rate.

Evidence:

High School: Changes to programs included the addition of a district greenhouse by which special education students developed a seed-to-table program in their lunchroom. Golden Eagle Bank Eagle Eye Photography curriculum was added to allow students to photograph school teams/events and print apparel. This enrollment has increased from 5 to 30 students. A student-run vinyl printing business also stemmed from this program benefiting both school organizations and community. The robotics programs, previously ending in 8th grade, has been expanded with two sections of physical computing for high school students. A focus on developing an intentional process for teaching the 7-Critical Competencies, Student-Led Conferences, and IPS have been implemented to give students a voice in their education process.

Elementary: Summer enrichment programs have been created, an innovation lab, and an after-school farmers market club. Opportunities continue to expand for coding, robotics, and greenscreen technology. iReady has been added to individualize math and reading support for elementary students. PLC discussions and analysis of data demonstrated a need for improving student self-regulatory skills. In response, the system added a PreK-8 counselor and contracted social worker to assist with implementing Zones of Regulation, training staff, implementing a common language, delivering classroom SEL lessons, and meeting with students.

The previous Five-Year Effective Rate Average was 62%; currently 73.0%

The previous Five-Year Success Average was 65%; currently 77.1%

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

Resources, professional learning, and human capital have been significant investments made by the board in ensuring the success of the accreditation process for USD 372. The iReady program was implemented for MTSS and PD funds were allocated for sending teachers to PLC training as they implemented this initiative. Additional staff have been added to support the goals including a full-time counselor, social worker, and assistant principal at the high school. Significant time has been dedicated to ensuring teacher voice is active in the improvement process including the KESA goal areas and redefining the vision/mission of the buildings to align with these improvement 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

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

Board Outcomes

Social-Emotional Growth	USD 372 implemented a Universal Screener and SEL curricula, which are supported with Zones of Regulation and analysis of the SECD standards. Local measures, such as surveys, have been recreated to receive frequent well-being data from students and staff. A "Help Button" was also added to the website during the pandemic for students to request emotional support. Professional development has also target social-emotional well-being.
Kindergarten Readiness	The district is now using the ASQ to monitor kindergarten readiness. To increase participation, the personnel went on a "Road-Show." The early childhood program has been expanded to include three-year-old special education and four-year-old students. Preschool curricula, progress monitoring tools, and evaluation tools were updated. Playgroups have also been instituted for all pre-k students in the community.
Individual Plans of Study	A complete IPS process is in place. The system began with the program Kuder is for interest inventories with high school students, then progressed to Career Cruising and now to Xello. A framework exists for completing interest inventories, tracking course work, and researching careers. Meetings are held with senior students and families to ensure credit requirements are met.
High School Graduation Rate	Graduation rate average is currently at 96.6%. An online credit recovery process has contributed to improving this rate. Further CTE pathways will be increased in the next cycle coupled with more student voice in the curricula to maintain their high rate.
Postsecondary Success	The previous Five-Year Effective Rate Average was 62%; currently 73.0% The previous Five-Year Success Average was 65%; currently 77.1% The major increase was attributed to the inclusion of Washburn Technology Institute certifications achieved by students beginning in 2019.

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

ARC Comment

The initial needs assessment was conducted with the entire staff. The Building Leadership Teams were instrumental in facilitating the review of results and creation of the guiding plan. Building site councils provided feedback on that system's progress. The superintendent provided annual updates to the board regarding progress. Input was solicited from families during on-campus activities and events. The student body was involved in the process as the journalism class reported changes that resulted from the process including the student-run businesses and curricula changes.

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

ARC Comment

The system was very responsive to OVT feedback. The OVT did not report any issues regarding timeliness of reports.

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

ARC Comment

The system was very responsive to OVT feedback. An annual review is provided to the board. The OVT did not report any issues regarding timeliness of reports. The board goals and strategic plan align with the KESA initiatives for continuous improvement.

ARC Recommendation

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

Justification

The system demonstrated both results and a detailed process. Graduation Rate, Effectiveness Average, and Success Rate are all very high with assessment scores above the state average. All foundational structures and State Board Outcomes are present. The two goals of the system appear to have been attained.

Strengths

- Graduation Rate; Success Average; Effective Average
- Assessments: Steady or Improved. Above State Averages.
- Aligned professional development.
- Stakeholders are committed to the support of the process with financial resources.

Challenges

- Create quantitative goals that can be measured annually for growth or progress.
- Increase intentional usage of data: climate surveys, needs assessment, student outcomes data, Panorama (SEL), data etc.
- Report results to staff, students, and parents.



Sublette USD 374

105 W Fern, Sublette, KS 67877
(620) 675-2277
www.usd374.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Rex Bruce**

Demographics

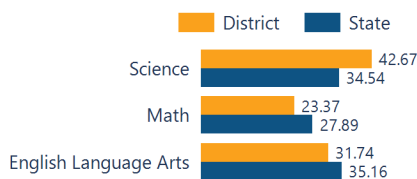


386 Students

African American 0.00%
Hispanic 34.72%
Other 0.00%
White 65.28%

Academically Prepared for Postsecondary Success

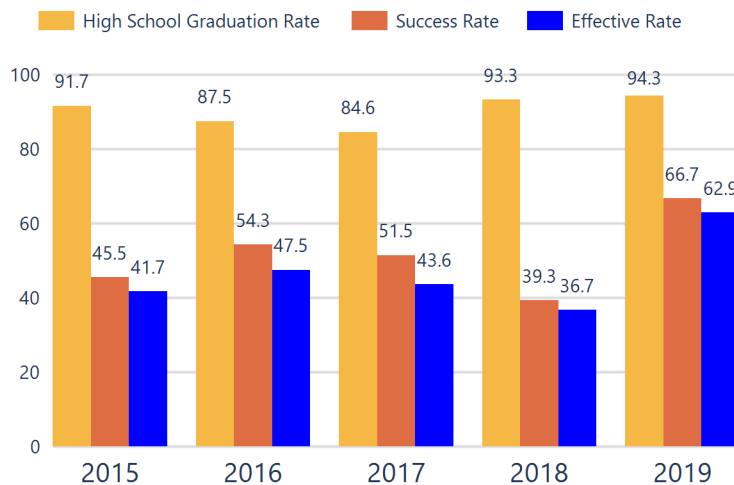
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

90.0%

Five-Year Success Avg

51.9%

Five-Year Effective Avg

46.7%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.4 - 46.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

79.4%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$16,954

State:
\$12,863

95.3%

State:
93.8

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

8.3%

State:
17.5

1.6%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.86	30.70	34.40	N/A	N/A	N/A	30.84	28.57	35.36
Level 2	50.00	36.40	31.18	N/A	N/A	N/A	45.77	39.68	21.95
Level 3	18.53	23.68	20.43	N/A	N/A	N/A	16.41	25.92	35.36
Level 4	5.60	9.21	13.97	N/A	N/A	N/A	6.96	5.82	7.31

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.31	34.89	40.35	N/A	N/A	N/A	31.75	29.49	38.98
Level 2	50.65	33.55	31.57	N/A	N/A	N/A	46.62	40.28	18.64
Level 3	17.76	23.48	19.29	N/A	N/A	N/A	15.54	24.46	35.59
Level 4	5.26	8.05	8.77	N/A	N/A	N/A	6.08	5.75	6.77

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	65.00	75.00	N/A	N/A	N/A	N/A	64.70	N/A	N/A
Level 2	10.00	5.00	N/A	N/A	N/A	N/A	35.29	N/A	N/A
Level 3	5.00	5.00	N/A	N/A	N/A	N/A	0.00	N/A	N/A
Level 4	20.00	15.00	N/A	N/A	N/A	N/A	0.00	N/A	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.44	43.03	44.82	N/A	N/A	N/A	51.38	42.64	54.54
Level 2	55.69	45.56	34.48	N/A	N/A	N/A	43.05	47.05	15.15
Level 3	7.59	8.86	13.79	N/A	N/A	N/A	5.55	8.82	24.24
Level 4	1.26	2.53	6.89	N/A	N/A	N/A	0.00	1.47	6.06

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

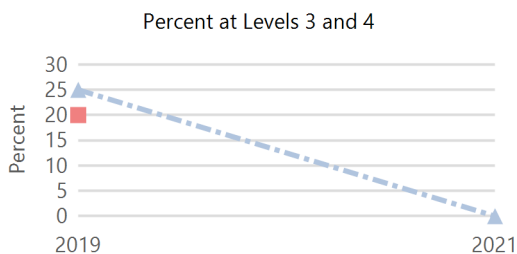
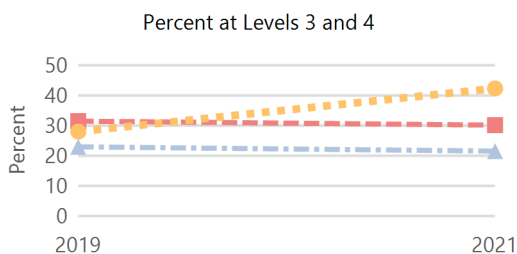
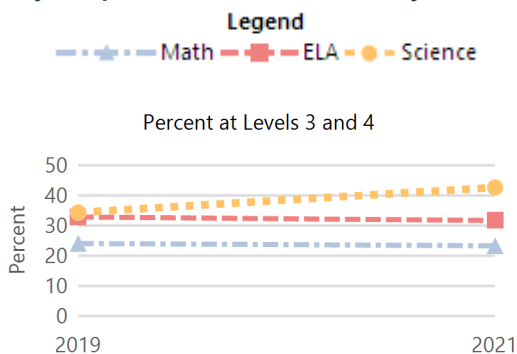
ACT Performance (2021 School Year)

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Note: Not all eligible students completed an ACT.

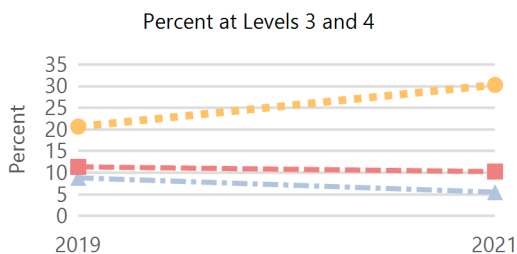


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District

State 19.8

Accreditation Summary

Date: 05/22/2022

System: D0374 Sublette (0000)

City: Sublette

Superintendent: Rex Bruce

OVT Chair: Andrea Jones

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

ARC Comment: The district has been working on all of these structures as noted in the OVT report.

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

ARC Comment

Goal 1 In our Relationship goal, we will focus on implementing the SECD standards. Through full implementation, by the spring of 2022, we would like to see a 5% reduction in office referrals and antisocial behavior as measured through the PBIS annual survey.

ARC Comment:

The system wants to continue to implement the SECD standards and Character Strong curriculum at the high school so they can see their office referrals decrease over time. They want to continue to build positive working relationships with their administration, teachers, parents, students, and the community.

ARC Comment and Suggestion: This Goal is Not Fully Developed. When providing goal outcomes, this needs to be in more of a narrative form with more data.

- Shows progress toward some goal statements supported by data (quantitative and/or qualitative).
- An action/improvement plan including evidenced-based strategies and action steps for at least one of the goals statements is fully developed and implemented.

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

ARC Comment

Goal 2 As part of our Relevance goal, we will use the process of curriculum alignment and focus on rigor within all content areas will show an increase in state assessment scores in all areas by 5% by the Spring of 2022.

Goal 3 Another part of Relevance goal will be to increase our 5-year post-secondary effective average by 2% to demonstrate that the work put into our IPS has been impactful in future educational goals for

our students.

They want to continue to improve their IPS system throughout the next cycle. The system wants to continue to focus on bettering their standardized scores but not have it be the driving force. They want to find a good balance of expectations for instruction and student engagement. The system wants to focus on looking at their grading procedures/philosophies in order to streamline the grading process. The MS/HS wants to implement interventions for math next year. The system also wants to focus on growing the kinds of classes they can offer for all levels of students in their district.

ARC Comment:

This goal also lacked progress toward some goal statements supported by data (quantitative and/or qualitative). The goal statement needs improvement.

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

ARC Comment: Regarding the resource allocations, they have a set curriculum adoption process in place so that funding will be available as needed. Technology has financing in place to order as required. Staff is sufficient to fulfill this process. They have counselors, title teachers, a curriculum coordinator, and teachers to teach the courses required for graduation and CTE pathways. The system has grown substantially in regard to staff investment. They have hired a curriculum coordinator in charge of the KESA process, curriculum adoptions, and instructional coaching. This hiring has helped communication between the two buildings. Also in place is a district curriculum coordinating council that meets monthly to discuss the district's professional development and curriculum needs. This is also their DLT. A BLT has been in place since the beginning of the cycle. They also meet monthly and focus on what is working, what improvements need to be made, and student data. Site councils were added, and they meet twice a year and include stakeholders from the community. Finally, the district has content area committees that meet in regard to curriculum and content. The curriculum coordinator is present, and she updates the school board at monthly meetings. School improvement is a continued focus in all areas. The KESA process has forced the district to focus on school improvement, thus driving their instruction.

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

ARC Comment: The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth

ARC Comment: The elementary school has focused on the social-emotional piece since the beginning of the cycle. They utilize Zones of Regulation, Sanford Harmony, and Champs. Their data reflects this as their tier 3 behavior has dropped 71%. At the high school level, as shown in the KCTE survey, bullying continues to be a concern and an area to address. The junior high and high school levels showed an increase from 21.9% to 58%. This is attributed to the fact that social media outside of school could be playing a part and is not necessarily representative of what is seen at school. Character Strong was implemented at the high school level last year and their school showed a decrease of students assigned to ISS. They went from 18 students being assigned to ISS down to 4. As noted, the elementary school has had this piece in process since the beginning of the cycle and is flourishing. The high school is at the beginning stages of intentionally implementing the SECD standards and now has a class dedicated to SECD. Positive results and necessary data will come from the additional support the high school has added. . The district employs two counselors who provide weekly lessons to the classrooms.

Kindergarten Readiness

ARC Comment: The district relies heavily on the results from the PELI. At the beginning of the cycle, 36% of their students were well below benchmark. Last year, they had less than 1% well below benchmark. Students are learning the alphabet in preschool and have some knowledge of phonemic awareness and comprehension skills. The use of PELI and Creative Curriculum will continue into the next cycle. Mapping of the curriculum and including the preschool into PLC groups with the kindergarten teachers when looking at student data has been beneficial.. The focus moving forward is to extend preschool from a half day to a full day.

Individual Plans of Study

ARC Comment: In year one, 20 indicators in the state IPS rubric showed No Evidence or fell in the Implementing process. There were NO indicators in Modeling and now they have 11. Improvements have been made. The district started without any pathways and the district now offers five. Career exploration activities are done yearly and the students frequently visit with the counselor in regards to future plans, college, and work. Job shadowing opportunities are available, internships, and on-the-job training. The vocational tech program has seven students enrolled and they are bused to SCCC. Also provided is the opportunity to get a CNA certification. The IPS requirements include the students updating their portfolios four times a year and being reviewed by the ELA staff. These are then shared with the IPS teachers and conferences are then held with parents. The district process with IPS has changed over the cycle. They started with Xello and then moved to district portfolios on Google Sites which seem to be working well. This will continue into the next cycle of KESA.

High School Graduation Rate

ARC Comment: USD 374 has moved away from PEAK classes that could not be offered. Staff is trying to encourage students to take classes that are offered on-site. The new counselor is adding classes that will fit all of USD 374 students' needs. The vo-tech classes are decreasing due to high expectations of success for students. Unfortunately, last year, many students failed. USD 374 continues to investigate the huge drop this year in the graduation rate. In a small district, if two students do not graduate, it has a huge impact on the graduation rate.

Postsecondary Success

ARC Comment: USD 374 is beginning to see more interest in student internships and pathways. Students are beginning to be advocates for classes they need. The effect rate improved by 7%. State assessment scores are improving in Math and Science, but work needs to continue in ELA.

Science improved by 11%

Math improved by 24%

ELA declined by 3%

USD 374 students are able to leave school to experience an interest in a field when they are seniors.

The focus for the district has been to add more pathways. This has ranged from 3-8 students from 2017-2022.

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

ARC Comment

ARC Comment: USD 374 has focused on involvement from their community and parents at all levels. Implementation items include:

- Engaging parents in early childhood education through the preschool program
- Including parents in the after school program through parent nights and individualized tutoring for kids who need the extra support
- Posting events and announcements on the school Facebook pages and on the community text caster
- PTO provides activities with all schools and are led by a very culturally diverse group of moms that come into the schools
- CTE pathways all have community board members that meet twice a year
- Parent-teacher conferences are now student-led, and the kids show their parents their IPS in the spring
- Parent survey at all spring conferences to get feedback on how family needs are being met
- Purchased and delivered a social/emotional curriculum to all students in Pre-K

The improvement process has been shared with stakeholder groups quarterly during this cycle through the following: site council meetings, board meetings, building leadership teams, SAC meetings, and social media platforms.

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

ARC Comment

The system worked with the OVT throughout the cycle and listened along with making changes as suggested by the OVT.

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

ARC Comment

ARC Comment: Sublette has done an amazing job regarding fidelity to the KESA process. They are a small district but are lucky enough to have a curriculum coordinator. She writes all the agendas for their department meetings, building leadership meetings, and site council meetings, so KESA is always the main topic. She and the principals work with all teachers through the department meetings. They have a rotating schedule and have about 7 to 8 meetings per month. Throughout the KESA cycle, teachers have looked at the rubrics to determine their needs. This process has created a lot of buy-in from their staff. The curriculum coordinator has also made sure the Board of Education has been kept in the loop throughout the entire KESA process. We do not feel there is a need for improvement in regard to fidelity to the KESA process. This is an area of strength for Sublette.

ARC Recommendation

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

Justification

USD 374 staff have been strong in their pursuit of system improvement. This includes being open to OVT guidance through seeking information and research which supports USD 374 goals. This system must move into a new cycle to strongly emphasize addressing academics. As stated by the OVT Chair in the final reports, areas in growth need to be addressed.

Strengths

Many areas have stood out as strengths for Sublette.

They have put a lot of work into their data dashboard. It clearly shows their progress and growth towards their goals. Provided the data from every year in the cycle all in one place.

Another strength is their curriculum coordinator, Sonya Pena. She has been with the school the entire cycle and has facilitated the whole KESA process, from the needs assessment to the final growth data. She has brought the two buildings together and has involved all stakeholders.

The IPS process at the MS/HS has changed throughout the KESA cycle, but the system has always shown forward movement. When they discovered they did not like Xello, they moved on to Google Sites and loved it.

The addition of their new counselor at the MS/HS has been exciting for the system. She has made it easy for all teachers to implement the SECD standards in their classrooms fully. We love hearing that the students share their IPS site with their parents and their spring parent-teacher conferences!

The data clearly shows that the social and emotional work at the elementary school has helped make considerable gains in their social and emotional data.

Challenges

The only areas for growth we discussed for Sublette are the following:

Continue to collect and analyze state assessment data to show growth. The new research-based curriculum, interventions, and leadership will help with success in this area.

ACT scores are another area that will hopefully continue to improve for these same reasons.

The post-secondary success rate is another focus area. The work put into the IPS system will hopefully continue to show growth in this area.

Additional Note on Teacher Retention and Hiring- The only area of limitation is important for the system as the teacher shortage impacts how many pathways they can offer their students and will impact the number and variety of course offerings for students. Not only pathways are affected, but the overall system can be affected.

Additional comments to consider as Challenges and Strengths:

ARC Notes: Sublet 374 Copper was awarded for Academically Prepared for Post-Secondary to the district.

The graduation rate decreased from 94.3 to 79.4. Did not see an increase in dropout or absenteeism with a decrease in the graduation rate. All students tested percent at levels 3 & 4 demonstrated an increase in science, a neutral increase/decrease in ELA, and a trend toward decreasing math. The most significant decrease was noted with students with disabilities. Students in levels 3 and 4 declined to zero, moving all students with disabilities tested to levels 1 and 2. The most significant margin was noted in level 2, increasing from 10.00 to 35.29. The largest increase was noted with Hispanic students as a significant increase in science with an increase in level 3 from 13.79 to 24.29 and a decrease in level 2 from 34.48 to 15.15.



Blue Valley USD 384

3 Ram Way, Randolph, KS 66554
(785) 293-5256
<http://www.usd384.org>

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **John Cox**

Demographics

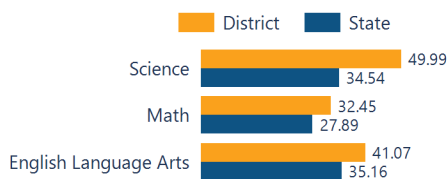


213 Students

African American 2.35%
Hispanic 2.35%
Other 1.88%
White 93.43%

Academically Prepared for Postsecondary Success

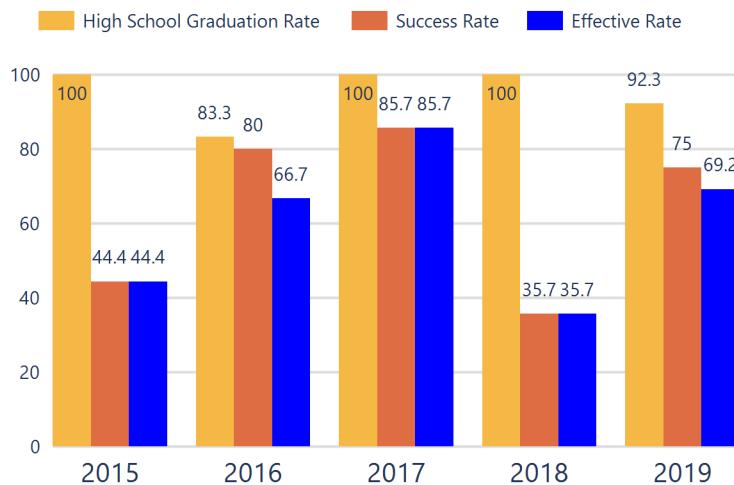
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

95.2%

Five-Year Success Avg

64.4%

Five-Year Effective Avg

61.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

54.8 - 62.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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: 88.1

District ESSA Expenditures Per Pupil

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

\$19,218

State:

\$12,863

ATTENDANCE RATE

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

95.5%

State: 93.8

CHRONIC ABSENTEEISM

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

11.2%

State: 17.5

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: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	19.35	13.97	12.76	N/A	N/A	N/A	21.92	12.50	11.53
Level 2	44.08	37.63	40.42	N/A	N/A	N/A	45.61	46.42	38.46
Level 3	27.95	39.78	38.29	N/A	N/A	N/A	24.56	31.25	36.53
Level 4	8.60	8.60	8.51	N/A	N/A	N/A	7.89	9.82	13.46

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.00	28.00	9.09	N/A	N/A	N/A	35.29	17.64	N/A
Level 2	40.00	40.00	63.63	N/A	N/A	N/A	29.41	47.05	N/A
Level 3	20.00	28.00	27.27	N/A	N/A	N/A	17.64	29.41	N/A
Level 4	4.00	4.00	0.00	N/A	N/A	N/A	17.64	5.88	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.66	41.66	N/A	N/A	N/A	N/A	47.36	23.52	N/A
Level 2	50.00	33.33	N/A	N/A	N/A	N/A	21.05	58.82	N/A
Level 3	16.66	8.33	N/A	N/A	N/A	N/A	26.31	11.76	N/A
Level 4	16.66	16.66	N/A	N/A	N/A	N/A	5.26	5.88	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

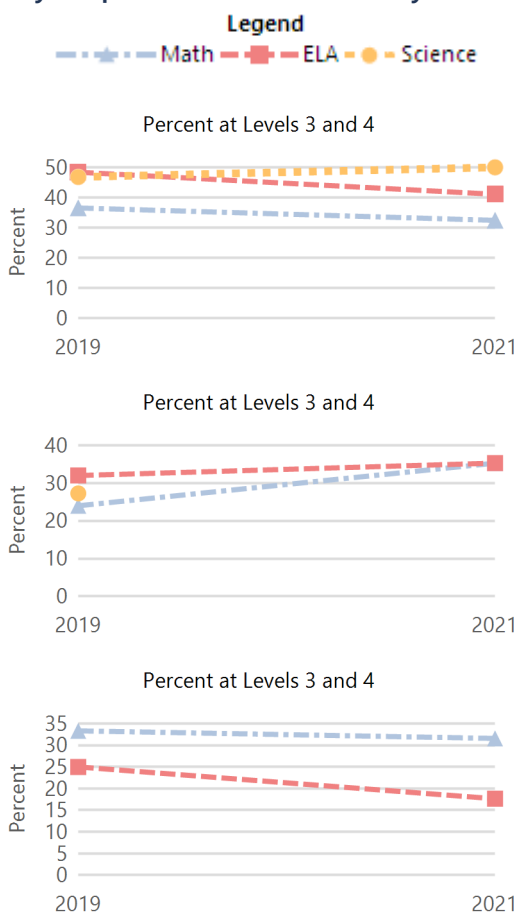
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	17.3
State	19.8

Accreditation Summary

Date: 04/20/2022

System: D0384 Blue Valley (0000)

City: Randolph

Superintendent: John Cox

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.

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- All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. The OVT and system report that the system's tiered framework of supports structure and process addresses diversity in student needs and abilities. The OVT and system also report that during this improvement cycle the system's elementary level has implemented a structured local screening process to assist in the identification of student academic need levels in combination with classroom data. Levels of supports have evolved and support service time has been restructured. Connections and instruction across content has been elevated to strengthen to further assist with phonetic skills and other identified ELA needs.

Based on local screeners the middle school level identified more need in the area of reading comprehension and developed scheduled intervention times in their structure of 45 minutes a minimum of two times each week for students in need of tier two and three supports. This structured time provided identified students who need extra reading support the opportunity to work on specific reading goals. Additional supportive structured study skills time was also integrated into seminar as a tier one support for all students.

At the high school level seminar has been restructured to provide the supports needed for all tiered support levels. Supports were developed depending on the identified level of support needed. Overall activities provided to students included career awareness, preparation for the ACT, and skills needed identified through screening. The system saw noted increases in assessed skills

Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. The OVT and system report a focus on business partnerships, postsecondary partnerships, and have processes in place to communicate with building leaders, staff, families, and their community. The OVT and system also reported strategic communication with families, business partners, and community members through utilization of a district purchased program that allows administrators of each building to communicate with the appropriate stakeholders regarding events and needed input that specifically pertains to them.

Diversity, Equity, and Access – The system has incorporated all student group needs are represented in the improvement process. The system's and schools' cultures reflected in vision and improvement process. The OVT and system report that teachers include diverse perspectives in their curriculum regularly. Teachers work to incorporate current events in their lessons to make curriculum relevant and

engaging to students.

Communication and Basic Skills- The system has curricula in place that support the structures in communication and basic skills are evident. That communication skills have been emphasized at the elementary level through encouraging participation in Student Council campaigning activities. Through this process, students prepare short speeches to give to the student body and also answer questions presented by students. Students also participate in STEM projects where they are required to communicate with other students to complete the given task. In multiple classes, students have presented on research projects such as reports on animals and states.

Middle school students in grades 5-8 are required to create and present projects 2-4 times each year. This requires research, creating a project or presentation, and public speaking as they demonstrate and explain what they have learned. Additional project based activities include but are not limited to projects on earth models, atom models, winter Olympics, Newton's Laws of Motion, flowers, ecosystems, adaptation, cells, and an inquiry hydraulic project that performs a specific function.

At the high school since 99% of students participate in FFA the school capitalized on those required public speaking activities to hone their communication skills. Students are also work in teams within their classes to research and talk about ideas, report back to the class, and come to a consensus as a class.

Civic and Social Engagement- The OVT and system report system has implemented several structures and opportunities for civic and social engagement. Examples include, but are not limited to a "Save the World Day", adopting families for Christmas, a year-long service project, helping student who experience a loss, and a World Classrooms trip to Washington, D.C. where upon return they share their learning experiences with fellow students.

Physical and Mental Health- The system has curricula in place that support the structures in Physical and Mental Health are evident. The OVT and system report a system commitment to supporting the mental and physical well-being of students and staff. Examples include, but are not limited to all students K-4 daily PE classes that provide students with a has a well-planned out curriculum. Weekly instruction from the counselor is provided to teach character traits. At the secondar levels instruction is focused on social issues such as peer pressure, alcohol and drug awareness, how to make good choices bullying, building peer relationship, organization, and responsibility topics.

Arts and Cultural Appreciation – The system has curricula in place that support the structures in Arts and Cultural Appreciation are evident. The OVT and system report system appreciation and support for fine arts and world languages. The OVT and system also report that there is a volunteer taught at instruction in grades K-4. The K-4 students also have Music class daily for 25 minutes, where they are exposed to composers, instruments and a variety of musical styles. In middle school students receive a full hour of art once a week for a full hour. Middle school also provides students with the opportunity to select band as an elective class. At the high school, students have various ways to express themselves through art, music, forensics, and the all-school play. The high school also offers Spanish provided either on site or students may enroll in a variety of languages online

Postsecondary and Career Preparation- The system had curricula in place that support the structures in Postsecondary and Career Preparation are evident. The 2020-21 KSDE accountability report indicates a 61.3% 5-year effective average which falls between the KSDE predictive effectiveness rate of 54.8%-62.2%. The system performed within their Predicted Effectiveness Confidence Interval set by KSDE. Special attention should be given to the system's growth over the last two reporting years. The system's postsecondary success rate grew from 35.7% to 75% and the system's effectiveness rate grew from 35.7% to 69.2%. The OVT and system report intentional efforts in postsecondary and career preparation. The system also earned a KSDE Kansas Can Star recognition for Academically Prepared for Postsecondary, High School Graduation, and for Postsecondary Success.

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

ARC Comment

3. Goal Area 1: Rigor

Goal 1: All students will develop an awareness of the skills that are needed for the world of work. Evidence is assuredly documented that system goal 1 was identified based on the needs analysis, contain strategies and activities were implemented, and produced reasonable results. System goal 1 is measurable and is complex enough to challenge the system throughout their continuous improvement process/cycle. The system has provided evidence supported by data that demonstrates results, demonstrates that an improvement plan with evidence-based strategies was implemented, professional development and supports were provided, and that connections were made between the goal and improving the State Board Outcomes and ultimately having successful high school graduates. The system was intentional in its planning and implementation of CTE exploration and instruction K-12. At the elementary school, students explored the 16 career clusters as part of a career day each semester. Volunteers from the community came to school to discuss their jobs and the skills that were needed for each of those jobs. At the secondary levels students not only were given multiple opportunities to explore career clusters, but also gave feedback about what they learned on a survey. Students are also provided instruction and developed an individual plan of study. High school students also learn how to write resumes and cover letters. Many (40%) of the system's juniors and seniors use the resumes to get a part-time job either during the school year or summer. To help students better prepare for postsecondary success, the CTE teachers have streamlined their pathways and increased the number of offerings. The high school counselor has made a concerted effort to enroll students in courses in the pathways that best fit their skills and interests. The system also offers dual credit courses and a myriad of online courses to meet student needs. The system is especially proud of their growth in integrating core courses and CTE courses. The system has documented growth in students pursuing dual credits, online courses, and specialty certificates which supports achievement of their career goals. The system and OVT credits this intentional goal work to the jump in postsecondary success rate from 35.7% to 75% and the effectiveness rate from 35.7% to 69.2%. The system also earned a KSDE Kansas Can Star recognition for Academically Prepared for Postsecondary, High School Graduation, and for Postsecondary Success.

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

ARC Comment

Goal Area 2: Relevance

Goal 2: All students will collaborate with teachers to set personal goals to promote ownership of their own learning.

Evidence is (assuredly) documented that system goal 2 was identified based on the needs analysis, contain strategies and activities were implemented, and produced reasonable results. System goal 2 is measurable and is complex enough to challenge the system throughout their continuous improvement process/cycle. The system has provided evidence supported by data that demonstrates results, demonstrates that an improvement plan with evidence-based strategies was implemented, professional development and supports were provided, and that connections were made between the goal and improving the State Board Outcomes and ultimately having successful high school graduates. Growth data generated to monitor progress on the goal 2 at the elementary level includes rubric data from STEM project-based activities, activities developed around campaign for STUCO, food drives, Change the World Day proposals and activities, and Leader in Me activities.

Growth data generated to monitor progress on the goal 2 at the middle school and high school levels includes activities integrated in student selected community service projects, FFA projects, STUCO led activities, project-based ELA and Math lessons, IPS selected activities, individual student records, feedback surveys, engagement data, and targeted cross-curricular lessons.

The system also reported that increases in the area of relevance increased student engagements and ultimately resulted in the system's the jump in postsecondary success rate from 35.7% to 75% and the effectiveness rate from 35.7% to 69.2%. The system also earned a KSDE Kansas Can Star recognition for Academically Prepared for Postsecondary, High School Graduation, and for Postsecondary Success.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding

the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted and the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. These key groups have been supported the ongoing process of school improvement. Structures/supports include but are not limited to determining and allocating resources to those areas that determined to have the most need. The system worked with their BOE to hired a full-time nurse, a part-time social worker, an additional part-time counselor, a full-time elementary school principal, and additional para support.

Instructional technology improvements include teacher access to Promethean ActivPanel Titanium Series in their classroom to make lessons more interactive and relevant. Grades 5-12, are one-to-one Chromebooks and grade K-4 students have access to iPads.

Throughout cycle, The BOE received progress reports on the system goals. continually reported our progress toward our goals to our board of education. They have been very receptive and supportive of the teachers' work as they strive to meet our district goals. The system and OVT report that the KESA continuous improvement process has become a part of our everyday planning. Everything that the system does reflects back to goals and how they will improve student learning. Through this process, the system has developed a mission statement that is posted in 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

The system's data indicates that they are at or above expectations or showing a positive incline in all State Board Outcomes. The system demonstrated understanding and can explain its data results. The system has also demonstrated evidence for all State Board outcomes and have a plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth

At the beginning of the 5-year cycle, the system determined the need for a comprehensive approach to social-emotional support for students and staff. During this cycle the system documented growth utilizing the Kansas Communities that Care Survey and local behavioral referral data. Seminar period was reinstated to give students time to develop study skills, complete career development tasks, and build character awareness. Additional staff were hired to meet student needs including a school social worker, nurse, and part-time counselor. Processes and structures were implemented to streamline supports. Staff were trained in trauma informed instruction.

Kindergarten Readiness

Evidence indicates that the system has demonstrated growth in kindergarten Readiness. The system has documented ASQ-3, ASQ: SE2, and preschool participation growth data. The system also has implemented and continues to monitor ASQ completion data in order to personalize student learning and supports. The screener data indicate a sharp decline in academic and social emotional areas throughout the accreditation cycle.

Individual Plans of Study

Through this improvement cycle the system committed to full implementation of the IPS process and all graduates having an electronic portfolio. High school students also learn how to write resumes and cover letters. Many (40%) of the system's juniors and seniors use the resumes to get a part-time job either during the school year or summer. To help students better prepare for postsecondary success, the CTE teachers have streamlined their pathways and increased the number of offerings. The high school counselor has made a concerted effort to enroll students in courses in the pathways that best fit their skills and interests. The system also offers dual credit courses and a myriad of online courses to meet student needs.

The system is especially proud of their growth in integrating core courses and CTE courses. The system has documented growth in students pursuing dual credits, online courses, and specialty certificates which supports achievement of their career goals. The system and OVT credits this intentional goal work to the jump in postsecondary success rate from 35.7% to 75% and the effectiveness rate from 35.7% to 69.2%. The system also earned a KSDE Kansas Can Star recognition for Academically Prepared for Postsecondary, High School Graduation, and for Postsecondary Success.

High School Graduation Rate

The 2020-21 KSDE accountability report indicates that the system's most recent 4 year adjusted cohort graduation rate for 2015 was 100%, 2016 was 83.3%, 2017 was 100%, 2018 was 100%, 2019 was 92.3 %, 2020 was 96.2% and 2021 was 100%. Throughout this improvement cycle the system has monitored, analyzed, and documented their growth efforts in supporting all students in graduating. Due to the system's size one or two students has a great impact on their graduation size. The systems graduation data below shows that our graduation rate remains above the state average and steady. The system also earned a KSDE Kansas Can Star recognition for Academically Prepared for Postsecondary, High School Graduation, and for Postsecondary Success.

Postsecondary Success

The system had curricula in place that support the structures in Postsecondary and Career Preparation are evident. The 2020-21 KSDE accountability report indicates a 61.3% 5-year effective average which falls between the KSDE predictive effectiveness rate of 54.8%-62.2%. The system performed within their Predicted Effectiveness Confidence Interval set by KSDE. Special attention should be given to the system's growth over the last two reporting years. The system's postsecondary success rate grew from 35.7% to 75% and the system's effectiveness rate grew from 35.7% to 69.2%. The OVT and system report intentional efforts in postsecondary and career preparation. The system also earned a KSDE Kansas Can Star recognition for Academically Prepared for Postsecondary, High School Graduation, and for Postsecondary Success.

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

ARC Comment

The system demonstrated consistent gathering, analyzing, and making adjustments based on stakeholder feedback. The system demonstrated how all stakeholder groups were represented, involved, and provided input regarding the system's improvement process. Data was provided for a system-wide practice in place of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. The OVT and system report a focus on business partnerships, postsecondary partnerships, and have processes in place to communicate with building leaders, staff, families, and their community.

The OVT and system also reported strategic communication with families, business partners, and community members through utilization of a district purchased program that allows administrators of each building to communicate with the appropriate stakeholders regarding events and needed input that specifically pertains to them. Each school's Facebook page and district website is linked to the purchased application which allows teachers to post classroom activities and events to keep parents and community members informed about classroom happenings in a timely manner.

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

ARC Comment

The OVT team reported that the system has always sought feedback for both things they are doing well, as well as things to consider doing. When the committee has made recommendations in the past, the system has taken that feedback into consideration. The system has listened to the feedback and advice of the OVT Team Chair and used that feedback to improve. The system implemented all of the recommendations made by the OVT. There are absolutely no concerns regarding the responsiveness of the system regarding feedback provided to them.

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

ARC Comment

The system has provided evidence that they have consistently reported their KESA efforts and progress to their local board. The system completed reports in a timely manner, developed a plan with action steps, goals and data driven growth measures. Their improvements efforts were aligned with their local board's strategic plan and building level goals. Finally, OVT visits were conducted and adjustments were made throughout the cycle based on data, OVT recommendations, and system stakeholder feedback.

ARC Recommendation

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

Justification

The rationale for the recommendation is based on growth/improvement data and process information provided by the system, the OVT, and the KSDE accountability report.

Strengths

The OVT noted that the system's strength area is their staff's dedication to the betterment of students which is evidenced through their development of CTE pathways, graduation rates, postsecondary success rates, postsecondary effectiveness rates, and Kansas Can Star recognitions for Academically Prepared for Postsecondary, High School Graduation, and Postsecondary Success.

Challenges

Although the system was able to show growth data in their identified goal areas it is recommended that the system write clear and measurable goals with well-defined baseline data for the next accreditation cycle.



Rose Hill Public Schools USD 394

104 N Rose Hill Rd, Rose Hill, KS 67133-9785
(316) 776-3300
www.usd394.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Randal Chickadonz**

Demographics

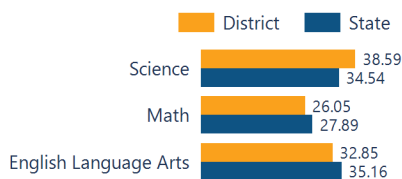


1,611 Students

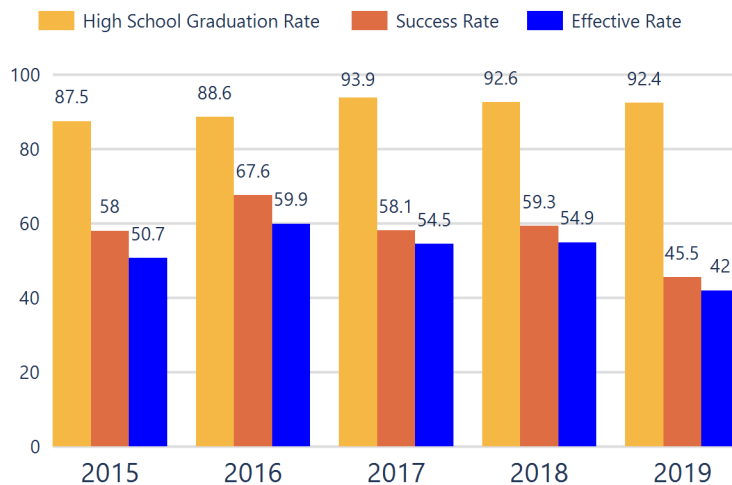
African American 3.10%
Hispanic 7.08%
Other 6.02%
White 83.80%

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

58.3%

Five-Year Effective Avg

53.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

57.9 - 61.0%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

93.3%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$9,312

State:
\$12,868

95.6%

State:
93.8

9.6%

State:
17.5

0.9%

State:
1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.90	30.93	38.93	N/A	N/A	N/A	32.70	32.46	36.05
Level 2	41.87	33.93	28.31	N/A	N/A	N/A	41.22	34.68	25.35
Level 3	24.06	28.65	24.48	N/A	N/A	N/A	20.42	26.70	30.14
Level 4	9.14	6.47	8.25	N/A	N/A	N/A	5.63	6.15	8.45

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.48	37.39	42.85	N/A	N/A	N/A	43.65	48.91	42.85
Level 2	47.13	38.69	32.96	N/A	N/A	N/A	41.11	28.26	28.57
Level 3	15.41	19.56	17.58	N/A	N/A	N/A	10.65	18.47	24.67
Level 4	3.96	4.34	6.59	N/A	N/A	N/A	4.56	4.34	3.89

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	57.39	67.82	64.86	N/A	N/A	N/A	70.53	66.25	73.68
Level 2	26.95	20.86	16.21	N/A	N/A	N/A	19.64	22.50	19.29
Level 3	9.56	6.08	16.21	N/A	N/A	N/A	5.35	6.25	7.01
Level 4	6.08	5.21	2.70	N/A	N/A	N/A	4.46	5.00	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	42.85	N/A	N/A	N/A	N/A	70.58	60.00	N/A
Level 2	42.85	42.85	N/A	N/A	N/A	N/A	29.41	13.33	N/A
Level 3	14.28	9.52	N/A	N/A	N/A	N/A	0.00	20.00	N/A
Level 4	0.00	4.76	N/A	N/A	N/A	N/A	0.00	6.66	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.70	29.26	40.90	N/A	N/A	N/A	32.60	36.36	52.17
Level 2	51.21	51.21	45.45	N/A	N/A	N/A	52.17	43.18	30.43
Level 3	17.07	17.07	9.09	N/A	N/A	N/A	13.04	15.90	13.04
Level 4	0.00	2.43	4.54	N/A	N/A	N/A	2.17	4.54	4.34

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

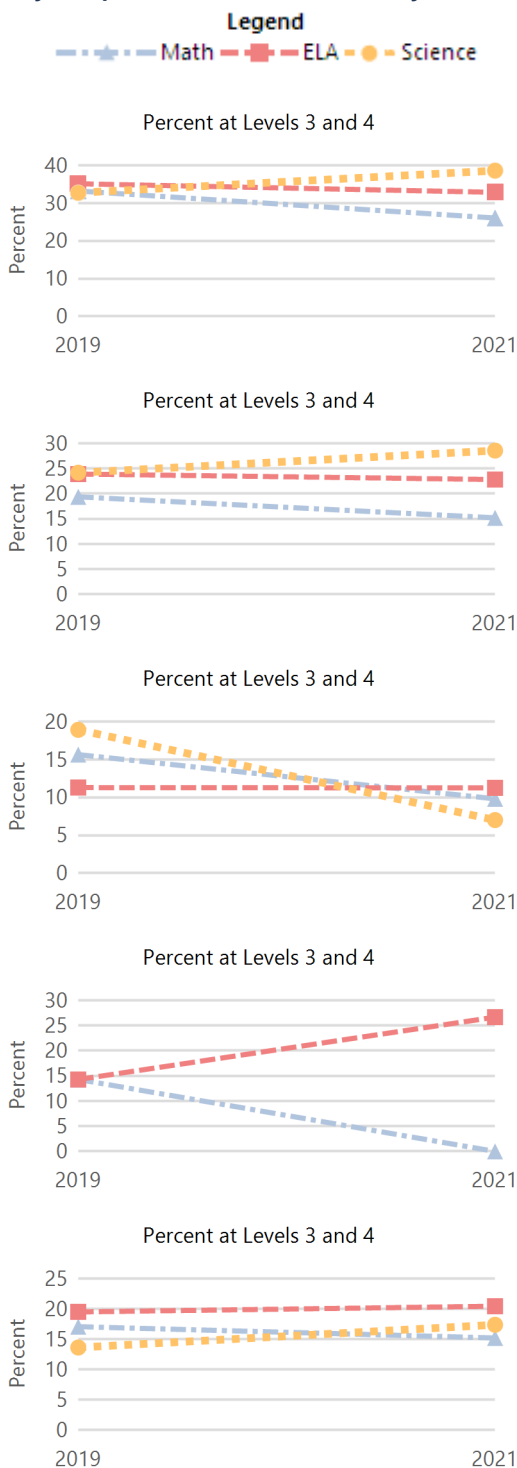
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.2
State	19.8

Accreditation Summary

Date: 05/17/2022

System: D0394 Rose Hill Public Schools (0000)

City: Rose Hill

Superintendent: Randal Chickadonz

OVT Chair: Joyce Harting

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

All buildings in the system have a tiered framework of supports in place and utilize data to determine individualized plans to support students in mathematics and reading. At the secondary levels, students received specific re-teaching and reinforcement lessons in core content subject-area as determined necessary on a weekly basis. At the elementary level, students receive re-teaching and reinforcement lessons determined necessary on a daily basis. In all instances, students are selected based on formal and informal assessments.

Tiered Framework of Support

The system has implemented a Tiered Framework of Supports throughout the entire system. The district developed a system of supports for all K-12 students with "Student of Concern" meetings held across the district.

Family, Communities, and Business Partnerships

When the team noted the need for more targeted interactions with outside partnerships, the system surveyed and then targeted this concern by creating both formal and informal partnerships for businesses, families, and community members. Technology was used during the pandemic to allow input from partners and continued positive interactions.

Diversity, Equity, and Inclusion

The system recognized this need for improvement and conducted a staff and stakeholders survey. Staff completed professional learning and incorporated trauma-informed practices in each building. As a result, trauma-based decision-making is now a part of the culture in Rose Hill.

Communication and Basic Skills

The curriculum has been aligned both within 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.

Civic and Social Engagement

Through surveys, the system saw the need to increase engagement and opportunities for all students to participate in activities throughout their school careers. The system has included opportunities for community-based civic and social engagement as well as ways for students to learn about world affairs and discuss and process the news.

Physical and Mental Health

Data from surveys, as well as feedback from students and teachers, indicated that mental health was a priority for improvement in the system. Trauma-informed decision-making is now embedded in the system's culture.

Arts and Cultural Appreciation

The arts are supported in the district. Students are given opportunities to appreciate arts and culture such as art, music, band, and drama.

Postsecondary and Career Preparation

The system continued to expand opportunities for students to participate in career exploration from elementary school through graduation. Middle school students begin the Individual Plan of Study and digital portfolios and add to them throughout high school. Technology is used in career exploration. The system's five-year graduation average is 93.3%.

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

ARC Comment

Goal 1: Relationships

The system has a goal statement to improve teacher relationships with students through the use of trauma-informed practices. This is measured by a 5% improvement in "agree" and "strongly agree" on student surveys for the question "There are adults I can talk to at school."

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

The system has a goal statement to demonstrate the effectiveness of the use of technology in the classroom to achieve high academic performance in mathematics and reading. This is measured by a 5% increase in "agree" and "strongly agree" on student surveys for the question "Technology helps me learn when it is used in my classroom." Additionally, this is supported by growth on building-wide assessments: ACT at the high school and AIMSweb+ at the primary, intermediate, and middle 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 OVT reported that the system worked effectively with the local school board to rewrite and update its mission and goals to include social/emotional growth and support, curriculum offerings, school-community connections, facilities, and technology.

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

ARC Comment

The OVT and System reported data for all State BOE goals. Data indicated an increase in survey results. The system demonstrated evidence of a plan reflecting all State BOE goals that appear to result in systematic improvement.

Board Outcomes

Social-Emotional Growth	The system works towards the initiative of engaging students through SEL activities at every grade level. All schools collect SEL data and the system plans to administer the FastBridge SAEBRS assessment next year.
Kindergarten Readiness	The ASQSE3 and the ASQ:SE2 are used by preschool staff in the fall. Parents are asked to complete this in the 4-year at-risk program. Sixty-five percent of families completed the ASQ. The system assesses data and adjusts its growth plan, and the OVT noted that the system understood and was able to explain the data results.
Individual Plans of Study	Rose Hill students begin working on their IPS in sixth grade and 100% of high school seniors have a plan in place. Plans are then converted into references, resumes, application information, and college applications for post high school education and employment.
High School Graduation Rate	The system's graduation rate has risen from 92% to 94% over the accreditation cycle. The system is concerned about the small percentage of students who move into the district and then leave the district without graduating. They continue to use tiered services to help with credit recovery.
Postsecondary Success	The postsecondary success rate declined for the 2019 graduating class. The system is monitoring this concern.

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

ARC Comment

Stakeholders' feedback is gathered through surveys, Building Site Councils, and the Parent-Teacher Committee. BLT and DLT are diverse and include students. Rocket Pride Parents Night, organized by middle and high school students, Meet the Teacher Night and Staff Appreciation Events includes local businesses.

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 district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team also reported that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made.

ARC Recommendation

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

Justification

The OVT and system documented that the system met the requirements of the KESA process, and the system has a continuous improvement process in place that involves all stakeholders. Levels 1 and 2 showed a slight decline in both the 2017-18 and 2018-19 mathematics and reading assessment results. The system 's five-year graduation average for postsecondary success is 94.7%.

Strengths

The OVT noted a major strength is the ability to work as a system but still maintain each individual building 's needs. The focus on trauma-informed schools has made a tremendous difference in student learning and this focus will continue as the system transitions to a trauma-responsive approach.

Challenges

The postsecondary success rate declined for the 2019 graduating class. Previous class data were 58% and higher, but the 2019 class fell to 45.5%. This is something the system must monitor.



Riverton USD 404

6860 SE Highway 66, Riverton, KS 66770-0290
(620) 848-3386
www.usd404.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Todd Berry**

Demographics

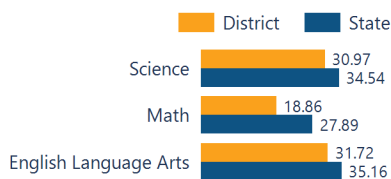


677 Students

African American 0.59%
Hispanic 2.66%
Other 17.28%
White 79.47%

Academically Prepared for Postsecondary Success

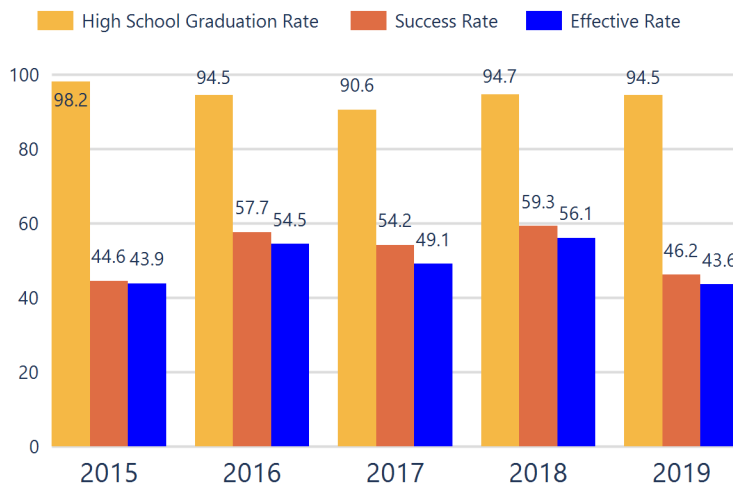
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

94.6%

Five-Year Success Avg

52.3%

Five-Year Effective Avg

49.5%

95% Confidence Interval
for the Predicted
Effectiveness Rate

49.9 - 52.8%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.3%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$15,391

State:
\$12,868

95.9%

State:
93.8

9.8%

State:
17.5

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

1.2%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.69	28.50	28.99	N/A	N/A	N/A	36.87	31.11	38.73
Level 2	47.42	41.03	29.58	N/A	N/A	N/A	44.24	37.16	30.28
Level 3	18.18	25.55	27.81	N/A	N/A	N/A	14.74	27.19	21.12
Level 4	2.70	4.91	13.60	N/A	N/A	N/A	4.12	4.53	9.85

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.63	35.45	34.44	N/A	N/A	N/A	48.14	38.46	52.94
Level 2	46.36	40.00	34.44	N/A	N/A	N/A	37.03	38.46	20.58
Level 3	14.09	20.90	22.22	N/A	N/A	N/A	12.34	17.30	16.17
Level 4	0.90	3.63	8.88	N/A	N/A	N/A	2.46	5.76	10.29

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	66.15	69.23	69.56	N/A	N/A	N/A	81.63	75.60	77.27
Level 2	33.84	26.15	21.73	N/A	N/A	N/A	12.24	21.95	9.09
Level 3	0.00	3.07	4.34	N/A	N/A	N/A	4.08	2.43	13.63
Level 4	0.00	1.53	4.34	N/A	N/A	N/A	2.04	0.00	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

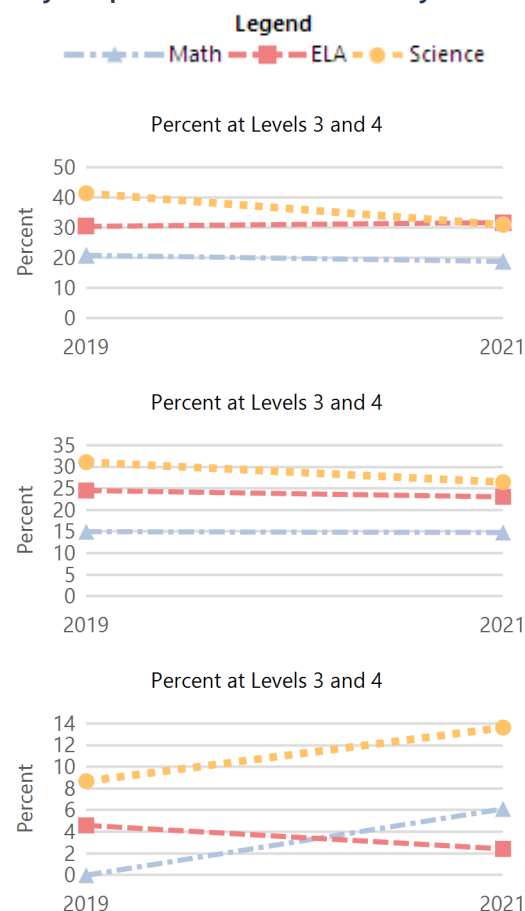
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	18.9
State	19.8

Accreditation Summary

Date: 05/15/2022

System: D0404 Riverton (0000)

City: Riverton

Superintendent: Todd Berry

OVT Chair: Ben Proctor

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 implantation of a tiered system of supports was a primary goal of the school district as they began the accreditation cycle, and it has been one of their most significant achievements over the past 5 years. It was a bit of a slow process to get the MTSS infrastructure in place, but at this point, all three buildings are operating a tiered system of supports. This effort has been aided by the adoption of Fastbridge at all buildings, and the district consults with Greenbush to support the implementation of MTSS.

Family, Business, and Community Partnerships

Community engagement is another area of strength for USD 404 throughout this accreditation cycle. There has been a long-time commitment to the Site Council structure across the district, and that has continued throughout the cycle, including during the COVID pandemic. All three buildings maintained a commitment to hosting Site Council meetings through streaming services, and this has been on way the school has kept families and community members engaged in their school improvement process. Also over the past five years, the district has had a specific effort to increase participation at parent-teacher conferences.

Diversity, Equity, and Access

Socio-economic status is one of the demographic factors that most impacts the Riverton USD 404 community. District leadership and school staff recognize the challenge that educating students in this demographic represents and account for this in a variety of ways. The school district utilizes a number of community-based supports to provide basic needs to students who may not have access to food, clothing, and other basics.

Communication and Basic Skills

Communication and basic skill development have been part of Riverton's work with teachers and students throughout the cycle. From the elementary to the high school level, there are many opportunities provided for students to learn communication and presentation skills.

Civic and Social Engagement

Riverton schools provide many opportunities and activities for students to engage in civic and social development and learning. Some of these opportunities include community clean-up day, leadership

classes, and the Student Ambassador program developed at RES. Additionally, various student programs and activities visit community residents, businesses, and the nursing home to support and promote civic engagement for students.

Physical and Mental Health

One of the unique ways Riverton schools supports mental health needs of students is through their site-based school therapist. They have also remained dedicated to providing school counselors in each building. The OVT stated that the district leadership team raved about the positive impact their emotional support dog, Polo, has on the students. The district has students participate in the Kansas Communities that Care survey each year and evaluates that data in order to plan for advisory periods at both the middle and high school levels. Both the elementary and middle schools use SAEBRS to screen for SEL needs three times a year.

Arts and Cultural Appreciation

Riverton schools offers a variety of music and theatre opportunities for students, including the opportunity for orchestra participation starting in elementary school. The arts are elevated through a number of content areas in each school including their Wonders series and social studies curriculum specifically.

Post Secondary and Career Preparation

The high school has developed and implemented a comprehensive concurrent class offering for students and has also created eight pathway options for students. Through the RISE program, which is an advisory period meeting weekly with students, RHS has committed to developing quality Individual Plans of Study and partners with parents to ensure they are a part of the IPS planning process. The middle school is also involved in the initial development of the IPS and utilizes Xello as students begin matching career interests with their own skills and characteristics. The elementary school is using Xello Spark to begin discussions about careers.

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

ARC Comment

Riverton USD 404 will increase students' college and career readiness by providing students with programs and opportunities for learning that are motivating, engaging, and applicable to the real world.

The high school has developed and implemented a comprehensive concurrent class offering for students and has also created eight pathway options for students. Through the RISE program, which is an advisory period meeting weekly with students, RHS has committed to developing quality Individual Plans of Study and partners with parents to ensure they are a part of the IPS planning process. The middle school is also involved in the initial development of the IPS and utilizes Xello as students begin matching career interests with their own skills and characteristics. Job shadowing has also been a successful activity at the middle school. Additionally, there are efforts at the elementary school to begin discussions about careers, and they are using Xello Spark at RES.

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

ARC Comment

Riverton USD 404 will increase student academic and cognitive preparedness by aligning curriculum and implementing and improving tiered systems of support.

This effort has been aided by the adoption of Fastbridge at all buildings, and the district consults with Greenbush to support the implementation of MTSS. All three buildings are in the implementation

phase for reading, and the middle school has supports in place for both math and reading. There are also initial efforts to implement a tiered system of supports for social and emotional learning, as well. This area is a particular strength for the district and has been a huge part of their success in this accreditation 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

One of the most important and impressive parts of the improvement process that Riverton has put in place is that they involved so many people in its development. It is clear that there is a very positive and student-centered culture across the school district and that the district leadership team fosters this type of environment. Because there is a positive dynamic throughout the district, sustainability is much more viable. There has been no administration turnover throughout this cycle and many of the same individuals on the district leadership team at the outset of the KESA process are still in place.

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 school system and leadership teams have embraced all of the identified State Board outcomes and they have action plans to address all areas.

Board Outcomes

Social-Emotional Growth

While the SEL data shows growth, the district is primarily committed to creating a positive learning environment for students and that is evident through their efforts during this KESA cycle. Through activities and intentionality, the district is providing a safe and supportive learning environment, engaging families and key stakeholders, and supporting academic success of students through a variety of structures and interventions that allow students to make annual gains.

Kindergarten Readiness

Early childhood is a priority, not only in the school district, but also in the community. There is a community-based preschool, which serves the at-risk population in Riverton, and there are also community-based programs outside of the school district. The elementary school is very active in routinely engaging all early childhood programs in the area to ensure student enter kindergarten as ready as possible. Additionally, the elementary school has created a variety of activities that are intended to engage families of those children who will be entering kindergarten in future years. The district administers screeners and assessments to determine readiness levels for incoming kindergartners.

Individual Plans of Study

There is a system-wide approach to the IPS in Riverton schools with the elementary, middle, and high school embracing this outcome. All students have a formal IPS in place by the end of 8th grade, and there is a structure called RISE at the high school that serves as an advisory period that specifically addresses the IPS process.

High School Graduation Rate

Graduation rates for Riverton schools have traditionally been strong, as they have generally met or exceeded the state goal of 95% in most school years. There are supports in place to address students who may fail courses and fall off the track for graduation, as the district has supported credit recovery opportunities for students at the high school.

Postsecondary Success

The district has identified this area as where they would like to see the numbers increase. Currently, the effective rate is right in line with their predictive rate. The OVT and district talked about the possibility of the school system creating its own database of students and their post-secondary experiences. While school leadership states they want to see further improvements in this area, there are many examples of student success that are not captured in the state numbers, and it is important that the school district continues to dig into this data.

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

ARC Comment

From the outset of this KESA cycle, the Riverton school district committed to stakeholder engagement. One of the best examples of stakeholders being directly involved in the improvement plan was the utilization of site councils to help guide the district's work. This was evident in the initial Year 2 visit as site council members were a part of the OVT, and they shared details of how the district involved them and the community in the development of the goals and improvement process.

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

ARC Comment

The OVT stated that the system has been incredibly great to work with over the past four years. They have taken a team approach, and while our OVT process was disrupted due to COVID, it feels the relationship between the system and OVT is positive and productive. From an OVT perspective, they really cannot say enough good things about the Riverton leadership team and how committed they are to their students and to the improvement of their school system.

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

ARC Comment

One of the most impressive aspects of the accreditation cycle and overall improvement process in Riverton school is the level of commitment and adherence to the original plan. There were clear goals established from the outset of this improvement cycle, and because of their strong leadership and the level of teacher and stakeholder engagement, they were able to put structures and systems in place that have led and will continue to lead to student success.

ARC Recommendation

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

Justification

Riverton schools have put strong supports in place to improve the academic skills of students K-12. This is best exemplified through their commitment to MTSS at all three buildings and their use of the state interim assessments. They are utilizing this data to offer supports for Tier I, II, and III students and have developed interventions to support those identified as needing additional support through their benchmarking. It will take time for the district to see results on summative measures, such as spring state assessments and the ACT, but they are doing a great job putting structures in place to support the academic skill development of their students. This has been a great success of this KESA cycle. Additionally, the school system has embraced curriculum development over the course of this cycle. They have worked with Greenbush and internal supports and implemented the BYOC approach to curriculum development. This effort has elevated basic skill development with an effort on writing skill development specifically.

Strengths

One of the strengths of Riverton schools is its commitment to the school improvement process. The system recieved a copper star for high school graduation.

Challenges

They have embraced the Postsecondary Success measures, and while they recognize the state data, they are also committed to keeping track of that data as a school district. The OVT stated, we recommend continuing to embrace this measure, both from a state and local perspective, and look at specific circumstances that might keep students from graduating or finding postsecondary success.



Lyons USD 405

800 South Workman, Lyons, KS 67554
(620) 257-5196
www.usd405.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Bill Day**

Demographics

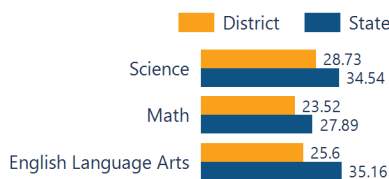


749 Students

African American 1.87%
Hispanic 40.19%
Other 3.74%
White 54.21%

Academically Prepared for Postsecondary Success

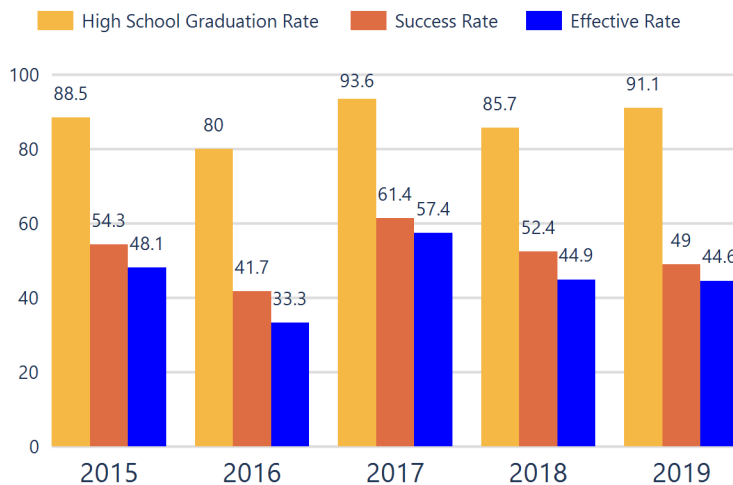
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

87.5%

Five-Year Success Avg

51.5%

Five-Year Effective Avg

45.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

43.3 - 48.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

84.1%

State: 88.1

District ESSA Expenditures Per Pupil

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

\$14,220

State:

\$12,863

ATTENDANCE RATE

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

94.0%

State: 93.8

CHRONIC ABSENTEEISM

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

17.1%

State: 17.5

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.

2.2%

State: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.47	34.54	42.85	N/A	N/A	N/A	35.29	38.69	46.55
Level 2	41.36	35.65	28.57	N/A	N/A	N/A	41.17	35.69	24.71
Level 3	25.20	24.23	22.44	N/A	N/A	N/A	18.18	21.52	18.96
Level 4	7.94	5.57	6.12	N/A	N/A	N/A	5.34	4.08	9.77

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.71	38.14	47.32	N/A	N/A	N/A	38.22	42.92	54.20
Level 2	41.30	37.03	27.67	N/A	N/A	N/A	43.55	39.72	25.23
Level 3	23.18	20.00	21.42	N/A	N/A	N/A	16.44	15.06	16.82
Level 4	5.79	4.81	3.57	N/A	N/A	N/A	1.77	2.28	3.73

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	53.22	56.45	68.96	N/A	N/A	N/A	50.00	57.14	54.05
Level 2	25.80	29.03	24.13	N/A	N/A	N/A	35.86	26.37	27.02
Level 3	17.74	8.06	6.89	N/A	N/A	N/A	11.95	13.18	10.81
Level 4	3.22	6.45	0.00	N/A	N/A	N/A	2.17	3.29	8.10

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	50.00	91.66	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	50.00	8.33	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	37.50	46.15	N/A	N/A	N/A	40.52	41.09	58.82
Level 2	38.88	37.50	26.92	N/A	N/A	N/A	37.90	37.67	20.58
Level 3	21.52	20.58	21.15	N/A	N/A	N/A	17.64	19.17	14.70
Level 4	6.25	4.41	5.76	N/A	N/A	N/A	3.92	2.05	5.88

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

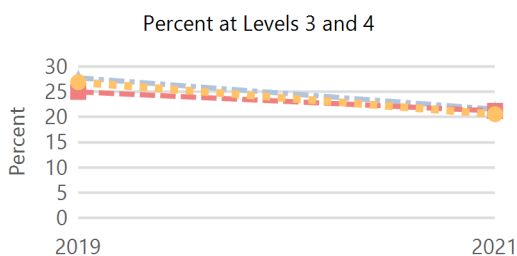
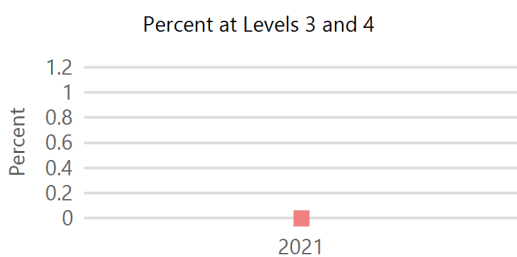
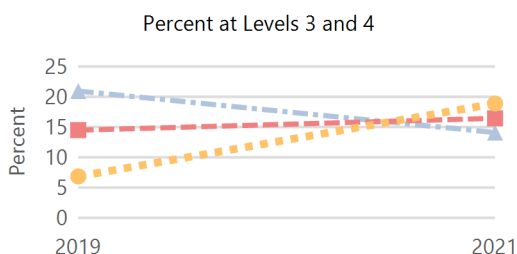
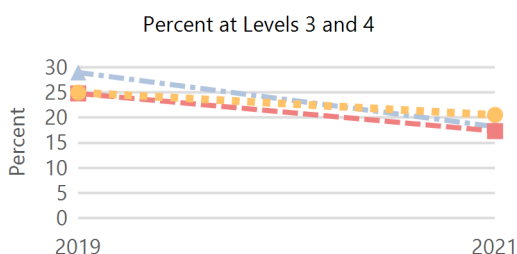
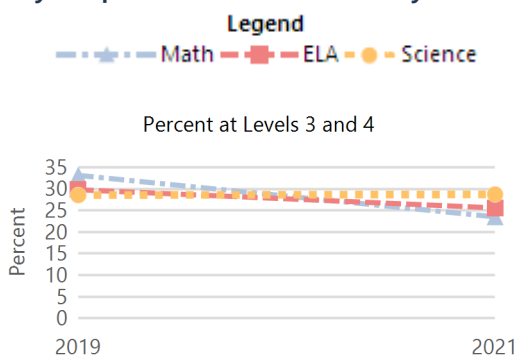
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	17.1
State	19.8

Accreditation Summary

Date: 05/19/2022

System: D0405 Lyons (0000)

City: Lyons

Superintendent: Bill Day

OVT Chair: Angie McDonald

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Tiered Framework of Support

The system is discontinuing AIMSweb and implementing FastBridge next year. In addition, teachers are trained using the LTRS program. The OVT noted that the system was intentional in implementing the tiered framework of supports.

Family, Communities, and Business Partnerships

The Lyon's School District is very driven to reach their community and build relationships. Over 20 planned events are scheduled each year. Additionally, the system shared information about the "Job Olympics." Geared toward students with special needs, the Olympics included 32 different tasks and included local businesses.

Diversity, Equity, and Inclusion

The system strives to reach every student. All students are included and each building recognized the various diversities. The system takes pride in its diversity and makes it a priority in its lessons.

Communication and Basic Skills

The system is proactive within the district and meets all requirements in this category.

Civic and Social Engagement

Lyons High School has concentrated on "improving civic and social engagement." The OVT reported that in interviews this is a priority for the system, even through the global pandemic.

Physical and Mental Health

The system is intentional in its approach to mental health and lesson are woven into everyday activities. During the global pandemic, this was a strength of the system.

Arts and Cultural Appreciation

The system includes all cultures in their fine arts programs and is intentional to make all students feel included and valued.

Postsecondary and Career Preparation

According to the OVT, this system is successful in this foundational area. Data indicate that there is room for growth, although the system is implementing a plan so that students increase their success.

The system's five-year graduation average is 84.1%.

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

ARC Comment

Goal 1: High School Graduation Rate

The system has a goal statement to increase the five-year average high school graduation rate to 95% by 2022. Evidence indicates that the system has made progress towards this goal. To meet this goal, the system has hired more guidance counselors, added more CTE courses, included coding at all levels, and has been intentional in community involvement.

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

ARC Comment

Goal 2: Curriculum Adoption & Alignment

The PK-12 curriculum in science, mathematics, English/Language Arts, and social studies has been aligned both vertically and at the building levels. New curricula adoptions have included science and mathematics; the system will adopt a reading curriculum in the next school year and are in the process of researching social studies curriculum. Although it is too early in the process, it appears that the curriculum adoptions have had a favorable impact on students, the schools, and the system.

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

ARC Comment

The OVT reported that the system worked effectively with the local school board to address accreditation goals. Additionally, the system reported that the redesign process has provided them with their best chance at systemic sustainability of continuous improvement. All teachers have been involved in redesigning their schools. The hiring of new counseling staff, reading staff, ESL staff, as well as new teaching and support positions are helping with 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

The OVT and System reported data for all State BOE goals. The system demonstrated evidence of a plan reflecting all State BOE goals that appear to result in systematic improvement.

Board Outcomes

Social-Emotional Growth

The system measures social-emotional growth with the Kansas Community Care survey. Additionally, the system has expanded its social-emotional curriculum to include Second Step, Ripple Effect, and Panorama. The adopted curriculum is taught weekly at the elementary levels, at the middle school, students have a character trait of the month as well as journaling activities, and at the secondary level, Soft Start and morning check-ins have been implemented.

Kindergarten Readiness	The ASQ-3 and the ASQ:SE were completed by 50% of parents. The community has comprehensive support for early learners and Park Elementary School offers a developmental screening program focused on academic readiness.
Individual Plans of Study	The OVT reported that progress has been made in this area. A district framework ensures that the Individual Plans of Study are implemented at both the middle and high schools. The OVT noted that high school students complete exit interviews with community members to review their IPS portfolios.
High School Graduation Rate	According to the KSDE Accountability Report for 2020-2021, the system's graduate rate is 84.1%, and in 2019 the rate was 91.1%. The OVT reported the implementation of a learning center has positively impacted the five-year graduation rates.
Postsecondary Success	The postsecondary effective rate is 95%. The system believes that this success can be attributed to a strong ROTC program that is embedded in the community. Additionally, the system continued to evaluate its CTE by surveying students, and the OVT reported very robust CTE pathway offerings.

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

ARC Comment

Stakeholders' feedback is gathered through surveys and parent feedback. Each building has one redesign research team and goals include increasing stakeholder involvement and input. Communication with stakeholders includes emails, texts, and social media, as well as surveys that are shared with site councils.

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 district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team also reported that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made.

ARC Recommendation

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

Justification

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

Strengths

The OVT noted strengths of the system included a supportive board of education that is committed to all students and staff, as well as a supportive and hard-working administrative staff. Teachers have been included in every step toward curriculum adoption. The system is committed to social-emotional learning and has hired two additional counselors for the next school year. Community involvement is outstanding and should be a model for other districts.

Challenges

The system's graduation rate is below the state average, although the 2019 rate was above the state average.



Goessel USD 411

500 E. Main, GOESSEL, KS 67053
(620) 367-4601
www.usd411.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Mark Crawford**

Demographics

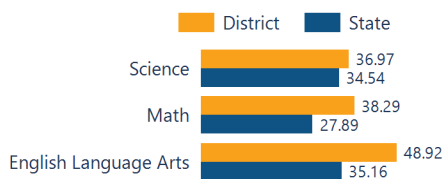


288 Students

African American 0.00%
Hispanic 4.51%
Other 4.86%
White 90.63%

Academically Prepared for Postsecondary Success

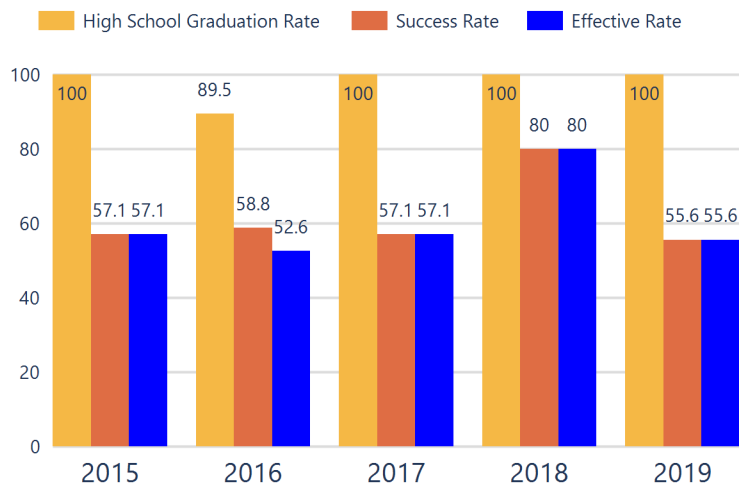
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

98.0%

Five-Year Success Avg

61.6%

Five-Year Effective Avg

60.4%

95% Confidence Interval
for the Predicted
Effectiveness Rate

57.9 - 61.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) 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: 88.1

District ESSA Expenditures Per Pupil

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

\$14,349

State:

\$12,863

ATTENDANCE RATE

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

96.6%

State: 93.8

CHRONIC ABSENTEEISM

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

5.3%

State: 17.5

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: 1.7

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.28	22.07	17.91	N/A	N/A	N/A	18.43	19.14	32.87
Level 2	45.45	36.36	37.31	N/A	N/A	N/A	43.26	31.91	30.13
Level 3	31.16	32.46	32.83	N/A	N/A	N/A	29.78	38.29	28.76
Level 4	9.09	9.09	11.94	N/A	N/A	N/A	8.51	10.63	8.21

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.08	34.78	20.00	N/A	N/A	N/A	31.81	40.90	N/A
Level 2	47.82	41.30	40.00	N/A	N/A	N/A	54.54	40.90	N/A
Level 3	26.08	19.56	33.33	N/A	N/A	N/A	13.63	18.18	N/A
Level 4	0.00	4.34	6.66	N/A	N/A	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.82	69.56	N/A	N/A	N/A	N/A	53.33	60.00	53.84
Level 2	43.47	21.73	N/A	N/A	N/A	N/A	26.66	26.66	23.07
Level 3	4.34	4.34	N/A	N/A	N/A	N/A	20.00	13.33	23.07
Level 4	4.34	4.34	N/A	N/A	N/A	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

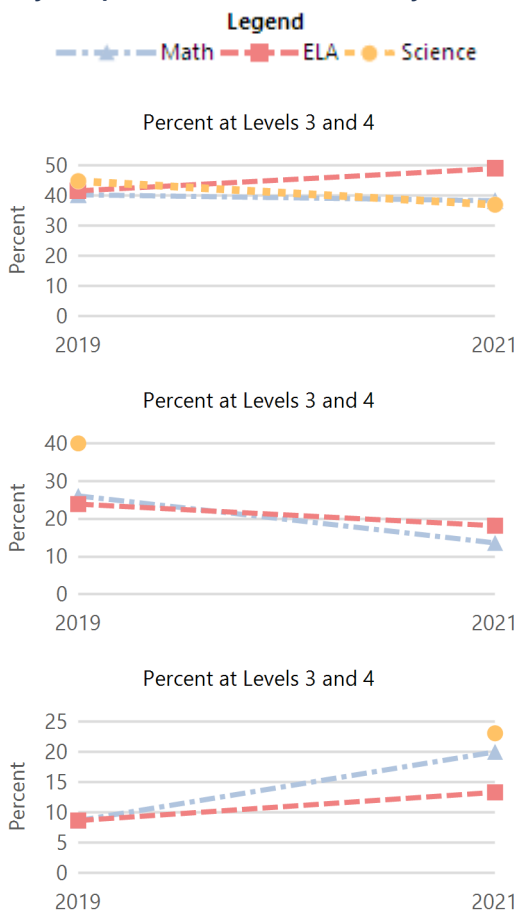
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	18.3
State	19.8

Accreditation Summary

Date: 05/23/2022

System: D0411 Goessel (0000)

City: GOESSEL

Superintendent: Mark Crawford

OVT Chair: Lynette Cross

Executive Summary/AFI

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

ARC Comment

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

ARC Comment

All areas have been addressed. Some areas were stronger than others and a couple need to be addressed in the next cycle.

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

ARC Comment

While there were several goals listed, none of them were tied to one of the 5 r's. The focus was on curriculum alignment, SEL, and ELA scores. There was a discussion of what to continue in the future.

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

ARC Comment

While there were several goals listed, none of them were tied to one of the 5 r's. The focus was on curriculum alignment, SEL, and ELA scores. There was a discussion of what to continue in the future.

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

Goessel has a team of staff who meet to discuss the direction of the district. These staff members also branch out to the community. This helps them receive feedback from stakeholders to see where they are in continuous improvement. Their focus has been on aligning curriculum and SEL. This has been done through meetings with staff in their core areas along with partnerships with outside organizations for SEL. As they try to recover from the COVID year, they have put a lot of effort into the SEL. The support they give their students has been helpful throughout their school.

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

Board Outcomes

Social-Emotional Growth

Goessel has a smart goal to increase favorable Panorama survey responses in the area of regulating emotions by 10%. This would take it from 50% to 60% by May 2023. The strategies they are using are resilience and trauma-informed practice. They also are using Character Strong to help their improvement in SEL. One of the biggest support they have is their partnership with Prairie View. This support has helped them implement "The Nest" a place where students can go to refocus and get back on task. The OVT was able to visit "The Nest" and talk to a student who uses "The Nest" to help them focus. Goessel also uses the KCTC survey data to help them see where they need to improve for SEL.

Kindergarten Readiness

They use an eligibility criteria checklist that is modeled after the ones shared with them through TSAN and KSDE. Parents are asked to complete the ASQ-3 and ASQ-SE surveys for each student that attends their three and four year old Preschool classes and those who are in Kindergarten. The parents have options to filling out and returning the survey. They can either have it sent home or they can fill it out during open house at the beginning of the school year. The results are then shared with the parents at fall conferences. Goessel has a Family Engagement Night that includes all children birth through age five, but not yet in Kindergarten.

Individual Plans of Study

Goessel uses an Individual Plan of Study which is developed for each student. They have used Career Cruising to help with the process and in the 2021-22 school year they moved to Xello. The school counselor took part in the IPS PLN sponsored by ESSDACK. This helped them find ways to improve their IPS and meet more than two times a year. Their Xello program is designed to be implemented with students in grades K-12. Beginning in 6th grade, students take career assessments and learning style inventories to begin to explore potential career paths that match their interests and skills. By the time they are in 8th grade, they will all have an IPS. The students in grades 6-12 are divided into advisory groups to work through their course plan.

High School Graduation Rate

Goessel HS graduation has been a strong point. They remain near 100%. They saw a little dip in 2020 because of a few student challenges. The dip was 88% but they expect to see it climb back to 100% in 2021 and 2022.

Postsecondary Success

Their five-year Graduation average is 98% and their five year success average is 61.6%. With the success rate at 60.4% which falls within the expected range for their school.

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

ARC Comment

The KESA plans and objectives were shared through many of these same groups. The process and decisions were shared with Site Councils, the Goessel school board, CTE advisory committees and OVT meetings. They also have communicated a summary of their process and results to their patrons (parents, community members and staff) about the KESA process and results in a district newsletter. This has allowed stakeholders to hear about what has been happening district-wide.

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

ARC Comment

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

ARC Comment

With the exception of writing the goals around the 5 R's, the process was followed. The goals were met by the district.

ARC Recommendation

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

Justification

With the exception of the goals, the district has shown improvement and demonstrated fidelity of the process.

Strengths

- The district leadership team has been very committed to the process. Even through transition in leadership, they continued to work through the process of helping their students be successful
 - Clear goals and measurements are in place at the district and building levels and data is collected, shared, and analyzed.
- Everyone is working toward common goals, and the elementary and middle/high school work well together
- Teacher buy in was evident and has allowed for changes to be implemented Their counselor has made considerable efforts to create systems in analyzing and placing students into MTSS groups. This has made a significant impact on both teachers and students
 - Adoption of new curriculum and assessments occurred at both the elementary and middle/high school levels.
 - IPS has led to increased career exploration and post-secondary successes.
 - SEL supports, data, and interventions have all yielded positive results.

Challenges

USD411 has encountered several challenges over the 5 year process; they are on their 3rd superintendent in the process. This caused some processes to be slowed the last couple of years, but the current stability feels strong for the future. They have also turned over almost all of their elementary staff which is a challenge and a limitation.



Hiawatha USD 415

706 South First St, Hiawatha, KS 66434-0398
(785) 742-2224
www.hiawathaschools.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Lonnie Moser**

Demographics

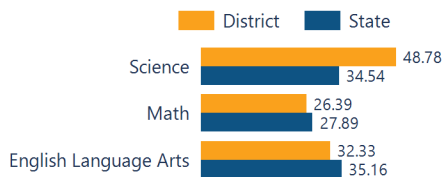


952 Students

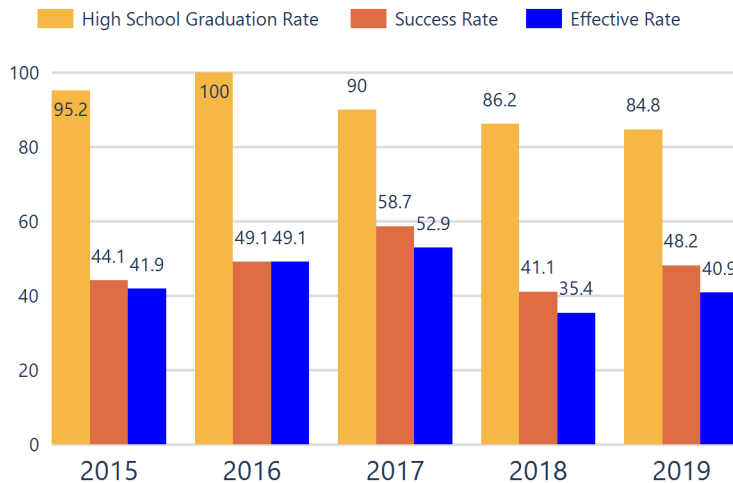
African American 1.79%
Hispanic 7.14%
Other 13.45%
White 77.63%

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

48.4%

Five-Year Effective Avg

44.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

44.1 - 47.3%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

91.5%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$12,158

State:
\$12,863

93.8%

State:
93.8

20.8%

State:
17.5

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

1.2%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.21	24.90	21.96	N/A	N/A	N/A	31.08	33.45	25.60
Level 2	41.63	32.29	33.17	N/A	N/A	N/A	42.50	34.20	25.60
Level 3	23.34	33.85	31.30	N/A	N/A	N/A	21.53	26.54	34.29
Level 4	6.80	8.94	13.55	N/A	N/A	N/A	4.86	5.79	14.49

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.27	31.78	31.11	N/A	N/A	N/A	41.58	42.99	36.00
Level 2	43.36	35.71	32.22	N/A	N/A	N/A	44.39	34.57	30.66
Level 3	17.56	27.14	28.88	N/A	N/A	N/A	12.14	18.22	26.66
Level 4	1.79	5.35	7.77	N/A	N/A	N/A	1.86	4.20	6.66

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	81.81	67.53	58.82	N/A	N/A	N/A	72.04	77.41	57.14
Level 2	15.58	27.27	32.35	N/A	N/A	N/A	22.58	16.12	20.00
Level 3	2.59	5.19	2.94	N/A	N/A	N/A	5.37	5.37	20.00
Level 4	0.00	0.00	5.88	N/A	N/A	N/A	0.00	1.07	2.85

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	63.63	36.36	N/A	N/A	N/A	N/A	45.45	36.36	N/A
Level 2	36.36	54.54	N/A	N/A	N/A	N/A	27.27	54.54	N/A
Level 3	0.00	0.00	N/A	N/A	N/A	N/A	27.27	9.09	N/A
Level 4	0.00	9.09	N/A	N/A	N/A	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.33	41.66	35.71	N/A	N/A	N/A	38.63	47.72	50.00
Level 2	25.00	22.22	50.00	N/A	N/A	N/A	54.54	36.36	18.75
Level 3	11.11	27.77	14.28	N/A	N/A	N/A	6.81	13.63	18.75
Level 4	5.55	8.33	0.00	N/A	N/A	N/A	0.00	2.27	12.50

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

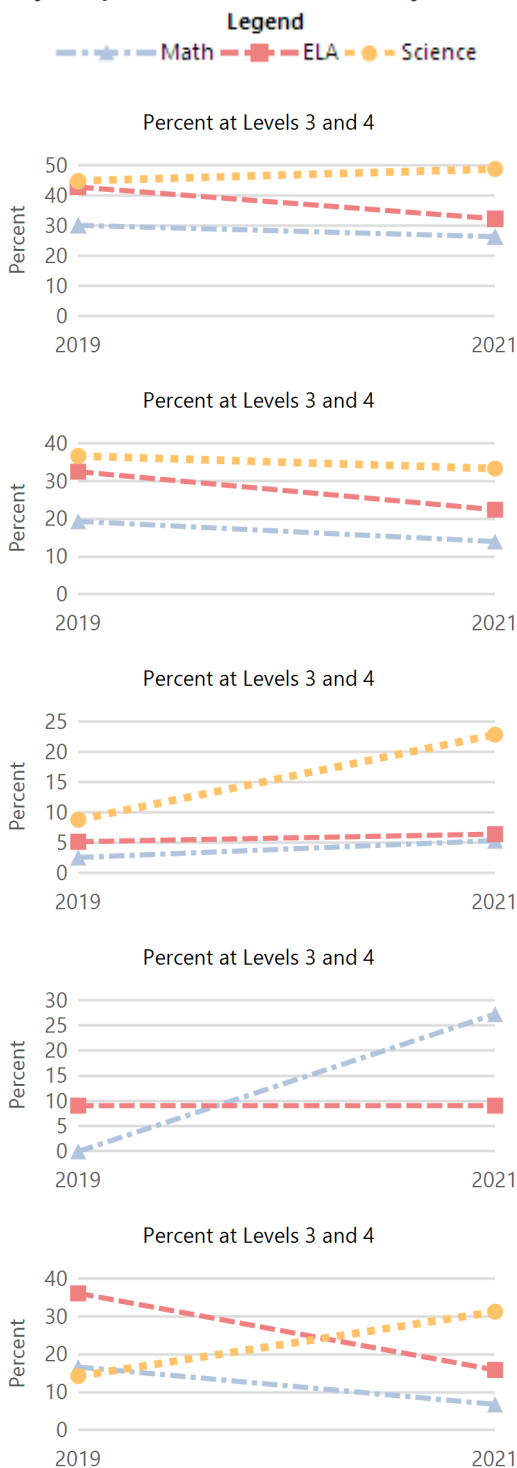
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.4
State	19.8

Accreditation Summary

Date: 05/17/2022

System: D0415 Hiawatha (0000)

City: Hiawatha

Superintendent: Lonnie Moser

OVT Chair: Robert Davies

Executive Summary/AFI

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

ARC Comment

No compliance issues are evident.

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 Systems of Support

USD 415 began working with TASN in 2018. Structures, resources, and professional development were implemented to ensure success in all buildings. The instituted process addresses reading, math, and SEL. All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers.

Family, Business, and Community Partnerships

Families are engaged via multiple communication platforms. Surveys are used to collect perception data and feedback. Advisory councils such as Business Round Table and CTE Councils are employed to drive instructional planning and provide feedback on market needs while creating internship opportunities.

Diversity, Equity, and Access

The system indicated the following groups represented in the student body: students with disabilities; various races/ethnicities; multiple religions; genders; diverse socioeconomic statuses; English learners; sexual identities and orientations; homeless youth; children in foster care; single-parent families; and active-duty military families. The greatest revision to meeting the needs of all these groups was that of a TASN sponsored MTSS implementation and professional development to bolster an improved culture and climate.

Note: Additional processes or specific examples of addressing these varied needs would be helpful.

Communication and Basic Skills

The district has worked with TASN and Greenbush through the LiNK consortium to update and improve their ELA curricula. They made changes that influenced their resource adoption process, added literacy intervention materials aligned with the Science of Reading/structured literacy, and added Core phonics at K-3. Math resource teaches students to model conceptual thinking in real-world situations. STEAM resources utilize inquiry based instructional. Each of these focused on developing communication and basic skills.

Civic and Social Engagement

New curricula have been vetted and adopted with the assistance of TASN, ensuring that civic and social engagement are embedded. USD 415 students also engage in regular community service activities and in authentic learning with various employers and businesses.

Physical and Mental Health

Two full-time nurses are employed to provide student health and related needs. Two social workers have also been added in response to the growing dysfunctional homes and out-of-home placements. Employees of the district are also provided with access to an Employee Assistance Program to assist with their physical and mental health needs.

Arts and Cultural Appreciation

Three full-time art teachers and music teachers are employed. These instructors collaborate with core content teachers to enhance STEAM programming demonstrating the versatility of the arts.

Postsecondary and Career Preparation

Grades K-12 participate in the IPS process with new resources and programming in place. Elementary focus on awareness while middle school begin career research and high school engage in immersive work-based experiences. Career pathways at the secondary level has also increased in addition to partnerships with local tech centers and community colleges that afford students additional learning opportunities.

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

ARC Comment

Goal 1 – Responsive Culture - Establish, integrate, and maintain tiered systems of support to ensure student learning and success as evidenced by: District Vision and Goals (Strategic Plan); Active Leadership Teams; Student and System Growth Data Process.

Evidence:

New leadership took the helm during this process. With that, a district vision and Strategic Plan was implemented in 2018. MTSS was implemented in 2020 with data analysis and decision-making from that data as the bedrock. Extensive work was conducted with TASN and LiNK to establish these systems. The system also undertook a curriculum alignment process to improve Tier 1 instruction. Leadership team meetings have been consistent and continuous throughout the cycle with a formalized communication plan in place for reaching all stakeholders. PD was aligned to the goal and district initiatives including MTSS, effective e-walkthrough usage, and literacy training through the LiNK grant. Extensive stakeholder involvement occurred in each phase of this improvement process. Staff believe the system is in the MODELING phase of implementation indicating success in developing collective efficacy. Data demonstrate a 6% decrease in Tier III students in math and a 5% decrease in Tier III students in reading.

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 – Develop positive, collaborative, productive relationships at all levels in support of student learning and success as evidenced by: Common Behavior Expectations; SECD Curriculum Implementation; and Student Growth Data (MTSS – academic and SEL).

Evidence:

A common behavior expectation matrix was developed and implemented in 2020. A student data management system was implemented in 2019 along with the adoption and implementation of SEL

curriculum and IPS. Data from the newly implemented SEL screeners indicated that students identified as high risk in terms of social well-being has continued to decline during the process. Academic screening data also suggest that student performance is improving with fewer students flagged for Tier III SEL support indicating academic improvement.

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 Board, site council, and leadership teams work cohesively to plan and support district initiatives. Significant investment was made in professional learning by employing outside agencies and organizations. The board supported the addition of staff including intervention teachers, paras, and a curriculum coordinator. They have enhanced their technology and infrastructure and expanded their learning programs. A detailed plan is in place for sustaining these measures.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	A universal screener for SEL was implemented followed by SEL curriculum and professional learning for fidelity of usage. District-wide behavior expectations were created. Counselors and social workers assist with structured interventions. Positive behavioral supports are also present.
Kindergarten Readiness	ASQ and DIAL-4 data are used to provide readiness measures to classroom teachers. During the cycle, at-risk preschool classroom was added to supplement the existing Pre-K classroom. Literacy, math, and SEL curricula were purchased. PAT services doubled the numbers of families being reached.
Individual Plans of Study	IPS are fully implemented K-12. K-5 classes used CC Spark to complete career awareness activities while 6-7 classes take interest inventories and skills assessments. 8-12 students develop their career portfolios through Career Cruising. Progress is communicated with parents through student-led conferences and individual sessions with the guidance counselor.
High School Graduation Rate	The system's graduation rate is 91.5%. Multiple processes are in place for ensuring student success. The system also noted future plans to improve graduation by focusing on attendance, relationships, implementation of high-impact SEL curriculum, MTSS systems and work-based study programs.

Postsecondary Success

The district was awarded a Copper Star in '19-20 and '20-21. Their Five-Year Success average is 48.4% and the Effectiveness Average is 44%, just below the predicted range of 44.1-47.3%. Current efforts include: early college/concurrent enrollment; CTE pathway completion; credit recovery; IPS; and senior exit interviews to collect feedback for future program improvement.

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

ARC Comment

The system was calculated in their approach to improving stakeholder involvement. Board goals were written to include communication efforts, and pinpointed specific groups for investment in the school system. These include Business Round Table, Early Childhood Coalition, and a diversity council.

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

ARC Comment

The system has been receptive to OVT feedback and is dedicated to the process. USD 415 has been very purposeful in setting up a continuous feedback loop.

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

ARC Comment

The Hiawatha board of education has been very involved in the process. They restructured their vision and board goals ensuring that KESA improvement was in the fold. The system has very detailed strategies and growth measures tied to their respective goal areas. They have been receptive to OVT feedback and dedicated to the process. USD 415 has been very purposeful in setting up a continuous feedback loop. They brought in consultants from different areas for different purposes. They have laid the groundwork for a culture change in their schools and some of this is rubbing off on their community.

ARC Recommendation

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

Justification

- Goals were designed with specific evidence measures.
- Connections with organizations like TASN.
- Extensive planning and progress occurred in the area of MTSS and Literacy.
- Detailed five-year PD plan that aligned with goals and measures.
- System was very systematic in their approaches to implementing all KESA areas.

Strengths

- Understanding that COVID had an impact on assessment data, the system was seeking to improve individualized instruction through MTSS and the LiNK grant. Efforts should continue to see these scores improve over time.
- Quantifiable data was used to support qualitative goals.

Challenges

- Use quantitative goal measurements to ensure that data is measurable ensuring that needs, strategies, and measurements are in simple and aligned.
- Absenteeism Rate



Lyndon USD 421

421 East 6th St, Lyndon, KS 66451-0488
(785) 828-4413
www.usd421.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Brad Marcotte**

Demographics

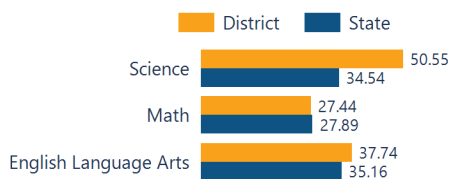


416 Students

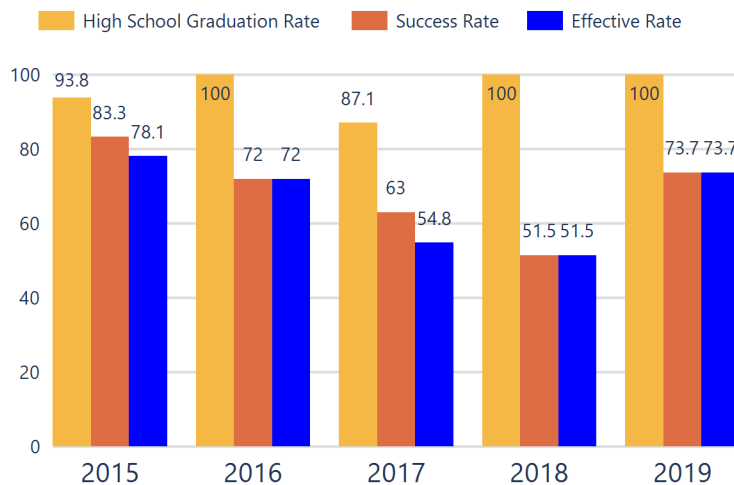
African American 0.96%
Hispanic 4.09%
Other 1.92%
White 93.03%

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

96.2%

Five-Year Success Avg

68.6%

Five-Year Effective Avg

66.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

57.9 - 60.9%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

88.9%

State: 88.1

93.2%

State: 93.8

10.9%

State: 17.5

1.1%

State: 1.7

District ESSA Expenditures Per Pupil

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

\$14,132

State: \$12,868

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.98	20.27	13.26	N/A	N/A	N/A	26.96	23.52	24.71
Level 2	53.42	40.54	33.67	N/A	N/A	N/A	45.58	38.72	24.71
Level 3	22.37	31.53	40.81	N/A	N/A	N/A	22.05	28.43	40.44
Level 4	8.21	7.65	12.24	N/A	N/A	N/A	5.39	9.31	10.11

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.51	20.98	30.76	N/A	N/A	N/A	30.15	33.33	33.33
Level 2	61.53	54.32	26.92	N/A	N/A	N/A	53.96	39.68	23.80
Level 3	14.10	20.98	34.61	N/A	N/A	N/A	11.11	17.46	42.85
Level 4	3.84	3.70	7.69	N/A	N/A	N/A	4.76	9.52	0.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.42	46.42	31.25	N/A	N/A	N/A	68.00	64.00	N/A
Level 2	32.14	28.57	37.50	N/A	N/A	N/A	16.00	20.00	N/A
Level 3	10.71	7.14	18.75	N/A	N/A	N/A	8.00	8.00	N/A
Level 4	10.71	17.85	12.50	N/A	N/A	N/A	8.00	8.00	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

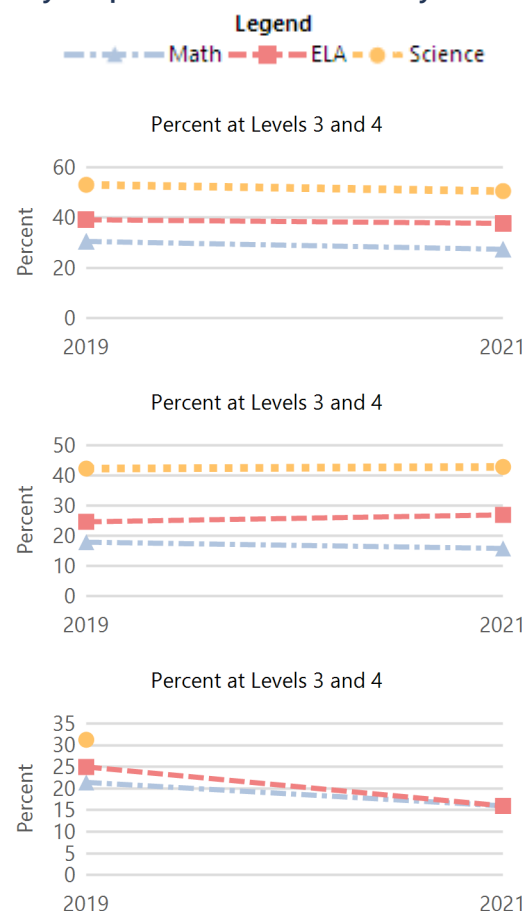
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	19.6
State	19.8

Accreditation Summary

Date: 05/17/2022

System: D0421 Lyndon (0000)

City: Lyndon

Superintendent: Brad Marcotte

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 **assuredly** addressed.

ARC Comment

Tiered Framework of Supports -

One of USD 421's biggest improvements is that K-5 has an established MTSS format, and have evaluated its effectiveness.

Family, Business, and Community Partnerships -

Evidence suggests USD 421 has great support from families, businesses, and the community. Activities such as; Building Site Councils, PT conferences, Grandparents Day, Fine Arts Night, Curriculum Fair, and volunteer programs are a few examples, but this was one of the goals to have the families become more involved in the school and student academics. LES has started doing Math and Literacy nights. Attendance has been very good. The first Literacy night was in 2017 and 92 families attended. This year, a total of 98 families attended. Before COVID, over 110 families were attending. Parents and students have really enjoyed them and EVERY student goes home with at least one book. Another improvement is the Open House at the beginning of the year. It used to be only LEMS that had the parents and students attend, but it has changed to all PK-12th grades (added year 3). They have had great comments about this function and it helps to start the year off great.

Diversity, Equity, and Access -

USD 421 has added a few programs to the district to help those students that are At-Risk, who struggle academically, and those in preschool. During the cycle, the district struggled with how to help those students that were At-Risk or did not qualify for Special Education. In the third year of the cycle, USD 421 incorporated FLEX days (Bell Schedule and Student Schedule) on Wednesdays to help those students who are struggling academically. Every Wednesday, students who have D's and F's, stay for a 45-minute period at the end of the day to get individual help from teachers. They also assign At-Risk paras to assist during this time. They did have after school study hall, but the data wasn't showing any improvement. If students do not have any D's or F's, do not have any make-up work, and are in good standing, they are allowed to leave

at 2:30 or go to one of the activities provided at school. Along with eligibility, this has helped with student motivation.

USD 421 added a general education preschool (added year 4) that includes ages 3-5. In the previous years, USD 421 housed the Three-Lakes preschool which had approximately 20-24 students per year. With the addition of the preschool, the district was able to add an additional Three-Lakes classroom. In the school year 2020-2021, they were able to have 43 students in preschool. Transportation was provided for these students, plus free tuition.

LEMS has provided summer school over the years, but the district has been able to expand the program by hiring an extra teacher and an extra para to help keep the ratio of student-to-teacher down. Lyndon was also able to start providing transportation to the summer school students. (added year 2)

LHS utilizes peer tutors to provide extra academic support to students who are struggling in the classroom.

The district has created additional elective classes to assist with the curriculum diversity, such as drama, engineering class, and work-based learning experiences.

Communication and Basic Skills -

USD 421 provides a variety of opportunities for students to learn and engage in basic skills and communication. Through academic and extracurricular activities students are able to engage in skills application that is relevant.

They have digital literacy opportunities through a 1:1 initiative that was implemented during the cycle, blended learning platforms like Google and Microsoft, and opportunities to communicate in various methods. The students have also had the opportunity to experience Project-Based Learning.

Civic and Social Engagement -

USD 421 focused on the expansion of the programs already in place in this area plus adding some additional ones. USD 421 strives to give students a variety of experiences to ensure that each student will be a well-rounded citizen. The district has implemented different programs like the Career Fair, Additional Work Study/Job Shadowing, FBLA projects, Kindness Project, Honor Flight, and the Leadership Council offers different opportunities for students to build leadership skills, promote kindness/empathy, and give back to the school/community.

Physical and Mental Health -

One of the best improvements USD 421 has had over the cycle is the addition of Crosswinds partnership with the district. At the beginning of the cycle, students had to go outside the school if they had to have any mental health support. USD 421 now has a partnership with Crosswinds where they come to the school three days a week to meet with students. (added in year 3) Along with the district's own counselors meeting with students, this has been a HUGE asset to getting the kids the support they need so they are able to learn better in the classroom. The district has a partnership with Drug-Free Osage as well. A social worker comes into the district every Wednesday and works with students that need extra mental health support.

Arts and Cultural Appreciation -

USD 421 has always provided a variety of electives such as choir, band, guitar, art, and Yearbook. However, during the KESA cycle, the district also felt like they needed to provide a few more to reach "all" kids' interests. LMS added an additional elective named Communications that develops the "USD 421 News," a program that they share with the community weekly. (added year 3) LHS has also

added some additional classes during the KESA cycle. They include: Graphic Design, Digital Design, Tiger Tees, Drama, and Forensics/Debate. (years 4-5) Other activities that support the arts and culture are the Curriculum Fair Night, Fine Arts Night, and the Culture Club.

Postsecondary and Career Preparation -

USD 421 has always been extremely strong in this area.

USD 421 has worked to improve the IPS process in the district during the 5 year cycle. Middle school students use Xello to begin exploring personality styles, learning styles, skills, and interests. High school students build on the initial exploration by working in their Xello accounts quarterly. LHS implemented student-led conferences (added year 3) to create student responsibility and accountability in their individual plans of study. SLCs included a slideshow presentation of students' IPS embedded Xello results, course planning, and future goals. LHS will have a specific IPS document created for each student by the end of the 5-year cycle.

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

ARC Comment

USD 421 will increase family and community engagement based on evidence from stakeholder surveys and an activity log by implementing a family/engagement plan.

The district's biggest improvement in this goal area is the increasing engagement between not only families, but also with the community. USD 421 used different methods to collect data for engagement goals. The first was a Family Community Engagement Survey. As you can see from the data, they were making nice progress and then COVID hit. At the beginning of the cycle, the survey results showed the district was below a 4 rating in the areas of Welcoming Environment, Supporting Student Learning, Sharing Power and Advocacy, and Community Involvement. By the Winter of 2020, the district increased every area into the ranges from 4.27 to 4.48 and the overall score went from 4.14 to 4.48, which was very good and showed improvement from the stakeholders. However, after COVID the overall score dropped to a 4.2. Even after COVID hit, none of the scores were below a 4 on the overall rating of 5 so Lyndon still showed improvement.

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

ARC Comment

USD 421 will increase Kindergarten Readiness based on local assessment data by implementing a new USD 421 General Education Preschool.

One of the biggest improvements was the Early Childhood for the district. At the beginning of the cycle, USD 421 only had one Three-Lakes Coop preschool classroom that was housed in the LEMS building. On average, Lyndon would only have around 20-24 students enrolled for the year. In year four of the KESA cycle, the district was able to add a general education preschool for 3-5 year olds. In the 2020-2021 school year, preschool numbers went from 15 students the previous year to 42 students. Because of numbers, the Three-Lakes Cooperative added another preschool room, so they now have three preschool classrooms in Early Childhood. This was the best thing that could have happened for Kindergarten

Readiness in the district. The preschool teachers utilize the ESGI program to assess the progress of the students.

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

ARC Comment

Lessons learned about how to involve and invest staff in the KESA continuous improvement process. USD 421 will continue to review KESA goals with the staff during Professional Development throughout the school years. The District Leadership team will continue to collect data from the staff using surveys and collaboration during DLT and BLT meetings. USD 421 will evaluate the district's strengths and weaknesses to determine goals moving forward to the next cycle. The influence of the KESA continuous improvement process is reflected in the system's ability to sustain core values, mission, and/or vision. The BOE, administration, staff, and other stakeholders will continue to work together to have one shared vision to ensure the district continues to improve and build upon a district strategic plan. Regarding support of your local governing body/board for the KESA continuous improvement process, the USD 421 Board of Education will continue to update the district's plan so that it aligns with the district's goals and vision. The BOE is very supportive of staff and the administration and always has student learning as its top priority.

Adjustment of resource allocations to create change in the KESA process. (fiscal, human, facility, technology, etc.) With the increase of the requirements of testing, Dyslexia, curriculum, new teacher mentoring, and interventions, USD 421 has added a full time curriculum director for PK-12. Along with personnel, the district's goal to increase technology has been a huge asset to student learning and instruction. With the addition of the curriculum position, USD 421 has added an AT-Risk Literacy position to assist those students in grades PK-2nd that are not at grade level and do not qualify for an IEP. In the final year of KESA, the district partnered up with the Osage County Sheriff's Department, and now the district has a full time SRO.

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

All-inclusive process.

Board Outcomes

Social-Emotional Growth

At the beginning of the KESA cycle, USD 421 was implementing Some Social/Emotional curriculum, but Lyndon felt it was not structured and needed to be implemented in PK-12th grades. Grades K-8 implemented Social/Emotional and Character lessons on Fridays during seminar/MTSS during year 1 of KESA.

They are using curriculum for each standard at the K-1 and 2-5 level and the Harbour thru Jostens for grades 6-8. USD 421 researched some additional social/emotional curriculum and decided to purchase the ACT Tessera (See Artifacts P-U Social Emotional data and curriculum) for grades 6-12 for the 20-21 school year. Lyndon Elementary also signed up for the Tessera pilot for grades 3-5.

Based on the results of the assessment, the district designed a

rotating schedule with lessons built in based on the weaknesses in the data. USD 421 is excited to gather this additional data to help with the social and emotional curriculum. Both the MS and HS levels do take the Communities that Care Survey as well. Lyndon has really had an increase in the area of anxiety and a decrease in leadership skills.

The goal is also to build stronger positive relationships between students and staff. They have also begun to focus on ACES training for trauma informed schools.

Kindergarten Readiness

Kindergarten Readiness is one of the areas that the district is the most proud of during the cycle. USD 421 was very fortunate to have received a Literacy Grant from the Jones Fund at the beginning of the cycle. It helped give Lyndon funds to really do some great things. The biggest impact has been the addition to the preschool. At the beginning of the cycle, USD 421 only had one Three-Lakes Coop preschool classroom that was housed in the LEMS building. On average, Lyndon would only have around 20-24 students enrolled for the year. In year four of the KESA cycle, the district was able to add a general education preschool for 3-5-year old's. In the 2020-2021 school year, preschool numbers went from 15 students the previous year to 42 students. Because of numbers, the Three-Lakes Cooperative added another preschool room, so they now have three preschool classrooms in Early Childhood. This was the best thing that could have happened for Kindergarten Readiness in the district. The preschool teachers utilize the ESGI program to assess the progress of the students. USD 421 also hired an At-Risk Literacy teacher who goes out and works to help with MTSS in the preschool. She also pulls the kids to progress monitor and implement interventions. In addition to the preschool, additional resources were provided to help with Kindergarten Readiness such as; Literacy Backpacks for every classroom, a reading camp during the summer, ASQ nights, Kindergarten camp in the fall for incoming Kindergarteners, and two Literacy nights during the school year.

Individual Plans of Study

The 5-year KESA cycle has encouraged USD 421 to improve the IPS process. Years 1-3 used Xello to explore student interests and future educational and career goals. LHS currently uses Xello to determine student personality styles, learning styles, career matches, skills, and incorporate lessons in the program to explore their interests and plans. In year 3, student-led conferences were introduced to further engage students in their own individual plan of study.

Student-led conferences created an increase in student and parent attendance and overall participation in conferences. A student credit check (See Artifact W Credit check) was implemented in year 4 to help students better visualize and see their path to graduation. An IPS presentation was added in year 5 for students to customize and add their own interests, career planning, and future goals. A data sheet (See Artifact X Data Sheet) was also added in year 5 to help students keep track of their accomplishments over their high school career and encourage school and community involvement. LHS will have a local document created by the end of year 5 for each student's individual plan of study that will include career planning, a credit check, a data sheet, high school assessments, post-secondary plans, work study

experiences, and portfolio contents (files and links). LHS provides multiple postsecondary exploration experiences in a variety of ways. Students have the opportunity to attend technical colleges, community colleges, job shadow, and participate in work study during high school. LHS partners with Washburn Institute of Technology and Flint Hills Technical College. Job shadow opportunities are available to students that include the local judge, teaching, hospitals, local educational cooperative services such as occupational therapy, farming and ranching, and more. Work studies are available to juniors and seniors and have included feed operations, CNA, agricultural assistant, food service, and teaching aide. Students are made aware of these opportunities by pre- enrollment events, individual and group communication with the counselor, discussions with their advisors, and emails and bulletins shared with students and parents. LHS uses an Advisory system that includes teachers as advisors for students for the duration of their time at LHS. LHS feels that this helps advisors connect with, and guide, students in their high school and post-secondary goals and planning. Student-led conferences (See Artifact D IPS Presentation) are held with the student and their advisor; students present their latest Xello results, academic standing, cse plans, and goals with their advisor and parent/guardian using their IPS presentation (added year 5). LHS is working to improve the IPS program in place. Year 4 included changes to the student-led conference format to encourage student engagement. A presentation detailing students' academic progress, achievements, goals, future plans, interests, etc. was added to the student-led conferences to help encourage students' demonstration of their own success and opportunities for improvement. A data sheet was also added in year 5 for students to track their involvement and accomplishments related to grades, credits earned, leadership, work, and volunteer service.

High School Graduation Rate

The updated graduation data demonstrates that Lyndon maintained a high graduation rate across the full KESA continuous improvement cycle. The graduation data shows the success average increasing. USD 421 sees this data impacting goals and processes for the next KESA cycle by helping Lyndon focus on IPS, implementing a consistent and data-driven social emotional program, and continue to improve processes for academically preparing all students for postsecondary success.

Postsecondary Success

Lyndon believes the programs they have implemented in years 4 and 5 will continue to support the increase in the success rate which will continue to improve the effective rate. Lyndon's focus on post-secondary success strategies has shown a positive impact over the 5-year KESA cycle.

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

ARC Comment

USD 421 incorporated surveys in both the Technology and Family/Community

Engagement areas. The district used this input to help drive the creation of fiveyear plans. In the next cycle, Lyndon will be focusing on more building goals rather than district goals. Both the LHS and LEMS buildings are in different places for what they need to improve on for the next cycle. USD 421 needs to increase the amount of times the BLT committees meet, consistently look at data, increase collaboration time among the staff, and continue to link building goals with the BOE strategic plan.

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

ARC Comment

Per the OVT, USD 421 has done a wonderful job accounting for all aspects of KESA. They are on track and should be considered a model district on how to implement the accreditation process within the state.

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 use of data, feedback loop exists.

ARC Recommendation

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

Justification

The strengths were their planning and goal areas. They were thorough and conclusive on what they wanted to do and how they needed to do it. They are solid on the ideals of accreditation and strive to continuously improve.

Strengths

Planning and goal development.

Challenges

Some of the areas below were suggested by the OVT for the district to focus on moving forward:

Title I program

Improve the IPS

Social/Emotional testing and curriculum

Rigor

Daycare in Early Childhood

State Assessment scores

Redesign

Building goals, not district goals and measurable

MTSS



Pike Valley USD 426

101 School St., Scandia, KS 66966
(785) 335-2206
www.pikevalley.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Steve Joonas**

Demographics

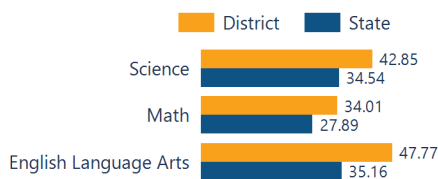


206 Students

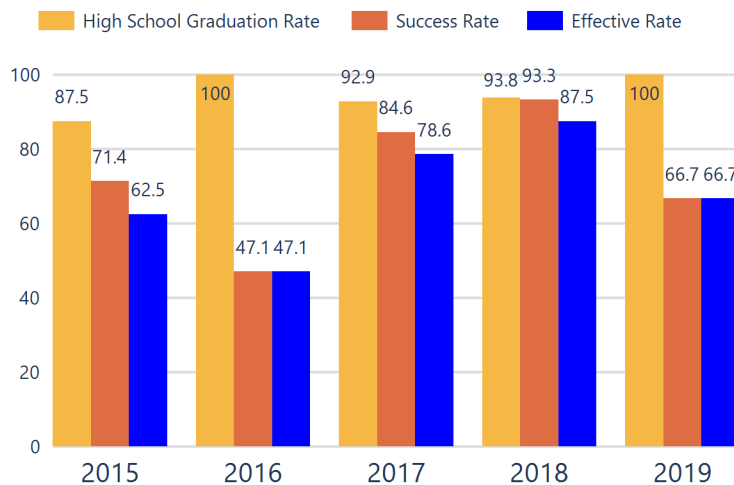
African American 0.97%
Hispanic 0.97%
Other 0.97%
White 97.09%

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

95.1%

Five-Year Success Avg

71.4%

Five-Year Effective Avg

67.9%

95% Confidence Interval
for the Predicted
Effectiveness Rate

49.0 - 52.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

100.0%

95.1%

11.0%

1.2%

State:
88.1

State:
93.8

State:
17.5

State:
1.7

District ESSA Expenditures Per Pupil

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

\$13,202

State:
\$12,863

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



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.84	29.80	36.95	N/A	N/A	N/A	23.71	25.55	28.57
Level 2	44.23	39.42	34.78	N/A	N/A	N/A	42.26	26.66	28.57
Level 3	20.19	22.11	21.73	N/A	N/A	N/A	23.71	36.66	28.57
Level 4	6.73	8.65	6.52	N/A	N/A	N/A	10.30	11.11	14.28

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	40.74	42.30	N/A	N/A	N/A	33.33	37.20	40.00
Level 2	46.29	38.88	42.30	N/A	N/A	N/A	47.91	32.55	20.00
Level 3	16.66	14.81	15.38	N/A	N/A	N/A	10.41	25.58	33.33
Level 4	3.70	5.55	0.00	N/A	N/A	N/A	8.33	4.65	6.66

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.17	47.05	N/A	N/A	N/A	N/A	61.90	28.57	N/A
Level 2	52.94	47.05	N/A	N/A	N/A	N/A	19.04	35.71	N/A
Level 3	5.88	0.00	N/A	N/A	N/A	N/A	9.52	21.42	N/A
Level 4	0.00	5.88	N/A	N/A	N/A	N/A	9.52	14.28	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

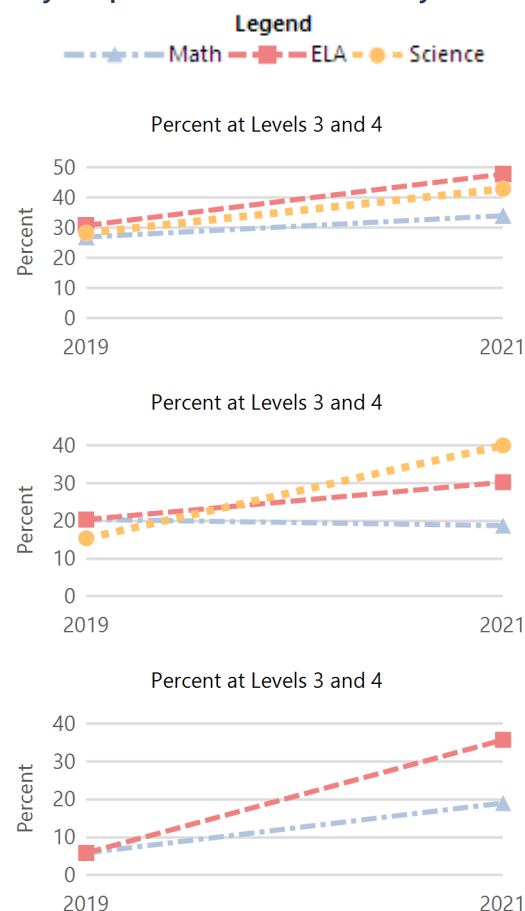
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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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.

District	19.5
State	19.8

Accreditation Summary

Date: 04/19/2022

System: D0426 Pike Valley (0000)

City: Scandia

Superintendent: Steve Joonas

OVT Chair: Antoinette Root

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Tiered Framework of Support

The system has a tiered framework of supports in place and utilizes data in order to determine individualized plans to support students in English, mathematics, and social/emotional behavior.

The system concentrates on English, Mathematics, and Social/Emotional Behavior. Data is provided through FastBridge and Tier 1 and Tier 2 students are getting the interventions they need to be successful. Students not in tiered groups participate in enrichment cross-curricular projects.

Family, Communities, and Business Partnerships

At the secondary level, students concentrate on pathway groups and involvement with community partners. Families, the community, and businesses partner with the system. Parent surveys provide feedback in order to plan for the next school year.

Diversity, Equity, and Inclusion

The system is more economically diverse than culturally diverse. This system has one-to-one technology and provides hotspots for students and families who do not have internet access. Secondary teachers have been trained in Universal Design for Learning for full implementation throughout the district. UDL will give students a voice and choice and will help students be more responsible for their own learning, while also providing rigor in learning.

Communication and Basic Skills

Technology has helped with communication among all stakeholders. Weekly school newsletters and monthly district newsletters provide information to families. Additionally, the BLT and DLT have increased communication with staff and teachers.

Civic and Social Engagement

All students participate in activities related to civic and social engagement. The system has included opportunities for community-based civic and social engagement through the Elementary Student Council, KAYS, FFA, and government classes.

Physical and Mental Health

All students must take physical education classes. In addition, elementary students get brain break and participate in other social/emotional lessons. Zones of Regulations are used to help students learn how

to appropriately use their emotions.

Arts and Cultural Appreciation

The arts are supported in the district. All PK-12 students are given opportunities to participate in art class, as well as opportunities to appreciate arts and culture such as art, music, band, and drama.

Postsecondary and Career Preparation

The system continued to expand opportunities for students to participate in career exploration from elementary school through graduation. Middle school students begin the Individual Plan of Study and digital portfolios and add to them throughout high school. Technology is used in career exploration. The system's five-year graduation average is 100%.

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

ARC Comment

Goal 1: Rigor

The system has a goal statement to improve mathematics test scores on FastBridge and state assessments. The goal of 75% of students who meet or exceed proficiency on FastBridge and 50% on state assessments will be raised to 80% and 60% respectively for the 2022-2023 academic year.

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

The system's goal is to increase the relevance of education for students to 60% of the total school population. Data is gathered through surveys. The goal will be raised to 70% for the 2022-2023 academic year.

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

ARC Comment

The OVT reported that the system has multiple data sets that worked effectively to continue and expand their goals. The system will continue to develop CTE pathways and increase social/emotional training for staff.

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 and System reported data for all State BOE goals. Data indicated an increase in survey results. The system demonstrated evidence of a plan reflecting all State BOE goals that appear to result in systematic improvement. The OVT noted that the process is sustainable with the principal leading the process.

Board Outcomes

Social-Emotional Growth	The elementary school began with CHAMPS and then transitioned to Stanford Harmony which collects data on behavior, attendance, and grades. TASN helped the system develop the forms to track the data.
Kindergarten Readiness	The system has a preschool for 3-4-year-old children. The ASQ2 and ASQ3 are used, as well as FastBridge.
Individual Plans of Study	All secondary students have an IPS that is tracked and checked every nine weeks.
High School Graduation Rate	The system's graduate rate is 100% and received the bronze star recognition for high school graduation.
Postsecondary Success	The system tracks students two years after they graduate high school and received the silver star recognition for postsecondary success rate.

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

ARC Comment

Stakeholders' feedback is gathered through surveys, Building Site Councils, and the Parent-Teacher Committee. BLT and DLT are diverse and include students. Rocket Pride Parents Night, organized by middle and high school students, Meet the Teacher Night and Staff Appreciation Events includes local businesses.

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 district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team also reported that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made.

ARC Recommendation

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

Justification

The OVT and system documented that the system met the requirements of the KESA process, and the system has a continuous improvement process in place that involves all stakeholders. Levels 1 and 2 showed an increase in both the 2017-18 and 2018-19 mathematics and reading assessment results. The system's five-year graduation average for postsecondary success is 95% with 100% of students graduating in 2019.

Strengths

The OVT noted a major strength is the system's desire to put students first and to involve the community.

Challenges

Staff should be trained on social/emotional learning.



Troy Public Schools USD 429

230 W Poplar, Troy, KS 66087-0190
(785) 985-3950
www.troyusd.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Patrick McKernan**

Demographics

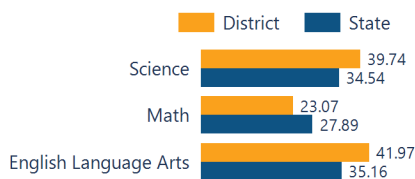


313 Students

African American 0.00%
Hispanic 3.19%
Other 1.60%
White 95.21%

Academically Prepared for Postsecondary Success

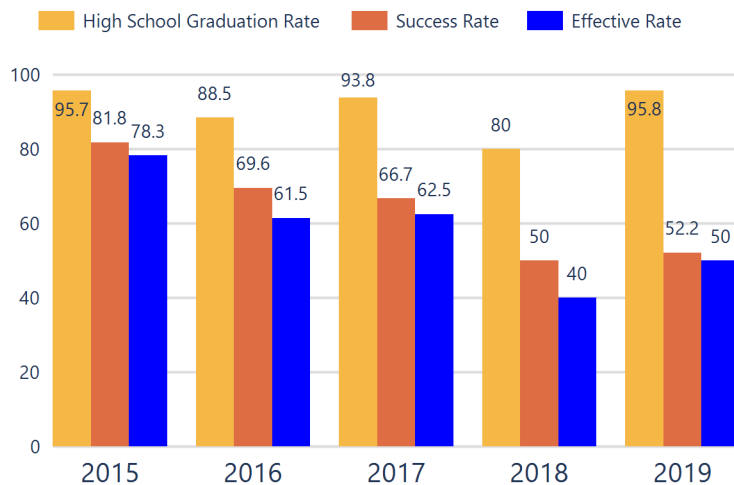
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

91.2%

Five-Year Success Avg

64.9%

Five-Year Effective Avg

59.2%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.2 - 55.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

100.0%

94.8%

13.9%

1.4%

State:

88.1

State:

93.8

State:

17.5

State:

1.7

District ESSA Expenditures Per Pupil

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

\$15,531

State:

\$12,863

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

Troy Public Schools USD 429

K.S.A. 72-5178 Accountability Report 2020-2021



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.17	34.57	40.00	N/A	N/A	N/A	29.58	22.83	32.05
Level 2	46.80	32.97	30.58	N/A	N/A	N/A	47.33	35.18	28.20
Level 3	14.36	28.19	25.88	N/A	N/A	N/A	17.75	33.33	26.92
Level 4	2.65	4.25	3.52	N/A	N/A	N/A	5.32	8.64	12.82

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	49.15	49.15	50.00	N/A	N/A	N/A	42.30	45.83	N/A
Level 2	45.76	32.20	21.42	N/A	N/A	N/A	30.76	16.66	N/A
Level 3	5.08	15.25	25.00	N/A	N/A	N/A	19.23	29.16	N/A
Level 4	0.00	3.38	3.57	N/A	N/A	N/A	7.69	8.33	N/A

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	65.62	75.00	75.00	N/A	N/A	N/A	48.38	44.00	72.72
Level 2	34.37	21.87	16.66	N/A	N/A	N/A	41.93	40.00	9.09
Level 3	0.00	3.12	8.33	N/A	N/A	N/A	9.67	8.00	18.18
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	8.00	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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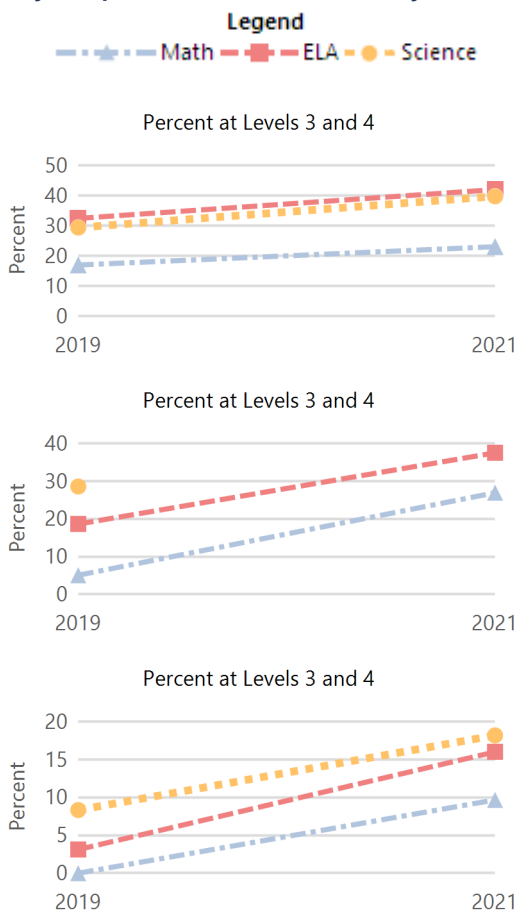
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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District	20.5
State	19.8

Accreditation Summary

Date: 05/22/2022

System: D0429 Troy Public Schools (0000)

City: Troy

Superintendent: Patrick McKernan

OVT Chair: Andrew Gaddis

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or actively working with State BOE to achieve compliance (Chair/OVT will list specifics addressed).

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

ARC Comment

ARC Comment: The district has been working on all of these structures, as noted in the OVT report. All Foundational Structures are evident in the system, and there is evidence that the work is moving in a positive direction. Work is part of the school culture, and efforts are being made to maintain, embed, and improve quality.

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

ARC Comment

Goal 1 - Troy schools will develop professional learning communities through continued collaboration with outside agencies. The PLC will provide a process for using data for collaborative decision-making and curriculum alignment throughout the district.

ARC Comment: Troy Schools utilized the assistance of TASN for guidance on developing and improving the PLC process. They have met monthly with a TASN team to receive this guidance, and this will continue into the next cycle to ensure fidelity.

The work with TASN led to not only establishing PLC's but also Building Leadership Teams, Data Teams, and Student Improvement Teams in all buildings. TASN worked with the district to implement a self-correcting feedback loop to ensure consistency in the implementation of initiatives moving forward.

The effectiveness of the PLC's was evident in their identification based on data for a deficiency in Phonemic Awareness in the elementary curriculum as well as a need for additional interventionists for Math and Reading. The PLC process was used to analyze and approve the adoption of a Reading Intervention program to address Phonemic Awareness and provide data to support the addition of math and reading intervention positions to the staff. Content and grade level PLC's have been used to ensure continued alignment in all core academic areas. Non-core areas will be conducted moving forward.

The PLC process was used to model the process for establishing and implementing Student Improvement Teams. The SIT teams work with newly established Data Teams to identify gaps in student learning, design and implementing interventions and 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 - Troy Schools will continue implementation and revision of individual plans of study. This will result in increased participation in post-secondary careers and educational opportunities.

ARC Comment: Troy Middle and High School developed a form and process for implementing Individual Plans of Study. They created a process that allowed for 25 minutes devoted to the IPS every week. As part of the process, students created their IPS, identified their career interests, identified their course of study, and communicated with parents during student-led conferences. After experiencing some struggles with the IPS implementation, the student council and Site Council reviewed the process. Feedback resulted in updated procedures, one of which moved the IPS process from a seminar period to a graded class.

Individual Plans of Study were embedded into the 6th-grade curriculum and classes during this cycle. The IPS process has shown an increase in the number of students participating in and credits earned in postsecondary and technical course work.

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

ARC Comment: USD 429 was all in with all staff at the beginning of the process. Due to turnover in key positions over the cycle, keeping staff involved in the data collection and analysis will be essential. A key group of staff has gotten them to this point. It will be crucial for fidelity that all staff, the board of education, and the site councils are kept up to date and have buy-in on the process and progress.

USD 429 believes in and plans to continue to use a continuous school improvement process. KESA has helped them with clarity and direction on which areas to focus.

The USD 429 Board of Education is very supportive of the school, staff, and student improvement efforts. USD 429 board of education has committed money for people and additional resources to help students progress.

They have formalized their PreK-8 reading program, specifically a uniform and consistent approach at the PreK-5 level. Continuing this will be important.

Reading Specialists were hired in 2020 to help students with severe reading deficits. More classroom aids were employed, and an aid is placed in every single section of the grade-level class.

USD 429 employed a math resource specialist in 2019-2020, which has positively impacted their math scores. Continuing to provide these resources will need to be a priority.

USD 429 has hired a Pre K-5 Principal with district-level responsibilities including District Curriculum Coordinator, District Assessment Coordinator, and District Student Improvement Team Coordinator for 2022-2023. This will provide a lot of flexibility and needed assistance to continue their 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

ARC Comment: The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth

ARC Comment: At the start of the cycle, there were no social emotional curriculum or screeners in place. During this cycle they have implemented two major initiatives. Lions Quest Social Emotional Curriculum Grades K-8. At TGS, the music and PE teachers share the responsibility of teaching this curriculum.

SAEBRS and MY SAEBS - was implemented SAEBS during the 2010-2020 school year and MY SAEBS during the 2021-2022 school year.

USD 429 will continue to use the Kansas Communities That Care Survey for social emotional growth measurements and review this data internally. They have implemented their own climate survey for the past three years and put a lot of emphasis on the results from that survey. Overwhelmingly, students and parents are positive about the school culture

Kindergarten Readiness

ARC Comment: Troy Schools has given the Ages & Stages Questionnaires Social-Emotional, Second Edition (ASQ®:SE-2) with Kindergarten parents for the past 4 years. They have also included a questionnaire for PreK 4 yr old students for the 2021-2022 school year and will continue to do so in the future. With support from the Special Education Cooperative, they conduct a pre-school and kindergarten round-up in the spring for the incoming students. They began this process in 2018, with 100% participation on the ASQ for incoming kindergarten parents. Based on their data, most kids are ready for kindergarten even though some may still need support during the school year.

Each year during the cycle, the early childhood program has grown. They have expanded pre-screening to include pre-school students. They have extended the time they meet with 4 and 3 years old students during the day. They now have 4- year olds- 4 days a week instead of 3 and added 30 more minutes each day onto the 3 year old schedule.

They will be continuing with the KSDE approved Prek-4 year old program. Next year, will be the 2nd year using the Connect 4 Learning curriculum. Hiring additional para support for the pre-school and kindergarten classrooms is being considered. Their data over the last few years shows kindergartners making great gains on assessments from Fall to Spring. AimS Web data from 2020-2021 showed these gains and they also see these gains with Fatsbridge data for 2021-2022.

Individual Plans of Study

ARC Comment: USD 429 has made great strides in the IPS process. The desired impact of this goal was to increase student buy-in to the system by giving them a tool that was more useful when completing applications for employment, college, or scholarships.

Troy High School did have an ungraded Seminar time (25 minutes daily at the end of the day). They attempted to use this time to have students complete the IPS. They also used seminar time to protect academic time by having class/club meetings during this time. Low student motivation to complete the IPS and other activities caused this time not to be as effective as it needed to be.

To correct this issue, Seminar time was moved into the regular schedule in 2021- 2022 and the IPS into graded classes. Students in grades 6-8 now have a career class that has an IPS requirement. Students in Grades 10-12 complete the IPS as part of their English class, and freshmen have a career and life planning class that has the IPS as part of the requirements.

High School Graduation Rate

ARC Comment: 100% graduation rate in the school district is very attainable and is their goal every year. The IPS and SIT process should help identify students in their early years of high school to help them stay on track for graduation. Troy High School has been consistently higher than the state average every year and all indications are that it will continue.

The district received the KSDE Bronze Award for their high school graduation effectiveness.

Postsecondary Success

ARC Comment: The district should be proud of the efforts they have made to increase postsecondary course offerings for all students as well as the number of students who attend the regional technical school and earn certificates and degrees in those skilled areas. The Post Secondary Success Data has been recognized by KSDE with a Bronze.

2022 data - 11 seniors completing approximately 292 college credits through HCC. 8 seniors completed approximately 234 vo-tech credits through HCC. All of these credits were free, saving families and students more than \$75,000

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

ARC Comment

ARC Comment: Prior to this cycle, the district did little to engage the community. The start of the KESA cycle correlated with new district leadership the same year. Two new administrators were hired in 2016, during year 1.

A district-wide inservice was held to conduct the needs assessment, and the 2 Rs and goals were established. During this time, the district and board of education goals have mirrored the KESA goals.

After conducting the needs assessment and determining goals, they realized they needed to engage the community more, specifically the parents and students. They developed and conducted annual surveys. During the pandemic, they put an even greater emphasis on communication with students, parents, and staff. They plan to continue this two-way communication into the next cycle.

USD 429 was transparent and communicated the improvement process and progress multiple times during the year and to the different stakeholders.

The OVT Summary was shared with the board of education during the September board of education meetings during the cycle. The summary was shared with the two-site councils during the September joint site council meetings annually. The process and progress were shared with staff before the OVT visits and then again after the OVT visits at opening inservices. The staff was involved in the first needs assessment led by the district administration and have been kept up to date and involved in the process at various levels throughout.

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

ARC Comment

ARC Comment: The district has done an exceptional job with the KESA process. There are things they will do differently next cycle. Establishing consistent days to work on the process, gather and interpret data consistently, and continuity of working through the process will significantly help.

Involve more staff in the process of working through the rubrics and filling out and documenting successes and challenges. Teacher recruitment and retention will be key for the future.

It is truly visible that the district is flexible and adaptable with a continuous focus on improvement. They do not make excuses but develop processes to overcome obstacles. This is an attribute that will make fidelity in the process easier, but they should strive to ensure that complacency does not creep in.

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

ARC Comment

The district is flexible and adaptable with a continuous focus on improvement. They do not make excuses but develop processes to overcome obstacles. This is an attribute that will make fidelity in the process easier, but they should strive to ensure that complacency does not creep in.

ARC Recommendation

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

Justification

USD 429 staff have been tenacious in their pursuit of system improvement. This includes being open to OVT guidance through seeking information and research which supports USD 429 goals. District capacity and confidence have grown significantly through the KESA cycle and benefited from the clear alignment of goals and strategies.

Copper was awarded in the area of being academically prepared for post-secondary. Bronze was awarded in the areas of high school graduation and post-secondary success.

The graduation rate was at 100%, the attendance rate was 94.8, and chronic absenteeism was 13.9%.

District Academic Success demonstrated all areas and groups trending up when scoring 3 and 4.

Strengths

The terms teamwork, compassion, grace, flexibility, and consistency come to mind when describing their journey. USD 429 committed to the KESA process. They did not pause during the 2020-2021 school year but thought it best to move forward with their plans.

The focus in year 5 was to continue to build on their established programs and practices, gather data from those initiatives, and use the data for further growth of the organization and the student's educational practices, programs, and continued success.

Programs established during this accreditation cycle:

- Lexia Core5 and Lexia PowerUp were Implemented in the 2019-2020 and 2020-2021 school years. (Tier 2 Support)
- Fastbridge Assessment - implemented in the 2021-2022 school year
- Math Resource Teacher - implemented in the 2019-2020 school year (Tier 2 Support)
- Reflex Math Intervention Program - implemented in the 2021-2022 school year. (Tier 2 Support)
- Implementation of the SONDAY System for all K-3 students, special education students, and struggling readers K-12. (Tier 2 and Tier 3 Support)
- Implementation of the Heggerty Phonological and Phonemic Awareness K-2 Program.
- Moved the Pre School to KSDE Model by increasing 4 years old to 4 days a week and increasing the time in session for 3-year-olds.
- Establishment of TMS/THS Building Leadership Team working with TASN.

Throughout the year, the district discussed the data available to them. USD 429 started off the 2021-2022 school year with a data workshop presented by Jennifer Hanni of Greenbush and a Fastbridge workshop by Tonya Smedly of Greenbush. A commitment was made to examine all their programs and practices and consolidate those if needed.

Academic Screening Tools - TMS/THS - PreACT, ACT, Workkeys, ASVAB, Lexia, MAP, KS Interims, SRI TGS - Lexia, MAP, KS Interims, SRI, AIMS Web, SONDAY, Reflex Math, Redbird

Social-Emotional Screening Tools - SAEBRS, My SAEBRS, Lions Quest Curriculum, KCTC Survey, Student Climate/Culture Surveys, K-12 Counselor Documentation Strengths.

The concern across the state in every school and with every teacher was, "Where would the students be academically, socially, and emotionally when they returned in Fall 2020? and Could we make up the deficits we identified during the 2020- 2021 and 2021-2022 school year?" They were committed to having in-person education, even if, at times, a hybrid type of setting. Up to this point, they have had in-person education since they reopened the doors back up in

August of 2020. However, almost every teacher and staff member were impacted by the pandemic somehow. They were grateful for their commitment to their students and continued mission.

Challenges

Successfully navigated a K-12 Math textbook study. This was important because it allowed staff to focus on and have deep conversations about math education in the district. Math content and teaching philosophies and strategies were discussed at great lengths and in great depth. (2020-2021)

MS/HS successfully navigated a 6-12 ELA curriculum and resources study and 6-12 Science curriculum and resources study during the 2021-2022 school year, to be implemented in the 2022-2023 school year.

Full implementation of Lexia Reading program K-8. The Troy teachers have committed to this program and have been impressed with the students' results.

IPS - A committee of teachers and site council members reviewed the Individual Plan of Study and its process for completing it. They found that the form was at one time an exemplar in the state but did lack pieces that would make the IPS more useful to students. The process was good but spread out to too many people. The committee updated the form and tested it with the Kanstar rubric. The process was also examined, and timelines were set. They have put the process of completing the IPS into the curriculum of required classes. This helped streamline the number of people giving instructions to the kids and let it "be graded." Creating accountability for the students.

The district implemented an early primary/primary ELA MTSS. However, due to covid cases in October and November, had to revert back to small groups and cross grade-level groups and tiers of support.

They implemented the Sonday System to help all readers. Sonday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.

They implemented the Heggerty System, used it in the K-2 classes, and supplemented the ELA curriculum. It helps teachers teach students phonological and phonemic awareness.

The district now has greater awareness, usage, and interpretation of the data on the screeners. They screened students to determine academic weaknesses and strengths; however, they also realized they did not do enough with the data received. TMS/THS developed data teams to address this and used in-service days to break down the data and create remediation and enrichment designation for students. They adopted and implemented Fastbridge as a comprehensive district screener beginning in the 2021-2022 school year.

USD 429 is addressing staffing issues to help with the school improvement process. At times, they find themselves understaffed at the administrative level and/or lead teacher level to help with the reporting and documentation required for the KESA process. This might be a personnel issue, or it could be a lack of delegation.



Caney Valley USD 436

700 E. Bullpup Blvd., Caney, KS 67333-2542
(620) 879-9200
www.caney.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Blake Vargas**

Demographics

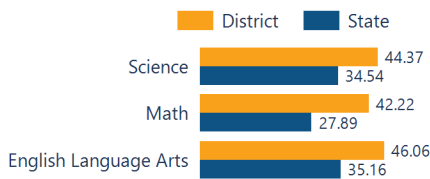


739 Students

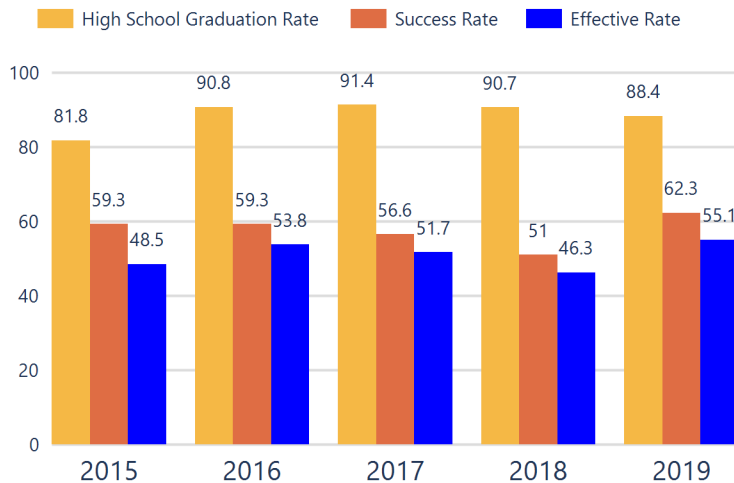
African American 1.62%
Am. Indian/Alaska Nat. 10.83%
Hispanic 5.68%
Other 6.77%
White 75.10%

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

88.5%

Five-Year Success Avg

58.0%

Five-Year Effective Avg

51.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.8 - 49.8%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

96.5%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$13,592

State:

\$12,863

94.3%

State:
93.8

18.9%

State:
17.5

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

0.6%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.63	22.22	40.60	N/A	N/A	N/A	20.70	18.82	25.84
Level 2	32.88	37.94	26.66	N/A	N/A	N/A	37.05	35.11	29.77
Level 3	28.26	30.89	21.81	N/A	N/A	N/A	30.24	36.51	30.89
Level 4	12.22	8.94	10.90	N/A	N/A	N/A	11.98	9.55	13.48

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.12	28.31	52.11	N/A	N/A	N/A	29.25	26.81	33.76
Level 2	34.54	37.34	22.53	N/A	N/A	N/A	43.53	41.30	33.76
Level 3	26.06	27.71	19.71	N/A	N/A	N/A	22.44	28.26	27.27
Level 4	7.27	6.62	5.63	N/A	N/A	N/A	4.76	3.62	5.19

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.61	62.50	72.72	N/A	N/A	N/A	58.82	44.00	N/A
Level 2	32.25	21.87	18.18	N/A	N/A	N/A	20.58	28.00	N/A
Level 3	6.45	12.50	9.09	N/A	N/A	N/A	11.76	24.00	N/A
Level 4	9.67	3.12	0.00	N/A	N/A	N/A	8.82	4.00	N/A

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.66	26.66	N/A	N/A	N/A	N/A	29.16	13.63	50.00
Level 2	33.33	40.00	N/A	N/A	N/A	N/A	33.33	45.45	16.66
Level 3	26.66	26.66	N/A	N/A	N/A	N/A	25.00	22.72	25.00
Level 4	13.33	6.66	N/A	N/A	N/A	N/A	12.50	18.18	8.33

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

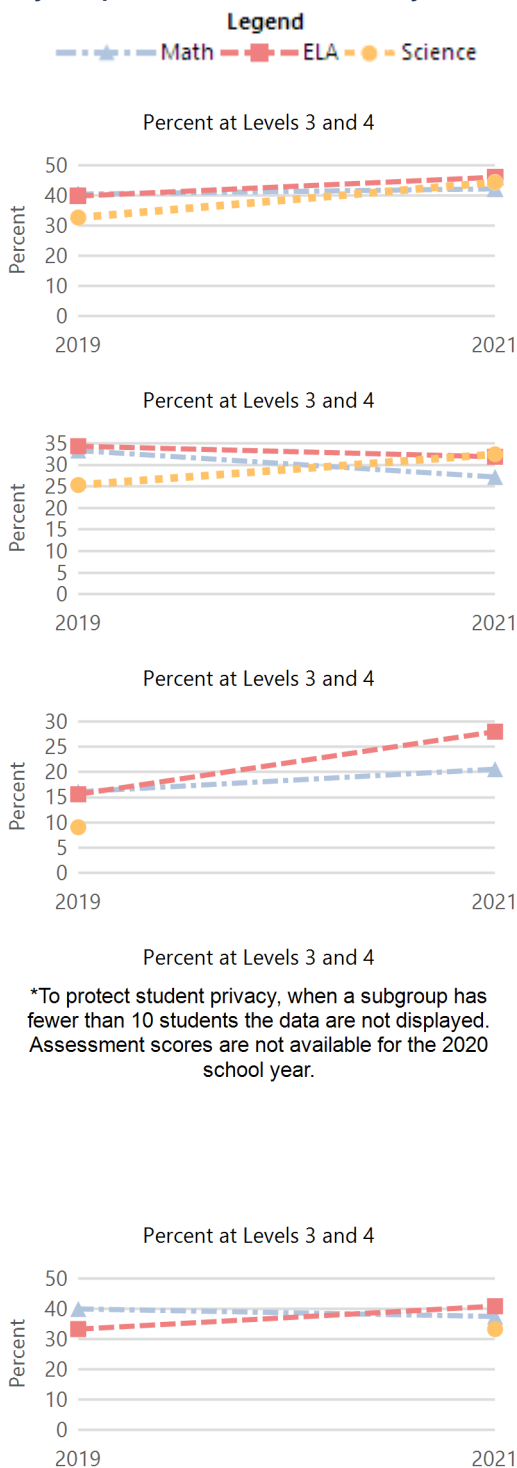
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

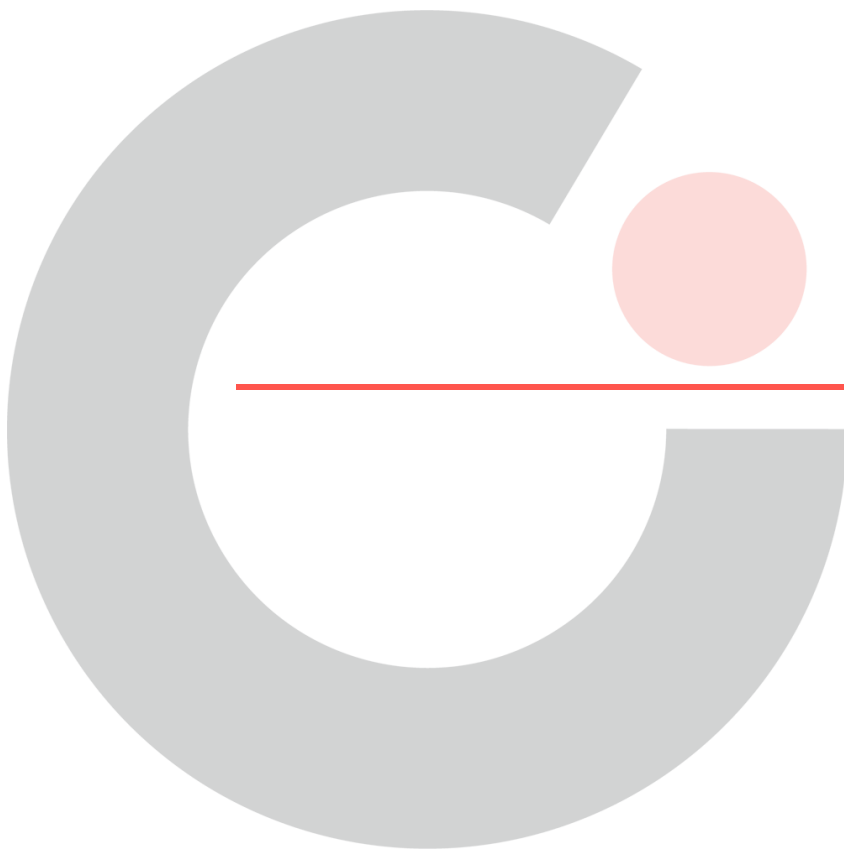
Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.1
State	19.8



USD 436

Caney, Kansas

February 22 - 25, 2022

System Accreditation Engagement Review

66093

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Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the **Initiate** phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	3
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	3
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	3
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	3
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	1
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	4
1.9	The system provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	3
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Impacting

Leadership Capacity Standards										Rating	
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	2
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	3
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	3
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
2.8	The system provides programs and services for learners' educational futures and career planning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4
2.9	The system implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3

Learning Capacity Standards										Rating
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	2

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	4
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	1	EM:	4
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	3
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	3
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	3
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.									Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	2
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.									Improving

Resource Capacity Standards											Rating
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	3	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.										Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	2	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	324.03	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

CUSD 436 School District is located in southeastern Kansas along the Kansas-Oklahoma state line. The small, rural school serves approximately 760 students in K-12. The Engagement Review Team (team) conducted the remote review and investigated the evidence presented by district leaders and identified five themes aligned to the continuous improvement process that is ongoing within the district. The strongest themes that emerged involved the focus of district leadership on the success of the institution, along with the positive school culture that is student focused and has permeated the district at all levels. Additional themes that emerged include a focus on student success and creating post-secondary opportunities, teachers working to meet the individual needs of all learners, and the development of formal program evaluations.

District leadership is focused on student success and success of the institution. District executive leadership in the form of the superintendent and his/her executive team, along with the board of education, establish district priorities through planning efforts via communication and collaboration with stakeholders. This becomes more important when there is a turnover in top level administrators. Seven years ago, the superintendent assumed the top position in the district. Through interviews with district leadership and board members, the team learned the district faced stark financial situations when the superintendent began the tenure as superintendent. The superintendent worked with members of the board of education and has strengthened the commitment to institutional success and has established a strong carryover year-to-year. Through collaboration between the superintendent and board members, the board of education voted to review all board policies in the fall of 2020. While the COVID-19 pandemic has slowed this effort, the process still continues. Through interviews with school board members, the team learned that new members participate in professional development for school board members conducted by the Kansas Association of School Boards in Topeka. Part of this training is understanding the roles of members, especially for new members, and working with ethical practices of board members. Through the collaborative efforts of the superintendent and the board of education members, district leadership has been able to put the system on a solid foundation financially and is now able to strengthen the district focus on prioritizing student success and success of the institution. Finally, leaders indicated they will use this report as a catalyst to begin the planning process for creating a new strategic plan as the current plan expires at the end of the current academic year and continue efforts to implement a quality assurance process to gauge institutional effectiveness.

The district leadership team has created a very strong, positive culture that is student-focused. A positive school culture can be difficult to establish, but once done will allow district leaders to bring about significant change to the system. Through interviews with all stakeholders, including administration, board members, teachers, classified staff, community members, parents, and students, the team heard

numerous thoughts on the positive culture that exists. The team reviewed several pieces of evidence that support the strong culture. These included surveys from all stakeholders and discussions about the site councils and building leadership team meetings at each site. Throughout all interviews and evidence review, the team consistently heard stakeholders state they felt leaders sought and valued their opinions. District administrators along with teachers and classified staff also made the team aware of the fact that no personnel left the district last year, a clear sign of a positive culture. Teachers and classified staff stated repeatedly they felt open communication existed between leadership and them and vice versa. Many revealed they in fact were former graduates of Caney Valley High School and wanted to work in the district because of the culture that exists. Interviews with students revealed they felt safe throughout the district and at district events, and they felt known by at least one, generally more than one, adult in the district. Finally, parent and community stakeholder interviews revealed that all are committed to the mission of the district because of the dedication to student learning and success.

District and school leaders have made significant strides to provide multiple student support systems which will allow students greater opportunities to choose their own path after high school. District leadership has prioritized providing a wide range of post-secondary opportunities for students of the district. In order to establish these opportunities, district leadership began working with a program called Build Your Own Curriculum (BYOC) six years ago to strengthen the overall academic program. Through this program, individual teachers are expected to create a written curriculum for one course each year. The COVID-19 pandemic slowed this process, but interviews with administrators and teachers revealed a renewed focus on creating the written curriculum documents. The district has formed a BYOC committee that reviews each written course document and approves the new guide and/or offers suggestions for improvement. District and school leaders are encouraged to continue creating, monitoring, evaluating, and updating the written curriculum as this may continue to show more rigor in classroom instruction and increases in student learning.

In addition to plans for a written curriculum for all courses, district leaders have worked to fully implement the Individual Plan of Study (IPS) legislative mandate. Through this recent legislation in Kansas, district leaders are required to provide IPSs for each student in grades 7-12. To support this initiative, secondary students take an IPS course every day for 30 minutes. During this course, student focus is on what it will take to complete high school and what career options they may have after graduation. Students understand the courses/activities required to be prepared to move into a post-secondary world of their choosing. Numerous interview groups mentioned the work of counselors through the IPS process, including secondary student interviewees who stressed the role of counselors in their academic preparation. In combination with the BYOC strengthening the district curriculum and the IPS course to help focus students on future plans, district leaders have made a concentrated effort to increase Career and Technical Education (CTE) opportunities. In recent years, district leaders have increased CTE opportunities from 3 to 14 different tracks for this current year. Student interviews revealed their enjoyment of the CTE opportunities as they discussed the various career pathways that they are able to explore. Elementary and secondary students also expressed a sincere belief they felt their teachers cared about them and would do whatever is necessary to help them find success. Similar to renewed emphasis on developing the written curriculum with BYOC, the efforts of IPS and the new CTE pathways are also in their infancy; and leaders are encouraged to continue these efforts to prepare students for their post-secondary careers.

Finally, as part of the student support system, district and campus leaders acquired a grant and have implemented an after-school program called Academic, Character, Enrichment, Support (A.C.E.S.) for students in grades K-6. Student interviews revealed tremendous excitement for the program. District and campus leaders indicated they have exceeded their enrollment expectation for the program after school on Monday through Thursday and in their one-month summer program. During the program, students

are provided with snacks, tutoring, character education, and various other activities. The grant pays for high school students to mentor the elementary students and for junior high students to work with the elementary students also and potentially earn pay when they become high school students if they choose to continue working in the program. Campus leaders at the elementary campus explained how they are going to work at sustainability of the program moving forward. District leaders are encouraged to seek out opportunities to provide a similar program to A.C.E.S. in the middle and high school buildings. Creating such a program may have a positive impact on student learning when combined with the BYOC initiative, CTE opportunities, and the IPS program.

Teachers have a new focus on working to meet the needs of all students. While educators have always worked to support the individual needs of students, enhancement of old programs and implementation of new systems by district administrators to support this work have resulted in data that indicate student support systems are having an impact on student achievement. Through the Multi-Tiered System of Supports (MTSS), teachers have worked to reduce the percentage of students receiving Tier III support down to only 12% for the current year. Through interviews with teachers and classified staff, the team learned all teachers participate in professional learning communities (PLCs) on a regular basis. Elementary teachers indicated they meet during “protected” PLC time and discuss student achievement on a weekly basis. This allows teachers to move students back and forth across tiers as needed on a very fluid scale. This weekly assessment of students allows for almost immediate restructuring of activities and groupings to address student achievement.

As part of the work by district leaders to provide supports for teachers to meet the needs of students, district leaders have intentionally worked to increase the effectiveness of instructional delivery in each classroom through concentrated professional development (PD). A common practice is to provide teachers with options for PD that meet their particular needs in their own classroom. District leaders then provide opportunities to join with surrounding districts to support the PD efforts for specific teachers. In addition to a more individualized approach to PD than is typically found in a school district, district leaders have also implemented the use of the eProve™ Effective Learning Environments Observation Tool® (eleot®) tool in a non-evaluative manner. Combined with peer-to-peer observations, these non-evaluative efforts provide teachers a safe space to reflect upon their practice and seek ways to improve delivery through PD efforts. District leaders, campus leaders, and teachers are all encouraged to continue these efforts to improve their craft in meeting the needs of all students through their collaborative efforts.

District leaders have numerous sources of data, but they have no formalized process of using the data for an overall program evaluation process. Leaders have the ability to access several data points concerning student achievement, school culture, and stakeholder perceptions, just to mention a few broad areas. Through interviews with district leaders and campus leaders, the team learned there are grant requirements for programs such as A.C.E.S. that require annual program data reporting; but district leaders indicated there is no actual requirement for program evaluation. When difficult financial times arise such as at the beginning tenure of the current administration, it is vital for district leaders to understand which programs are meeting program expectations and having some type of impact on student learning. A program evaluation system in place could aid district leaders in understanding if a program needs to continue as is, be modified, or terminated, especially in financially troubling times. Considering the vast data sources available, moving to a program evaluation system could potentially be an easy process and provide even more transparency than is currently happening.

In summary, the current district administration began tenure with the district in financial distress. Through concentrated efforts to ensure financial stability, district leaders are now able to concentrate on creating an effective system that is student-focused. Through a focus on student and institutional success, leadership has created a very positive school culture that is focused on students. Various

efforts such as providing communication pathways for all stakeholders through surveys or leadership opportunities for stakeholders have resulted in the creation of a student focused culture. The leadership implemented several initiatives in recent years to support the student focused culture and provided numerous programs such as the BYOC, IPS, CTE pathways, and A.C.E.S. for student support. In addition, teachers are being supported through a quasi-individualized PD approach, protected PLC times, and non-evaluative observations to increase their instructional capacity. Finally, through the various efforts working within the district, district leaders have a vast array of data points being collected. Organizing these data points to create a program evaluation process will ensure the most productivity concerning student achievement and future endeavors and help to bring more cohesiveness to the system.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography/Title
Jim Ferrell, Lead Evaluator	Jim Ferrell currently serves as department chair for the Educational Leadership Department at Northeastern State University in Tahlequah, Oklahoma. He also serves as program chair for the School Administration Program within the Educational Leadership Department. He worked as a classroom teacher for 12.5 years teaching social studies and Spanish in grades 6-12. After leaving the classroom, he worked as a middle school principal for six years. Dr. Ferrell earned a B.A. in history from Oklahoma City University, an M.A. in history from the University of Central Oklahoma, and an Ed.D. in school administration and a graduate certificate in statistical methods and analyses in education and behavioral sciences, both from Oklahoma State University. Dr. Ferrell has worked as part of an accreditation team or done education consulting in more than 20 states around the country.
Susan Perkins, Associate Lead Evaluator	Assistant Principal, Goddard High School, Goddard, Kansas
Brian Houghton	Assistant Principal, Fredonia Junior/Senior High School, Fredonia, Kansas
Michael McCambridge	Assistant Principal, Independence High School, Independence, Kansas
Samantha Stewart	Accreditation and Curriculum Director PK3-12, Lincoln Christian School, Tulsa, Oklahoma

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Neodesha USD 461

522 Wisconsin, Neodesha, KS 66757-0088
(620) 325-2610
www.usd461.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Juanita Erickson**

Demographics

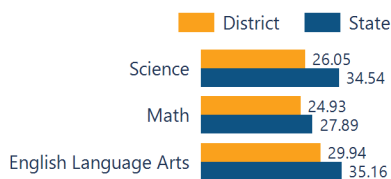


708 Students

African American 2.26%
Hispanic 3.81%
Other 10.45%
White 83.47%

Academically Prepared for Postsecondary Success

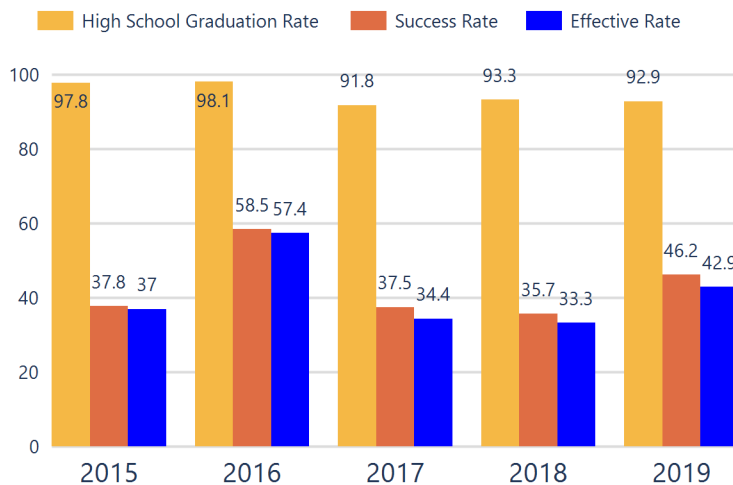
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

94.8%

Five-Year Success Avg

43.4%

Five-Year Effective Avg

41.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

49.6 - 53.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

89.5%

State: 88.1

District ESSA Expenditures Per Pupil

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

\$14,797

State:

\$12,868

95.4%

State: 93.8

11.5%

State: 17.5

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

0.7%

State: 1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.44	32.10	32.86	N/A	N/A	N/A	36.76	29.65	50.30
Level 2	46.87	33.80	34.96	N/A	N/A	N/A	38.30	40.40	23.63
Level 3	23.29	27.55	22.37	N/A	N/A	N/A	19.28	25.29	21.21
Level 4	7.38	6.53	9.79	N/A	N/A	N/A	5.65	4.65	4.84

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.72	38.11	39.74	N/A	N/A	N/A	45.91	31.17	56.00
Level 2	45.54	36.63	33.33	N/A	N/A	N/A	31.12	42.94	22.66
Level 3	22.27	22.77	20.51	N/A	N/A	N/A	18.36	22.35	16.00
Level 4	4.45	2.47	6.41	N/A	N/A	N/A	4.59	3.52	5.33

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.52	78.57	61.11	N/A	N/A	N/A	67.30	42.85	83.33
Level 2	28.57	4.76	27.77	N/A	N/A	N/A	26.92	28.57	11.11
Level 3	11.90	11.90	11.11	N/A	N/A	N/A	3.84	23.80	5.55
Level 4	0.00	4.76	0.00	N/A	N/A	N/A	1.92	4.76	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	18.18	27.27	N/A	N/A	N/A	N/A	26.66	50.00	N/A
Level 2	63.63	54.54	N/A	N/A	N/A	N/A	53.33	35.71	N/A
Level 3	18.18	18.18	N/A	N/A	N/A	N/A	20.00	14.28	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	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.

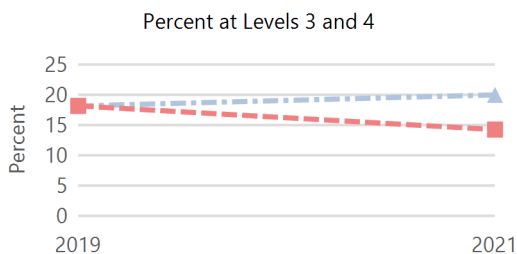
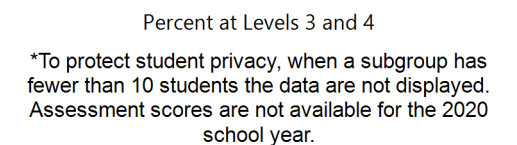
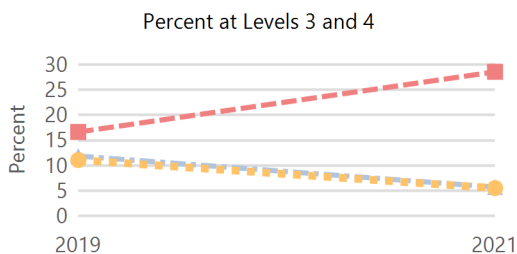
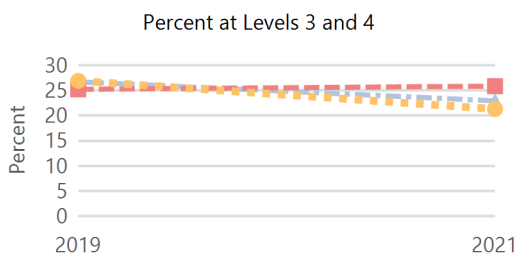
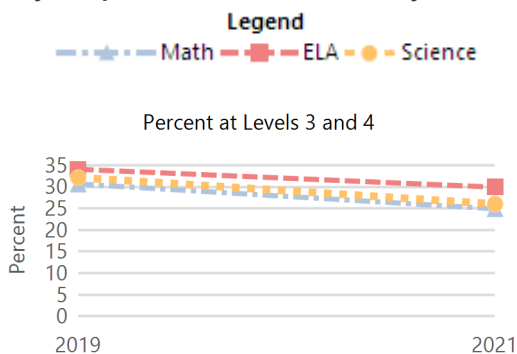
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.2
State	19.8

Accreditation Summary

Date: 05/09/2022

System: D0461 Neodesha (0000)

City: Neodesha

Superintendent: Juanita Erickson

OVT Chair: Nicole Johnson

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 areas were addressed as improving over the 5 year cycle.

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 (Curriculum, Instruction, Student Engagement and Technology) Goal: To create a learning environment where students and teachers are engaged behaviorally, emotionally, and cognitively so we can develop 21st century learners by integrating technology into the classroom by the year 2022.

While the goals are not written with a measurable aspect, the system has shown growth toward the goal area.

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

ARC Comment

Goal Area 2: Responsive Culture Goal: To strengthen our responsive culture through collaboration and communication of all stakeholders by the year 2022.

The system conducted surveys of all stakeholders throughout the cycle. The system created partnerships within the community and received feedback within those relationships.

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

ARC Comment

The system has documented that they have policies in place to guide the long term sustainability.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas

Vision for Education and State Board Outcomes.

ARC Comment

While the data is not the highest, the system does have a plan and has shown growth. The system knows which areas they need to address and have made plans to do so moving into the next cycle.

Board Outcomes

Social-Emotional Growth	Growth has been observed during the cycle. They have made changes to their family level of support as well as planning to implement the Leader in Me curriculum in the following year to further support the SEL needs of their students.
Kindergarten Readiness	During this cycle the system has increased preschool classes which has made a definite impact on their kindergarten readiness outcome. This has an impact on the community as well since there are few daycare and private preschool options.
Individual Plans of Study	All students in grades 7-12 have an IPS. In the spring they have student-led conferences where the plans are reviewed each year with student and parents. Students in grades 10-12 maintain an electronic portfolio during their career development lessons.
High School Graduation Rate	High school graduation rate has fallen over the last couple of years to a 2020 reporting of 89.5%. This is an area that the system recognizes needs to be an area of growth as well as constant monitoring.
Postsecondary Success	While their graduation rate has dipped some in the last few years and their effectiveness rate does not fall into their 95% confidence interval, the effectiveness rate has grown over the last few years. The system has gone from 34.4 to 33.3 up to a 42.9. This shows the growth that the system is looking for. We believe this is an area that the system should monitor and work toward future growth.

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

ARC Comment

Stakeholders were included throughout the process.

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

ARC Comment

OVT reported that the system was very responsive to the OVT both in requests and suggestions.

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

ARC Comment

The system followed the KESA process throughout the cycle.

ARC Recommendation

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

Justification

While the data may not be where the system would like, they are using their data to make decisions and to guide the process moving into the next cycle. Neodesha will continue to monitor, assess, and grow if they continue with their plans.

Strengths

The system expansion of preschool services has had a very positive outcome. Overall the system has made growth in multiple areas and is using data along with feedback to make wise decisions moving forward.

Challenges

Graduation rate and postsecondary effectiveness should be areas for continued monitoring. Academic achievement rates should also be closely monitored and curriculum reviews should take place to ensure that the outcomes are being taught.



Columbus USD 493

802 South High School Avenue, Columbus, KS 66725-1674
(620) 429-3661
www.usd493.com

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12,NG**

Superintendent: **Brian Smith**

Demographics

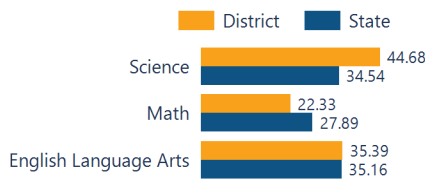


892 Students

African American 0.22%
Hispanic 4.48%
Other 8.52%
White 86.77%

Academically Prepared for Postsecondary Success

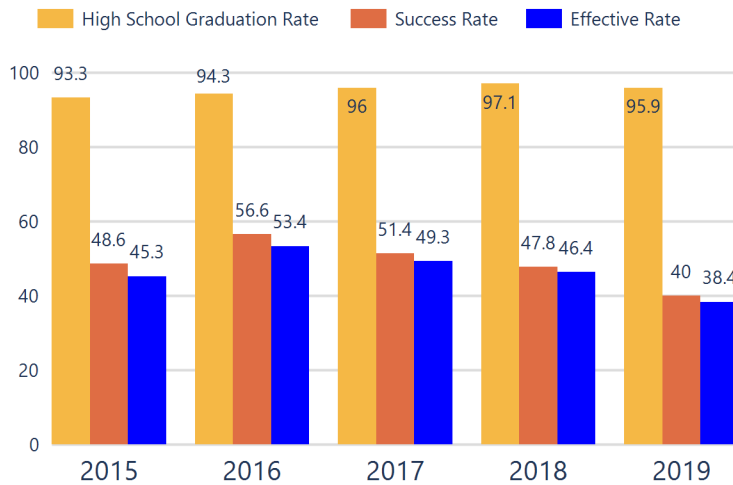
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

95.3%

Five-Year Success Avg

49.2%

Five-Year Effective Avg

46.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

50.6 - 54.8%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.6%

State:
88.1

District ESSA Expenditures Per Pupil

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

\$14,859

State:
\$12,863

94.9%

State:
93.8

13.1%

State:
17.5

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

1.7%

State:
1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.75	31.97	27.02	N/A	N/A	N/A	35.69	29.82	26.25
Level 2	42.33	30.23	35.58	N/A	N/A	N/A	41.96	34.76	29.05
Level 3	18.05	30.62	27.47	N/A	N/A	N/A	17.95	28.96	31.84
Level 4	4.85	7.17	9.90	N/A	N/A	N/A	4.38	6.43	12.84

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.90	37.63	26.95	N/A	N/A	N/A	41.53	37.23	24.70
Level 2	39.51	28.22	40.86	N/A	N/A	N/A	41.93	34.72	30.58
Level 3	14.33	27.87	26.08	N/A	N/A	N/A	13.30	23.43	31.76
Level 4	5.24	6.27	6.08	N/A	N/A	N/A	3.22	4.60	12.94

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.55	56.48	35.71	N/A	N/A	N/A	61.05	56.09	48.48
Level 2	24.07	16.66	28.57	N/A	N/A	N/A	22.10	25.60	27.27
Level 3	17.59	16.66	16.66	N/A	N/A	N/A	12.63	10.97	15.15
Level 4	2.77	10.18	19.04	N/A	N/A	N/A	4.21	7.31	9.09

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	25.92	N/A	N/A	N/A	N/A	38.88	27.77	N/A
Level 2	51.85	40.74	N/A	N/A	N/A	N/A	38.88	27.77	N/A
Level 3	11.11	33.33	N/A	N/A	N/A	N/A	16.66	33.33	N/A
Level 4	3.70	0.00	N/A	N/A	N/A	N/A	5.55	11.11	N/A

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

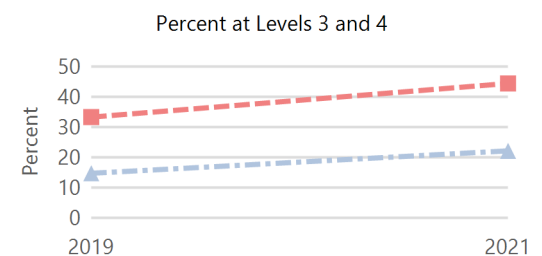
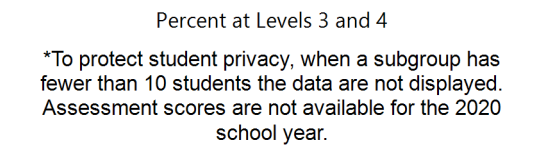
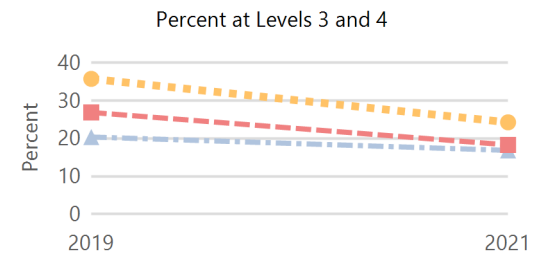
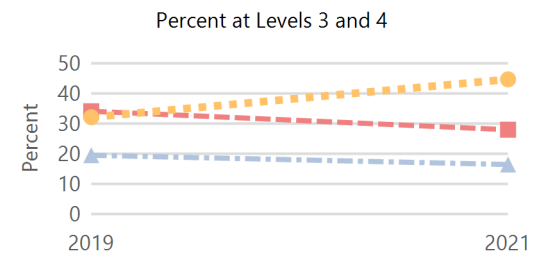
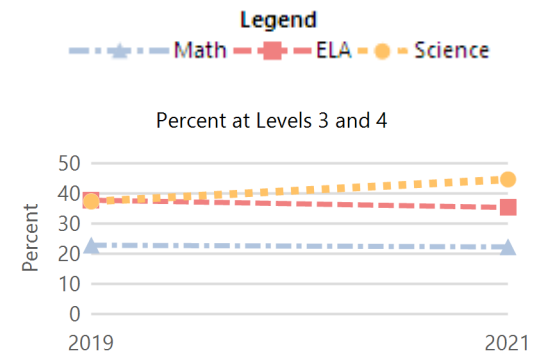
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.3
State	19.8

Accreditation Summary

Date: 05/09/2022

System: D0493 Columbus (0000)

City: Columbus

Superintendent: Brian Smith

OVT Chair: Steve Pegram

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 OVT has given adequate details on all areas of foundational areas. The system has worked on each foundational area over 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 statement: The district will continue to build strong relationships with the community and work with families to become more engaged with their child's learning.

While there was a goal statement, the goal was not written in a measurable way. We would encourage that moving into the new cycle, goals be measurable and attainable.

There was information that relationships have improved, but no data was available.

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

ARC Comment

Goal statement: The district will continue to improve curriculum and instruction, particularly in the areas of math, literacy, and individual plans of study, in order to improve academic success.

Again, while there is a goal statement there was no measurable goal and no data provided to show growth. We believe that the system is working to improve curriculum and using data to drive decision making.

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 its commitment to the school improvement process in a variety of ways.

The have added staffing along with curriculum. They have also restructured their district and building level site councils.

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 surpasses the state graduation rate, chronic absenteeism rate and attendance rate, while being slightly below their projected confidence interval for projected effectiveness rate. The system also has received a copper award in being academically prepared for postsecondary.

Board Outcomes

Social-Emotional Growth	The system started using FastBridge to track social emotional data through the SAEBRS data for students. This data tallowed staff to help students with the highest needs to get additional assistance.
Kindergarten Readiness	The system has an at-risk preschool program along with a special education preschool classroom. The system also works with the local Parent as Teachers program as well. Their ASQ data has been promising.
Individual Plans of Study	Every student in the district starts working on their Individual Plan of Study beginning at the end of their sixth-grade year. This plan is utilized by the student for the remainder of his/her formal years of education in their district. Students use these plans to determine high school coursework and to select a future career path.
High School Graduation Rate	Based on the data from the Kansas Accountability Report, the Columbus School District has improved its graduation rate over five years from 2015 to 2019. In 2015, the graduation rate was 93.3 percent. This increased to 95.9 percent for the graduating class of 2019. The district provides support for at-risk students and it also has implemented a credit recovery program.
Postsecondary Success	Although the data is delayed for this report, the district believes that this should be a goal for the next cycle based on their performance. They are working to establish certification programs for each of their thirteen pathways. They are in discussions with Coffeyville Community College to assist the district in increasing the number of students that obtain technical degrees. Because the data is delayed the district will not know if some of the strategies that they have implemented to date will have an impact on improving the effective rate.

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

ARC Comment

The district obtained feedback throughout this process from students, staff, parents, community members and businesses. They used a variety of ways to obtain this feedback. They implemented

district and building site councils, Redesign surveys, reinstated a District Parent Teacher Association, utilized locally developed surveys, and hired Patron Insight to conduct a formal survey of the district patrons. Evidence was provided that supported the usage of the feedback in the planning and development of the school improvement 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 responsive to the team whenever needed.

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

ARC Comment

The system followed the KESA process with all required components, including during COVID years.

ARC Recommendation

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

Justification

The system has done a good job of obtaining data, analyzing data and then using that data to drive decision making. Using data means that the system is truly looking at what is best and most needed by the students in their schools.

Strengths

The areas that stood out to the OVT included the use of data, relationships, and student opportunities. In the early stages of the process, the buildings and district began using surveys to gather data. The data in those early years wasn't totally positive. The district took this data and began addressing the concerns being expressed. The results were impressive by the time of the final visit per the OVT.

Challenges

The system should look at their post-secondary effectiveness rate and how to improve that data.



Hayden High - Kansas City Catholic Diocese - Z0029

401 SW Gage Blvd., Topeka, KS 66606-2023
 (785) 272-5210
<http://www.haydencatholic.org/>
 Principal: **James Sandstrom**

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation: **2021 data not required**
 Grades: **9-12**
 Superintendent: **Vincent Cascone**

Demographics

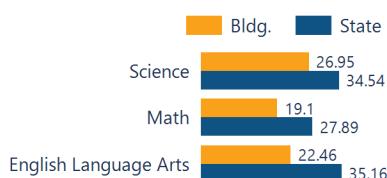


355 Students

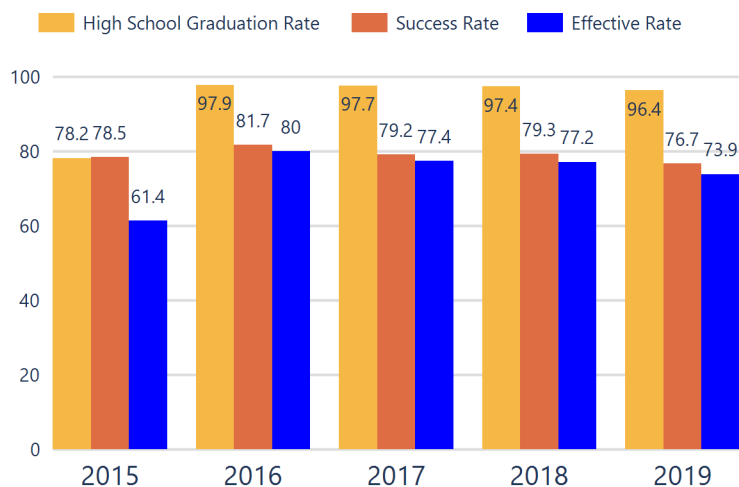
African American 0.00%
 Hispanic 13.80%
 Other 0.00%
 White 86.20%

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

93.5%

Five-Year Success Avg

79.1%

Five-Year Effective Avg

73.9%

95% Confidence Interval
 for the Predicted
 Effectiveness Rate

61.0 - 67.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

90.0%

State: **School ESSA Expenditures Per Pupil**

88.1

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

N/A

State:
\$12,863

100.0%

State:
 93.8

Click here for State Financial Accountability.

0.0%

State:
 17.5

0.3%

State:
 1.7



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.90	21.70	24.74	N/A	N/A	N/A	43.82	40.44	35.95
Level 2	50.00	42.63	35.05	N/A	N/A	N/A	37.07	37.07	37.07
Level 3	16.40	30.23	26.80	N/A	N/A	N/A	19.10	17.97	17.97
Level 4	4.68	5.42	13.40	N/A	N/A	N/A	0.00	4.49	8.98

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	52.63	57.89	31.25	N/A	N/A	N/A	61.53	69.23	53.33
Level 2	47.36	26.31	50.00	N/A	N/A	N/A	38.46	23.07	33.33
Level 3	0.00	15.78	12.50	N/A	N/A	N/A	0.00	7.69	13.33
Level 4	0.00	0.00	6.25	N/A	N/A	N/A	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.13	39.13	41.17	N/A	N/A	N/A	N/A	N/A	66.66
Level 2	52.17	39.13	29.41	N/A	N/A	N/A	N/A	N/A	33.33
Level 3	8.69	17.39	29.41	N/A	N/A	N/A	N/A	N/A	0.00
Level 4	0.00	4.34	0.00	N/A	N/A	N/A	N/A	N/A	0.00

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

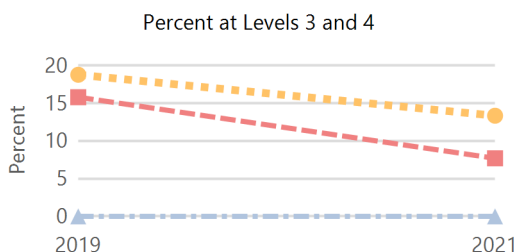
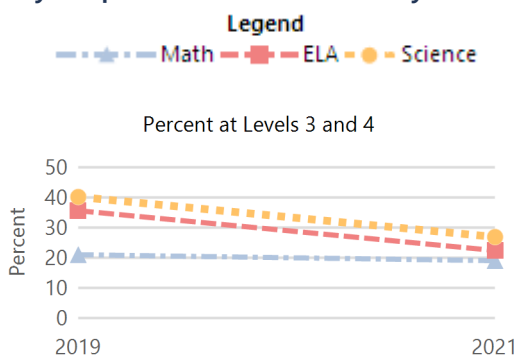
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success

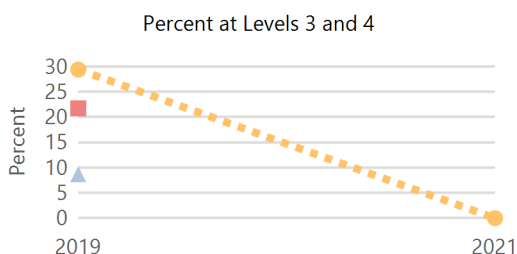


Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



Building	21.5
State	19.8

Accreditation Summary

Date: 05/18/2022

System: Z0029 Kansas City Catholic Diocese (8572)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Julie Geiger

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and has defined Foundational Structures.

Cognia ratings are as follows:

- Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
- Initiating - Represents areas to enhance and extend current improvement efforts
- Improving - Pinpoints quality practices that are improving and meet the Standards
- Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in each area were as follows:

Tiered Framework of Support

The system received Improving and Impacting in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. The school is encouraged to create formal processes for reviewing formative and summative assessments through professional learning communities on an ongoing basis.

Family, Communities, and Business Partnerships

Hayden received Impacting levels in governance and leadership and is committed to establishing and adhering to policies designed to support the school's effectiveness, including following a strict code of ethics. Interviews with Hayden administrators, parents, students, teachers, staff, and board members showed commitment to the sustainability and growth of the school. The Hayden community, led by a valued leadership team, provides a student-centered education, allowing all students to experience success. Teachers respect each other, collaborate willingly, and enjoy spending time together. They work as a team to support and invest in all students they encounter, not just those in their classes. The team also reviewed the survey data and analysis provided by the school regarding the mission and vision. It determined that the entire process showed that fidelity was both a useful reinforcement of the school's efforts and a clear indication that the leadership was listening to the community. Parents provided examples of how the school leadership was committed to using their feedback to the community.

Diversity, Equity, and Inclusion

The addition of key new personnel to a long-tenured, respected staff has helped move the continuous improvement plan forward and better meet the needs of students. These additions were made based on evaluating the results of surveys and monitoring their stakeholder feedback closely in addition to academic data. The process for the allocation of resources, including technology, is robust and thorough. A new president has formalized processes for the board and foundation to formulate long-range operational goals supported by all stakeholders. A block schedule with a variety of elective classes supports the diverse needs of the student body. A strength of Hayden High School has been the way they challenge their staff to grow, support them with resources needed to meet those challenges, and continue to evaluate and reflect on the next steps. A likely step would be to grow the endowment and expand the technology efforts to integrate it into instructional and operational uses.

Communication and Basic Skills

Educators in the system strive to develop a curriculum that is based on high expectations and prepares learners for their next levels. There is evidence of improvements to provide a culture that promotes creativity, innovation, and collaborative problem solving and for the institution to align the curriculum to standards and best practices.

Civic and Social Engagement

Student Council and National Honor Society provide students with the opportunity to develop civic agency and confidence to vote, volunteer, attend meetings, and engage with their communities. Students learn to be stewards of the Earth by taking Environmental Science. Campus Ministry provides opportunities for political activism at the Washington D.C. March for Life. And a total of 20 community service hours are required each year. Students in U.S. Government courses write letters to state legislators advocating for a particular policy change. In Theology III students write to politicians on a topic related to Catholic Social Teachings such as homelessness and immigration.

Physical and Mental Health

The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Arts and Cultural Appreciation

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. This includes wide opportunities for students to explore the arts and culture of the community.

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

ARC Comment

Education and Life Skills - Provide more active, personal learning opportunities to support student readiness for high school and post-secondary life. Evidence for this goal is embedded in the Junior and Senior Seminar classes, Project Lead the Way, Early Release Program, Academy of Finance, and Service-Learning opportunities.

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

ARC Comment

STEAM - Update academic programs and schedules and improve math and science classrooms. Evidence for this goal can be found in the 4X4 schedule, catalog, academic pathways and programs, and newly renovated math and science classrooms. There is also partnering with an area university to attract STEAM student teachers. Additionally, students are encouraged to investigate STEAM career paths.

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

ARC Comment

The institution, the school board, and staff engage in a continuous improvement process. Some measurable results support student learning. Data was limited. The school council and leadership provide a strategic plan that includes the use of resources that supports the institution 's direction.

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

ARC Comment

Evidence submitted generally showed gains. There was a strong emphasis on the culture of the school. Generally, the State Board outcomes were evident in specific areas. Some of the programs seemed to be recently implemented.

Board Outcomes

Social-Emotional Growth

This year the school continued the Education and Community Supports' Bully Prevention in Positive Behavior Supports and Second Step. The school also continued to implement the Resurrection Virtuous Behavior Supports program, highlighting students who display the behaviors associated with core values. The school counselor and classroom teachers have been using Second Step and a variety of other tools to collect data and track student social and emotional well-being. Teachers implemented Class Dojo to help support students in positive behavior supports and communication with parents.

Kindergarten Readiness

N/A

Individual Plans of Study

In 2021, the institution began work on developing Individual Plans of Study for all students using the Naviance program. Counselors also have a plan on paper that goes in each student's file. Counselors will update the IPS with all students during their fall and spring meetings. These plans ensure that students are on track to meet all credit requirements outlined by the state of Kansas for graduation. Additionally, the plans track the successful completion of courses throughout high school. During Junior and Senior years, Individual Plans of Study are reviewed electronically and personally by the counselors to ensure every student is on track to graduate and/or meets graduation requirements for the Archdiocese and the State of Kansas.

- 87% of students went to college
- 10% of students went to work
- 3% of students went into the military

High School Graduation Rate

According to KDSE graduation rates have been consistent as well as the postsecondary success rate. Overall, it has been about the same over the last five years.

Postsecondary Success

The postsecondary curriculum begins Freshman year with goals and milestones for each consecutive year. Freshman year students complete a 4-year IPS - Individual Plan of Study with his/her guidance counselor on paper and it is placed in the student's file. Students login into Naviance for the first time and familiarize themselves with its tools and resources.

According to KDSE graduation rates have been consistent as well as the postsecondary success rate. Overall, it has been about the same over the last five years.

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

ARC Comment

Parents and focus groups expressed great satisfaction with how student progress was communicated and with staff availability. Surveys indicated that parents were satisfied with the progress of the school. Students interviewed noted how much they appreciated the opportunity to talk to teachers about their progress and to set learning goals.

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

ARC Comment

The team was welcomed in a professional and respectful way. The district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

As a school using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity. The school council had been informed of the accreditation process through Cognia. Surveys, reports, and data were reported to the council.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported both significant Impact and Improving areas in the accreditation process which will carry in the next cycle.

Strengths

The system establishes policies and supports practices that ensure effective administration of the school. Well-respected and trusted administrators have developed a climate of mutual respect with internal and external stakeholders, creating a climate of trust with the school administration. Interviews from students, faculty, parents and board members provided a positive view and impact of the current school leadership. Stakeholders feel that Hayden is led by a valued leadership team that provides a student-centered education, allowing all students to experience success. The institution has a strong tradition of commitment to its mission and vision.

Challenges

While Hayden does have a counseling department that is supportive of students, further development in this area (including personnel and material resources) for students and parents is a desired change. Continued development of the recent Xello implementation and utilizing its capabilities for Individual Plans of Study (IPS) can help build upon the foundation that is currently in place. During interviews with parents and in examining artifacts provided by the institution, stakeholders expressed a desire for further emphasis on the services and programs available to assist students with their college and career goals. The relationships between house/advisory teachers and the Hayden students/parents are very strong and should be capitalized upon. Further utilization of Xello and the Individual Plans of Study and the development of a comprehensive college and career guidance program (which includes parent/family education and involvement) should continue to effectively provide the needed programming for learners' educational futures and career goals.

Interviews with faculty and support staff indicate professional development opportunities that have been provided over the last few years. It is evident from faculty interviews that collaboration does take place; however, much of it is taking place in a small group rather than a whole faculty approach. To build upon the collaboration that is currently occurring, faculty and leadership should formalize processes for professional development, including opportunities for faculty to evaluate data (both at the individual student level and longitudinal program data) with the goal of improving student learning and program effectiveness. The school is encouraged to create formal processes for professional development and data evaluation and analysis on an ongoing basis. Through data analysis, it will help guide decisions such as resource allocation (human and material), program implementation, planning of professional development opportunities, and support of learning for all levels of learners.



Wichita Catholic Diocese - Z0031

400 N. Broadway, Wichita, KS 67202
(316) 269-3950
www.cdowk.org

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2021 data not required**

Grades: **PK-12**

Superintendent: **Janet Eaton**

Demographics

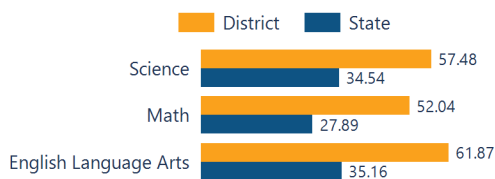


8,959 Students

African American 2.50%
Hispanic 21.65%
Other 9.60%
White 66.25%

Academically Prepared for Postsecondary Success

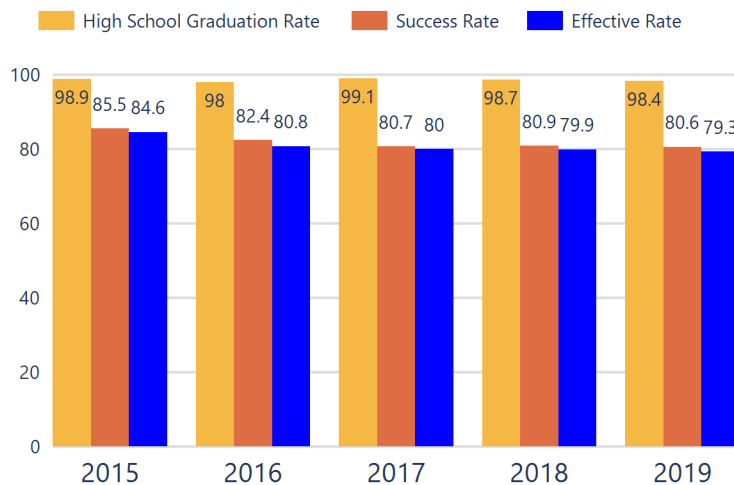
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg

98.6%

Five-Year Success Avg

82.0%

Five-Year Effective Avg

80.9%

95% Confidence Interval for the Predicted Effectiveness Rate

64.7 - 70.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

99.0%

State: 88.1

District ESSA Expenditures Per Pupil

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

N/A

State:

\$12,863

95.9%

State: 93.8

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

6.3%

State: 17.5

0.1%

State: 1.7

Wichita Catholic Diocese - Z0031

K.S.A. 72-5178 Accountability Report 2020-2021



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

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.72	7.06	11.64	N/A	N/A	N/A	13.08	9.68	15.64
Level 2	34.11	28.81	27.16	N/A	N/A	N/A	34.86	28.43	26.86
Level 3	37.37	45.18	36.21	N/A	N/A	N/A	34.19	43.59	33.21
Level 4	19.78	18.94	24.97	N/A	N/A	N/A	17.85	18.28	24.27

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	18.80	16.17	21.98	N/A	N/A	N/A	30.19	22.07	30.27
Level 2	44.36	38.41	33.61	N/A	N/A	N/A	40.40	36.93	34.49
Level 3	27.73	35.53	31.50	N/A	N/A	N/A	22.09	32.16	24.06
Level 4	9.09	9.87	12.89	N/A	N/A	N/A	7.30	8.82	11.16

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.56	23.71	43.39	N/A	N/A	N/A	36.36	30.58	38.46
Level 2	33.33	36.59	16.98	N/A	N/A	N/A	26.79	28.15	26.15
Level 3	26.04	27.31	24.52	N/A	N/A	N/A	22.96	28.64	23.07
Level 4	14.06	12.37	15.09	N/A	N/A	N/A	13.87	12.62	12.30

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.62	30.00	40.00	N/A	N/A	N/A	43.75	31.49	39.53
Level 2	39.60	38.00	40.00	N/A	N/A	N/A	40.62	41.73	32.55
Level 3	17.82	20.00	16.66	N/A	N/A	N/A	12.50	22.04	23.25
Level 4	4.95	12.00	3.33	N/A	N/A	N/A	3.12	4.72	4.65

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	18.05	14.52	22.00	N/A	N/A	N/A	25.58	19.42	32.42
Level 2	46.79	40.05	34.71	N/A	N/A	N/A	43.08	35.81	32.19
Level 3	26.60	34.89	29.09	N/A	N/A	N/A	24.10	34.46	23.58
Level 4	8.54	10.52	14.18	N/A	N/A	N/A	7.22	10.29	11.79

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

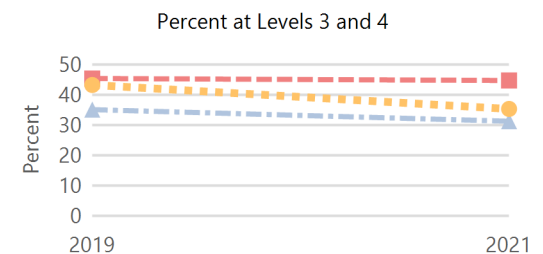
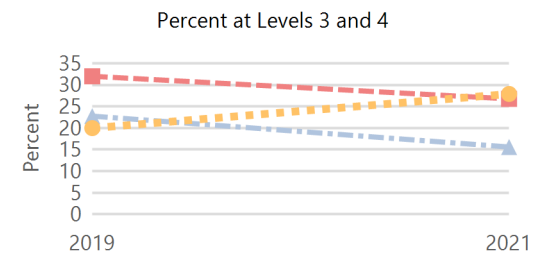
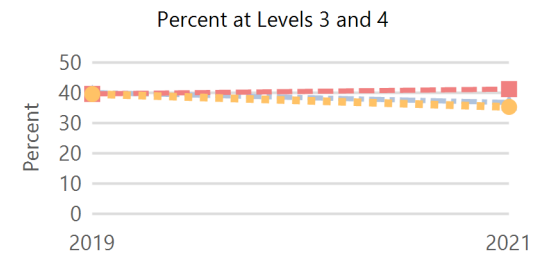
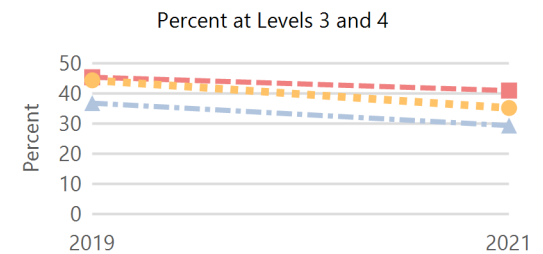
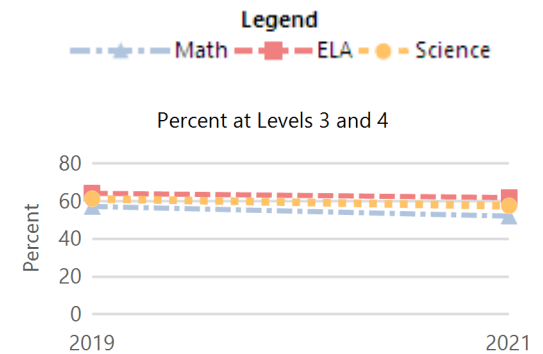
ACT Performance (2021 School Year)

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 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	22.6
State	19.8

Accreditation Summary

Date: 04/05/2022

System: Z0031 Wichita Catholic Diocese (0000)

City: Wichita

Superintendent: Janet Eaton

OVT Chair: Holly Francis

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

Tiered Framework of Support

All buildings in the system have a tiered framework of supports in place and utilize data to determine individualized plans to support students. The system uses a variety of state-approved reading screening tools that meet the dyslexia guidelines. At six of the lowest-performing schools, joint School Improvement Teams (SIT) were formed that allow members of each team to identify students and determine how to best meet their needs based on the data.

The system has implemented a Tiered Framework of Support in elementary and high schools. At the middle school, the MTSS structure is being redesigned to ensure that at-risk students are served.

Family, Communities, and Business Partnerships

School Councils meet several times each year, and the Diocesan School Council meets every six weeks with the superintendent. Members of these councils include parents as well as community members.

Diversity, Equity, and Inclusion

Title III funds are used to allow teachers to earn an ESOL endorsement, and staff from nine schools have attended the Notre Dame Conference to ensure that they can work effectively with Latino students, and all communication is translated to ensure that families can read correspondence from the school. In addition, translators are available at conferences and community events.

Communication and Basic Skills

Eighth graders prepare a culminating project to showcase what they have learned. The creation of the House Community Initiative provides individual care for each student with at least one adult monitoring the academic, social-emotion, and spiritual growth of each student. Additionally, there are increased opportunities for students to interact and collaborate with peers across grade levels.

Civic and Social Engagement

There are stewardship and volunteer requirements for all students. At the elementary schools, these are done at the class and school levels. At high schools, students must earn up to 40 hours of service. Students are actively involved in civic issues and activities, such as Kids Vote, lobbying at the Topeka state capitol for Catholic schools, Student Council, and other clubs that promote opportunities to lead and belong.

Physical and Mental Health

Data in this area includes 78% of teachers within the Diocese being trained in social-emotional learning. Survey data indicate that more than 88% of students reported that they have at least one adult in the school they can go to. The system has hired additional counselors, social workers, and nurses which has made a huge impact in the low SES schools.

Arts and Cultural Appreciation

Arts and cultural appreciation have increased at the middle school. Additional electives have increased at the high school. All high schools offer theater and visual arts courses, and all students are required to complete credits in fine arts and foreign languages. Music is offered in grades K- 12.

Postsecondary and Career Preparation

The system is intentional in offering additional learning opportunities for students. Xello is used to explore career opportunities for students in grades 6-12. Additionally, the system earned gold star recognition in the area of postsecondary success.

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

The system has a goal statement to focus on instructional practices to improve academic engagement. The system plans to administer the Diocesan Religion Assessment with 90% of students scoring a 3 or above. State mathematics assessment scores have declined slightly, by 3% since the global pandemic, but the Diocese still performs 25% above the state average.

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

ARC Comment

Goal 2: Relevance

The system has a goal statement to improve relationships between administration and staff and between staff and students. The goal is to train 100% of the administrators in Five Dysfunctions of a Team and True Colors.

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 found that intentional efforts have been made to develop and employ community/family systems in all schools. Additionally, counselor, social worker, and nurse positions were created to support the SECD/Mental health needs of students. The BLT was trained and now serve to ensure building needs are addressed.

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 and System reported data for all State BOE goals. Data indicated an increase in survey results. The system demonstrated evidence of a plan reflecting all State BOE goals that appear to result in systematic improvement.

Board Outcomes

Social-Emotional Growth	The system works towards the initiative of engaging students through SEL activities at every grade level. All schools collect SEL data.
Kindergarten Readiness	ASQ data is collected throughout the school year. Additionally, the Diocesan created a preschool skills checklist and used DIBELS and other kindergarten readiness assessments.
Individual Plans of Study	The system utilizes Xello for Individual Plans of Study. The system has a plan to transition to a digital portfolio so that students can continue developing it post-high school graduation.
High School Graduation Rate	The system's graduation rate is 95.7% and remained steady for five years. The system was awarded gold star recognition for high school graduation.
Postsecondary Success	The postsecondary success rate is 80.9% and was awarded gold star recognition for postsecondary success. The system changed their mindset from "college prep" to "success for each child."

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

ARC Comment

There is an investment from the Diocesan level team to foster collaboration among the 38 schools in the system. Teachers recognize the KESA goals are a means for school improvement, and the stewardship model was used to increase opportunities for feedback from the church community and parishes.

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 district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team also reported that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made.

ARC Recommendation

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

Justification

The OVT and system documented that the system met the requirements of the KESA process, and the system has a continuous improvement process in place that involves all stakeholders. Level 1 showed an increase, whereas Level 2 showed a decline in both the 2017-18 and 2018-19 mathematics and reading assessment results. The system 's five-year graduation average for postsecondary success is 95.7%.

Strengths

The OVT noted a major strength of the system was the collaboration among principals and teachers. Partnerships established with community businesses are strong and relationships will continue to grow. Data collection from annual student surveys provides quality information allowing the Diocese to make informed decisions.

Challenges

An area for growth for the system is the implementation of a digital portfolio for high school students. The system also needs to identify an evidence-based tool to measure SEL data. A barrier to continuous improvement is teacher salaries. The system should continue the conversations to work toward the equity of teacher salaries.

Agenda Number: 14

Meeting Date: 6/14/2022



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

Item Title: Cybersecurity Update

From: Sherry Root

As requested by the State Board, Kathi Grossenbacher, Director, and Kyle Lord, Assistant Director (Information Technology), will provide a cybersecurity update. This will include an overview providing the results of a recent K-12 District Technology Survey of USDs that was collected in May to identify their most critical information technology needs. Survey data will assist IT staff in determining current activities and the next steps to prioritize professional development opportunities as we launch the Kansas K-12 Technology Council.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on Recommendations of the Professional Practices Commission (Grant)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the issuance of the license in case 22-PPC-05.

Explanation of Situation Requiring Action:

22-PPC-05

Applicant held a license issued by the Kansas State Board of Education from November 11, 2011 to November 12, 2015. On January 6, 2022, the applicant applied to renew his license. On or about January 13, 2015, the applicant was placed on diversion for misdemeanor driving under the influence and convicted of misdemeanor possession of a controlled substance and misdemeanor drug paraphernalia in the Overland Park Municipal Court. The Professional Practices Commission finds the applicant was of an age of maturity at the time of his conduct, but believes his testimony and the written statements submitted on his behalf demonstrate evidence of growth and maturity since that time. As requested by the Kansas State Department of Education, by a vote of 6-0, the PPC recommends the applicant receive an initial teaching license upon successful completion of a pre-approved course on professional ethics and upon providing proof of that completion to the Kansas State Department of Education's Office of General Counsel prior to State Board's consideration of this recommendation.

On May 31st, 2022, Applicant provided verification to KSDE's General Counsel that he'd successfully completed the course as requested by the Professional Practices Commission.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of
[REDACTED]

PPC No. 22-PPC-05

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 [REDACTED] (Applicant) application for an initial teaching license

The hearing on this matter was held on April 29, 2022. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Applicant appeared on his own behalf.

FINDINGS OF FACT

1. Applicant held a license issued by the Kansas State Board of Education from November 11, 2011 to November 12, 2015. On January 6, 2022, the Applicant applied to renew his license. Applicant is not currently licensed.
2. On or about January 13, 2015, the Applicant placed on diversion for misdemeanor driving under the influence and convicted of misdemeanor possession of a controlled substance and misdemeanor drug paraphernalia in the Overland Park Municipal Court. Applicant was a licensed educator at the time of his offense.
3. Applicant testified that he and a friend were drinking and decided it was best for him not to drive. They went to Applicant's car to sleep it off and was awakened by an officer. He was given a breathalyzer and did not pass. Marijuana and drug paraphernalia was found in Applicant's vehicle. He testified the marijuana was not his, however since it was found in his car, he would take responsibility.
4. Applicant was granted probation for the drug offenses and was granted diversion for the DUI.. While under court supervision, Applicant violated the terms of the probation and diversion agreement by testing positive for alcohol.
5. The Commission finds the Applicant was of an age of maturity at the time of his conduct, but believes his testimony and the written statements submitted on his behalf demonstrate evidence of growth and maturity since that time.
6. The Commission finds the Applicant has clearly demonstrated a present recognition of the wrongfulness of his conduct. The Applicant has provided evidence of rehabilitation since the time of the misconduct and was truthful in disclosing the misconduct on his pending application.
7. The Commission finds the Applicant to be a suitable role model for students, and can be placed in a position of public trust as a teacher. However, because the Applicant has neither taught or been licensed as a teacher in over 5 years, the Commission agrees with Counsel for KSDE that the State of Kansas would be best served if the Applicant completed an updated, current course on decision making and educator ethics.
8. The Commission finds that a course which emphasizes the environmental, educational and social demands that influence teachers' daily decisions would be appropriate for the Applicant to successfully complete as a condition of issuing his license.

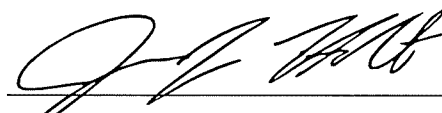
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for misconduct or other just cause. The State Board may deny an Applicant for conviction of any misdemeanor involving drugs. K.A.R. 91-22-1a(a) and (a)(4).
3. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. The Commission finds the National Association of State Directors of Teacher Education and Certification offers a course which would satisfy Finding of Fact #8. The Commissioner further finds that other courses may also be acceptable upon review and approval by the Kansas State Department of Education.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6-0**, that the Applicant's application for an initial teaching license be granted upon successful completion of a pre-approved course on professional ethics and upon providing proof of that completion to the Kansas State Department of Education's Office of General Counsel prior to State Board's consideration of this recommendation.

This Initial Order is made and entered this May 17th, 2022.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on May 17th, 2022.

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.

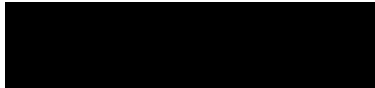
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar 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.

Makayla Auldridge
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 17 day of May, 2022, 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:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

A handwritten signature in blue ink that reads "Marisa Seele".

Marisa Seele
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on Recommendations of the Professional Practices Commission (Denial)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the licensure application in case 22-PPC-01.

Explanation of Situation Requiring Action:

22-PPC-01

Applicant held a license issued by the Kansas State Board of Education from 1992 to May 22, 2020. On October 12, 2021, the applicant applied to renew her license. On or about December 19th, 2019, the applicant committed the crime of battery on a young child enrolled at USD 344. The applicant was working for USD 344 as a teacher at the time of the battery. A complaint was mailed to applicant's last known address by standard and by certified mail. Applicant did not submit either a request for hearing or an answer. By a vote of 6-0, the PPC recommends denial of 22-PPC-01's application.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of
[REDACTED]

PPC No. 22-PPC-01

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 denial of [REDACTED] [Applicant] application for a professional teaching license.

The hearing on this matter was held on April 29, 2022. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant held a license issued by the Kansas State Board of Education from 1992 to May 22, 2020. On October 12, 2021, the Applicant applied to renew her license.
2. On or about December 19th, 2019, the Applicant committed the crime of battery on a young child enrolled at USD 344. The Applicant was working for USD 344 as a teacher at the time of the battery.
3. The Complaint was mailed to Applicant’s last known address by standard and by certified mail. Applicant did not submit either a request for hearing or an Answer.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may revoke a license for misconduct or other just cause such as the commission of any act that injures the health or welfare of a minor through physical abuse. K.A.R. 91-22-1a(a),(7). The State Board may deny the application for a license for the same reason.
3. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

5. The Applicant's conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Applicant's conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to deny her application for a license.
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 recommends to the State Board, by a vote of **6-0**, that the Applicant's application for a professional teaching license is denied based on battery of a young child while working as a teacher, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this May 17th, 2022.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on May 17th, 2022.

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.

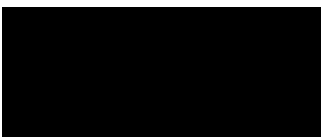
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar 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.

Makayla Auldridge
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 17 day of may, 2022, 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:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

A handwritten signature in blue ink that reads "Marisa Seele".

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: 16

Meeting Date: 6/14/2022



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

Item Title: Receive Proposed Amendments to Emergency Safety Intervention Regulations

From: Scott Gordon

In November, 2018, the Special Education Advisory Counsel (SEAC) requested the Kansas State Board of Education to clarify and, if necessary, amend the definition of "seclusion" within the current ESI regulations. A group of stakeholders agreed upon proposed changes to the definition of seclusion, and SEAC approved those changes at its January, 2019 meeting. Kansas State Department of Education presented proposed changes to the listed regulations in 2019 and the State Board approved the submission of those amendments to the Department of Administration and the Office of the Attorney General for review.

During the formal review process, enough significant changes to those proposed amendments have been made to warrant additional approval by the State Board to continue the regulatory adoption process with the revised language. Department staff believe the revised language better accomplishes the goals of the original amendments. KSDE's General Counsel has been involved with the amendment process since 2019 and will be available to explain the proposed language as well as answer any questions.

Kansas leads the world in the success of each student.

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.

~~(b)~~ (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. ~~72-1406~~ 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.

~~(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.

~~(o)~~ (p) “Purposefully isolate,” when used to describe 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.

~~(p)~~ (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.

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

(3) 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.

~~(s)~~ (s) “State board” means Kansas state board of education.

~~(s)~~ (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-
_____.)

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 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.

(3) Notwithstanding 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 must visually observe 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 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 equipped~~ 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) (7) Each seclusion room~~ area of purposeful isolation shall be a safe place with proportional and similar characteristics as ~~other~~ 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)~~ (e) The following types of restraint shall be prohibited:

- (1) Prone, or face-down, physical restraint;
- (2) supine, or face-up, physical restraint;
- (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-_____.)

Agenda Number: 17

Meeting Date: 6/14/2022



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

Item Title: Review of the Kansas Safe and Secure Schools Program

From: Sherry Root

The Safe and Secure Schools Unit, John Calvert, Director, and Jim Green, School Safety Specialist, will provide a brief overview of how their Unit assists school districts to ensure the safety of students and staff.

The legislature recently passed HB 2567 to provide a total of \$5 million to school districts for School Safety and Security grants in FY2023 [\$4 million (state funds) plus \$1 million (Federal COVID Relief Funds)]. These grant funds are a \$1 to \$1 match and project oriented. It will allow school districts to use these grant funds for wages and salaries for newly created school resource officer positions, in addition to existing allowable purposes.

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Agenda Number: 18

Meeting Date: 6/14/2022



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

Item Title: Discussion of Budget Recommendations to the Governor

From: Sherry Root

Craig Neuenswander, Deputy Commissioner; John Hess, Fiscal Services and Operations Director; and Dale Brungardt, School Finance Director, will begin discussion of the FY2024 and FY2025 budget recommendations.

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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	3	1	3	3	1	23	0	3	4	5	
Unclassified	3	3	1	3	3	1	23	0	3	4	5	
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	
Total Separations	2	3	6	4	3	1	3	5	4	6	4	
Classified	0	0	0	0	0	0	0	0	0	0	0	
Unclassified	2	3	5	4	3	1	3	4	4	6	2	
Unclassified Regular (leadership)	0	0	1	0	0	0	0	1	0	0	2	
Recruiting (data on 1st day of month)	2	9	7	6	3	3	4	3	3	2	3	
Unclassified	2	9	7	5	3	3	4	3	3	2	3	
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0	0	

Total employees 252 as of pay period ending 05/14/2022. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 b.

Staff Initiating:

Marisa Seele

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

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

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Tristen Cook to the position of Technology Support Consultant on the Information Technology team, effective May 1, 2022, at an annual salary of \$41,475.20. This position is funded by the State General Fund.

Meg Gammage to the position of Accountant on the Fiscal Services and Operations team, effective May 1, 2022, at an annual salary of \$46,636.20. This position is funded by the State General Fund.

Kristy Cotton to the position of Education Program Consultant on the Early Childhood team, effective May 1, 2022, at an annual salary of \$56,118.40. This position is funded by the Federal EC Admin and the State General Fund.

Andy Ewing to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective May 18, 2022, at an annual salary of \$56,118.40. This position is funded by the IDEA Admin, Perkins Special Population, Perkins Admin, and Perkins Admin State Match (SFG) Fund.

Peggy Hill to the position of Administrative Specialist on the Fiscal Auditing team, effective May 29, 2022, at an annual salary of \$36,504.00. This position is funded by the Federal School Food Service and State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 19 c.****Staff Initiating:**

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date:**6/14/2022****Item Title:**

Amend the state assessment contract with the Achievement and Assessment Institute to administer, score and report a new reading assessment for grade 2 students.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract amendment with the Achievement and Assessment Institute at the University of Kansas to administer, score, and report a voluntary reading assessment for grade 2 students. The contract amendment will be effective from July 1, 2022 through June 30, 2025. The amount of the contract amendment shall not exceed \$500,000.

Explanation of Situation Requiring Action:

The purpose of this new 2nd grade assessment is to measure early literacy skills, specifically phonological awareness, decoding and sight recognition to assure that the instructions students have received in K-2 has prepared them for reading with enough automaticity that they are able to comprehend grade-level text. This assessment will serve as a bridge assessment between sub-skill screening data based on the focused skill instruction received in PK-2 and the comprehension-based 3rd grade reading assessment. Another purpose of the assessment will be diagnostic in nature, to identify areas of need for students, allowing teachers to use that information to provide targeted instruction prior to the 3rd grade assessment. The assessment should take no more than 20-30 minutes to administer and would be administered in the spring of a student's 2nd grade year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 d.

Staff Initiating:

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date:

6/14/2022

Item Title:

Request to release a request for proposal for focused interim assessment blocks.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a proposal to develop focused interim assessment blocks that will measure mastery of specific content immediately following instruction in grades 3 – 8 in math and English language arts. The contract amount shall not to exceed two million dollars through June 30, 2025.

Explanation of Situation Requiring Action:

The Kansas State Department of Education (KSDE) is issuing this Request for Proposal to obtain competitive responses from vendors. The multi-year contract will be issued through June 30, 2025.

The purpose of the focused interim assessment blocks is to capture and report in real time student mastery of the content that has been taught. The assessments will provide more engaging tasks where student performance can be more fully explored and understood with respect to the defined competency. Student misunderstandings or misconceptions can be addressed immediately, and students can monitor how their competency improves through instruction and effort.

This concept differs from the current “through-year” mentality which is simply to offer shorter bursts of summative tests throughout the year. Instead, the new focused interim assessments will be a deeper dive into a specific competency that seeks to more fully understand student mastery of a specific content.

The new focused interim assessments will complete our balanced assessment approach for assessing student achievement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date:

6/14/2022

Item Title:

Act on request to approve Preschool-Aged At-Risk programs for USD 106 Western Plains and USD 297 St. Francis for 2022-2023.

Recommended Motion:

It is moved that the Kansas State Board of Education approve USD 106 Western Plains and USD 297 St. Francis to operate Preschool-Aged At-Risk programs for 2022-2023. 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:

In May 2022 the Kansas State Board of Education approved 259 school districts to operate Preschool-Aged At-Risk programs for the 2022-2023 school year. USD 106 Western Plains and USD 297 St. Francis have subsequently applied and will meet the requirements of the Preschool-Aged At-Risk program. This motion will add these districts to the list of approved programs.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE).

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 f.

Staff Initiating:

Amanda Petersen

Director:

Amanda Petersen

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on request to change the fiscal agent for the USD 352 Goodland Kansas Preschool Pilot grant to D0602 Northwest Kansas Educational Service Center.

Recommended Motion:

It is moved that the Kansas State Board of Education change the fiscal agent for the 2022-2023 USD 352 Goodland Kansas Preschool Pilot grant to D0602 Northwest Kansas Educational Service Center.

Explanation of Situation Requiring Action:

In April 2022, the Kansas State Board of Education awarded Kansas Preschool Pilot grants for 2022-2023. This action corrects an error in the April materials. D0602 Northwest Kansas Educational Service Center, not USD 352 Goodland, will be the fiscal agent for the \$125,000 grant.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 19 g.**Staff Initiating:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on request to contract with the Kansas Association of Independent and Religious Schools.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$50,000.00.

Explanation of Situation Requiring Action:

Under the Every Student Succeeds Act, Kansas retains 4.0 percent of Title II, Part A funds for state level activities described under Section 2101, including professional development of teachers and leaders. KSDE is required to support equitably the Kansas non-public schools by providing funds for professional development of non-public teachers and leaders. By approving this contract, KSDE will be allowed to reimburse the Kansas Association of Independent and Religious Schools, the largest private school organization in Kansas, for professional development activities provided to private school educators during the 2022-2023 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 h.

Staff Initiating:

Shane Carter

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on educator licensure fees for 2022-23.

Recommended Motion:

It is moved that the Kansas State Board of Education maintain the current licensure fees for 2022-23 effective July 1, 2022.

Explanation of Situation Requiring Action:

The State Board of Education is required, under K.S.A. 72-2156, to establish the licensure fees for each fiscal year. Staff recommends maintaining current licensure fees for 2023-23. A chart of the fees is attached.

Kansas Licensure Application Fees

Form	License Action	Fee
Form 1 (Kansas program completers) Form 20	<ul style="list-style-type: none"> Initial License (teaching, school specialist, leadership)- KS program Adding Endorsement by Program Completion-KS program One-year Nonrenewable-KS program Renewal of Initial License (teaching, school specialist, leadership) 	\$60
Form 3b Form 3c Form 4, 4a Form 6a, 6b Form 6e Form 7 Form 8 Form 10 Form 12 Form 14 Form 22	<ul style="list-style-type: none"> Upgrade one year nonrenewable or exchange Transitional Provisional Restricted Technical Certificate CTE Specialized Certificate Visiting Scholar Emergency Substitute (first and renewal) STEM Foreign Exchange All Level Building Leadership Adding Endorsement by testing 	
Form 21	<ul style="list-style-type: none"> Upgrade to Professional License 	
Form 9	<ul style="list-style-type: none"> Restricted Teaching License 	
Form 2 Form 2 Non-US Form 3a Form 5 (use Form 1 if KS program) Form 6, 6c, 6d Form 19	<ul style="list-style-type: none"> Out-of-State Out-of-Country Renewal of Professional License Standard Substitute and Renewal of Substitute Technical Education Certificate and Renewal Upgrade of School Psychologist and Direct Entry Counselor 	\$70
Form 11	<ul style="list-style-type: none"> Accomplished 	\$85

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 19 i.**Staff Initiating:**

Christine Macy

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:**6/14/2022****Item Title:**

Act on Recommendations for Funding Continuation Kansas 21st Century Community Learning Centers Grants for 2022-2023.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for continued funding of Kansas 21st Century Community Learning Centers Grants for 2022-2023.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of \$50,000 per year and a maximum award of \$100,000 per year. A supplemental transportation allowance of up to \$25,000 may be awarded to qualifying applicants providing programming in a rural community.

The attached list of 21st CCLC grantees are recommended for continuation of funding for a total amount not to exceed \$7,000,000 for 2022-2023.

State Fiscal Year		FY23
USD	Grantee Name	Award Amount
435	Abilene	\$75,000
511	Attica	\$124,996
402	Augusta	\$100,000
	BG Club Lawrence (Cordley)	\$70,000
	BG Club Lawrence (Teen Center)	\$80,000
	BGC Hutch (Middle School)	\$100,000
	BGC KC (Breidenthal)	\$99,957
	BGC KC (Olathe)	\$98,965
	(New York)	\$75,000
	BGC Lawrence (Hillcrest)	\$100,000
	BGC Lawrence (Pinckney)	\$75,000
	BGC Lawrence (Woodlawn)	\$100,000
	BGC Manhattan (Lee)	\$100,000
	BGC Manhattan (Roosevelt)	\$100,000
	BGC Topeka (Tecumseh North)	\$75,000
	Boys & Girls Club of Hutchinson (AAA)	\$69,955
	Boys & Girls Club of Lawrence (Prairie Park)	\$70,000
	Boys & Girls Club of Lawrence (Schwegler)	\$65,000
	Boys & Girls Club of Manhattan (Bluemont)	\$65,000
	Boys & Girls Club of Manhattan (Northview)	\$65,000
	Boys & Girls Club of Topeka (Montara)	\$52,500
459	Bucklin	\$97,001
244	Burlington	\$99,142
436	Caney Valley	\$94,255
413	Chanute	\$98,128
361	Chaparral	\$97,009
286	Chautauqua	\$80,000
397	Clay County (Lincoln/Garfield)	\$100,000
379	Clay County (Wakefield)	\$70,164
445	Coffeyville (Elementary)	\$100,000
315	Colby	\$65,000
216	Deerfield	\$97,588
499	Galena	\$99,993
457	Garden City (Wilson/Ornelas)	\$100,000
457	Garden City (Wilson/Ornelas)	\$99,992

USD	Grantee Name	Award Amount
475	Geary County (Grandview)	\$75,000
475	Geary County (Seitz)	\$69,825
475	Geary County (Sheridan)	\$100,000
475	Geary County (Washington)	\$75,000
475	Geary County (Westwood)	\$69,995
352	Goodland	\$73,787
261	Haysville	\$97,094
446	Independence	\$99,893
257	Iola (Jefferson)	\$100,000
500	Kansas City (Banneker)	\$100,000
500	Kansas City (New Chelsea)	\$75,000
500	Kansas City (West Park)	\$100,000
	KCK Community College (Schlagle/Central MS)	\$100,000
	KCK Community College (Wyandotte HS)	\$75,000
506	Labette County	\$69,066
386	Madison-Virgil	\$80,997
383	Manhattan-Ogden (Bergman)	\$100,000
383	Manhattan-Ogden (Ogden)	\$100,000
461	Neodesha	\$71,743
322	Onaga	\$104,820
367	Osawatomie	\$78,210
367	Osawatomie (2020)	\$99,524
504	Oswego	\$111,747
250	Pittsburg	\$64,921
407	Russell	\$100,000
305	Salina (Oakdale)	\$70,000
501	Topeka (Chase MS)	\$100,000
501	Topeka (Quincy)	\$100,000
501	Topeka (Robinson)	\$100,000
214	Ulysses	\$86,777
235	Uniontown	\$92,623
235	Uniontown (K-3)	\$108,330
108	Washington (Elementary)	\$75,000
108	Washington County (HS)	\$80,000
282	West Elk	\$99,839
259	Wichita (Anderson)	\$99,997
259	Wichita (Gordon Parks)	\$75,000
259	Wichita (Linwood)	\$64,995
259	Wichita (Spaght)	\$78,022
259	Wichita (Washington)	\$77,908
259	Wichita (White)	\$78,022

USD	Grantee Name	Award Amount
	YMCA of SW KS (DCASA)	\$65,000
	YMCA of SW KS (YLRNS)	\$65,000
	YWCA of NE KS (Ross)	\$63,336
	Total Award Amount:	\$6,831,116

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 19 j.**Staff Initiating:**

Christine Macy

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:**6/14/2022****Item Title:**

Act on Recommendations for Funding New Kansas 21st Century Community Learning Centers Grants for 2022-2023.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding New Kansas 21st Century Community Learning Centers Grants for 2022-2023.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program began in 1998 as a federal grant program. Competitive grants were awarded directly to local education agencies to create community learning centers, designed to expand learning opportunities for children and community members. When 21st CCLC was reauthorized as Title IV, Part B of the Elementary and Secondary Education Act of 2001, the administration for the grant program was shifted to the states. The grants are awarded on a competitive basis for a period of five years with a minimum award of \$50,000 per year and a maximum award of \$100,000 per year. A supplemental transportation allowance of up to \$25,000 may be awarded to qualifying applicants providing programming in a rural community.

A Grant Review Committee evaluated the new applications based on the use of a scoring rubric. The grant applications were then rank-ordered according to scores. The attached list of 2022-2023 new grant applicants are recommended for funding for a total amount not to exceed \$2,00,000.

State Fiscal Year		FY22
USD	Grantee Name	Award Amount
387	Altoona-Midway	\$91,631
	Boys & Girls Club of Lawrence (Sunflower)	\$100,000
445	Coffeyville (BG Tots)	\$67,360
289	Elk Valley	\$124,763
101	Erie	\$117,715
457	Garden City ()	\$99,896
475	Geary County (Milford)	\$77,762
248	Girard	\$99,959
257	Iola	\$100,000
209	Moscow	\$105,790
294	Oberlin	\$98,796
290	Ottawa (Garfield)	\$99,037
290	Ottawa (Lincoln/Sunflower)	\$99,999
466	Scott City	\$100,000
349	Stafford (Elementary)	\$99,970
349	Stafford (MS/HS)	\$74,350
498	Valley Heights	\$111,677
259	Wichita (Adams)	\$74,349
259	Wichita (Cleaveland)	\$74,987
	Wichita (Ortiz)	\$74,995
	Total Award Amount:	\$1,893,036

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 k.

Staff Initiating:

David Fernkopf

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date:

6/14/2022

Item Title:

Act on request to issue the math program required from new legislation.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a math program required in HB 2567.

Explanation of Situation Requiring Action:

The bill appropriates \$4.0 million from federal ARPA funds in FY 2023 through the Office of the Governor for KSDE to implement a virtual math program to be made available to all school districts. The bill specifies that KSDE is required to recommend use of the virtual math program to all school districts. The bill also states that if ARPA funds are not available, the virtual math program will be funded with SGF moneys.

The bill requires the virtual math program to be customized to Kansas curriculum standards, be evidence-based, not impose any fee upon students, provide tutoring in multiple languages, provide professional development for the implementation of the program, and have been implemented in other states over the previous eight fiscal years.

All districts implementing a virtual math program are required to track and report to KSDE twice during school year 2022-2023, as determined by KSDE, the number of attendance centers and students using a virtual math program, the number of students not using a virtual math program, the number of teachers participating in professional development provided by a virtual math program, and the effect of the program on student academic proficiency. KSDE is required to submit a summary report to the House Committee on K-12 Education Budget and the Senate Committee on Education including a list of school districts and attendance centers that are using a virtual math program, a list of school districts and attendance centers not using a virtual math program, and a comparison between low-usage and high-usage school districts and attendance centers.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 I.

Staff Initiating: Deputy Commissioner: Commissioner:
Craig Neuenswander Craig Neuenswander Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on request from USD 394 Rose Hill to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 394, Rose Hill, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 394, Rose Hill, Butler County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 394 plans to use the bond proceeds (not to exceed \$19,220,000) to pay the costs for: (a) construct, equip and furnish new spaces and make improvements to existing District buildings to enhance safety and security, provide additional classroom and support spaces; (b) at **Rose Hill Primary/Intermediate:** construct, furnish and equip additions for Early Childhood education and a kiln room, make improvements to playground surface, classroom display panels and LED lighting upgrades; (c) at **Rose Hill Middle:** renovations to locker rooms and weight room, upgrade a boiler, upgrade smoke detectors, and LED lighting upgrades; (d) at **Rose Hill High:** construct, furnish and equip additions for new weight room and wrestling room, upgrades to auditorium including seating, curtains, sound upgrades, improvements to bell/intercom and sound systems in practice gym, install field turf to outdoor Band/PE area, renovations to FACS classroom, the old weight room and wrestling room, replace flooring in classrooms and corridors, and LED lighting upgrades; (e) construct, furnish and equip a new Student Support Service Building, upgrade District HVAC control system, improvements to parking lots and areas of track facility.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment, but is steady and growing slightly.
3. The community was not involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 394 Rose Hill	County: Butler
----------------------------------------------	-----------------------

1. Current equalized assessed tangible valuation *	\$95,914,520	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$13,428,033</u>	
4. State Aid Percentage	<u>26%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$20,080,000</u>	<u>20.9%</u>
6. Amount of bond indebtedness requested	<u>\$19,220,000</u>	<u>20.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$39,300,000</u>	<u>41.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$13,428,033</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$25,871,967</u>	<u>27.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

April 28, 2022
Date

April 28, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 m.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/14/2022

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 394 Rose Hill to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 394, Rose Hill, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 *et seq.*, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 394, Rose Hill, Butler County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held on May 26, 2022.

USD 394 plans to use the bond proceeds (not to exceed \$19,220,000) to pay the costs for: (a) construct, equip and furnish new spaces and make improvements to existing District buildings to enhance safety and security, provide additional classroom and support spaces; (b) at **Rose Hill Primary/Intermediate:** construct, furnish and equip additions for Early Childhood education and a kiln room, make improvements to playground surface, classroom display panels and LED lighting upgrades; (c) at **Rose Hill Middle:** renovations to locker rooms and weight room, upgrade a boiler, upgrade smoke detectors, and LED lighting upgrades; (d) at **Rose Hill High:** construct, furnish and equip additions for new weight room and wrestling room, upgrades to auditorium including seating, curtains, sound upgrades, improvements to bell/intercom and sound systems in practice gym, install field turf to outdoor Band/PE area, renovations to FACS classroom, the old weight room and the wrestling room, replace flooring in classrooms and corridors, and LED lighting upgrades; (e) construct, furnish and equip a new Student Support Service Building, upgrade District HVAC control system, improvements to parking lots and areas of track facility.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment, but is steady and growing slightly.
3. The community was not involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Note: On the meeting on February 8, 2022, the State Board approved USD 394 Rose Hill to hold a bond election on April 5 in the amount of \$18,365,000. KSDE was notified the Rose Hill board called a special meeting to postpone the April 5 election.

On April 27, 2022, Rose Hill submitted a second application to hold a bond election on August 30 in the amount of \$19,220,000 (the project is identical to the previous application, except they added renovations to the weight room and the wrestling room). As a result of increasing the original amount of bonds requested, their application is being resubmitted to the State Board for approval at their June 14, 2022, meeting.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 394 Rose Hill

County: Butler

1. Current equalized assessed tangible valuation *	\$95,914,520	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$13,428,033</u>	
4. State Aid Percentage	<u>26%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$20,080,000</u>	<u>20.9%</u>
6. Amount of bond indebtedness requested	<u>\$19,220,000</u>	<u>20.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$39,300,000</u>	<u>41.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$13,428,033</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$25,871,967</u>	<u>27.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

April 28, 2022
Date

April 28, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 n.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/14/2022

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 368 Paola to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 368, Paola, Miami County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 368, Paola, Miami County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 368 plans to use the bond proceeds (not to exceed \$40,000,000) to pay the costs to: construct furnish and equip a Career and Technical Education addition at Paola High School; construct, furnish and equip a Pre-K addition at Cottonwood Elementary; renovate and modernize learning spaces at Paola High and Paola Middle schools; make needed upgrades to maintain district facilities and buildings including: mechanical, electrical, and plumbing upgrades, roofing and asphalt replacement, and exterior maintenance; make safety improvements to elementary playgrounds and related areas at Cottonwood and Sunflower Elementary Schools and the baseball/softball complex; and make all necessary improvements related thereto.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was not utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application does not indicate that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 368 Paola	County: Miami
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1. Current equalized assessed tangible valuation *	<u>\$201,375,508</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$28,192,571</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$10,160,000</u>	<u>5.0%</u>
6. Amount of bond indebtedness requested	<u>\$40,000,000</u>	<u>19.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$50,160,000</u>	<u>24.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$28,192,571</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,967,429</u>	<u>10.9%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

May 11, 2022
Date

May 11, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 o.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/14/2022

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 368 Paola to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 368, Paola, Miami County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 368, Paola, Miami County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held on May 26, 2022.

USD 368 plans to use the bond proceeds (not to exceed \$40,000,000) to pay the costs to: construct furnish and equip a Career and Technical Education addition at Paola High School; construct, furnish and equip a Pre-K addition at Cottonwood Elementary; renovate and modernize learning spaces at Paola High and Paola Middle schools; make needed upgrades to maintain district facilities and buildings including: mechanical, electrical, and plumbing upgrades, roofing and asphalt replacement, and exterior maintenance; make safety improvements to elementary playgrounds and related areas at Cottonwood and Sunflower Elementary Schools and the baseball/softball complex; and make all necessary improvements related thereto.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was not utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application does not indicate that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 368 Paola	County: Miami
------------------------------------------	----------------------

1. Current equalized assessed tangible valuation *	<u>\$201,375,508</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$28,192,571</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$10,160,000</u>	<u>5.0%</u>
6. Amount of bond indebtedness requested	<u>\$40,000,000</u>	<u>19.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$50,160,000</u>	<u>24.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$28,192,571</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,967,429</u>	<u>10.9%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

May 11, 2022
Date

May 11, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 p.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/14/2022

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 293 Quinter to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 293 Quinter, Gove County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 293 Quinter, Gove County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 293 plans to use the bond proceeds (not to exceed \$15,400,000) to pay the costs to construct, remodel, furnish and equip: Quinter Elementary includes new addition with classrooms, art room, and library/media center/storm shelter, new cafeteria, new HVAC, roofs, windows and LED lighting, restore exterior masonry, remodel 2nd floor spaces; Quinter Jr Sr High includes auditorium addition/remodel, new lobby, corridor and ADA restrooms for auditorium and gyms, including air conditioning and new bleachers in 2 gyms, and new seating at football field and track; new concession stand/ADA restrooms at football field/track, resurfaced track; and make all necessary improvements related thereto.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 293 Quinter	County: Gove
--------------------------------------------	---------------------

1. Current equalized assessed tangible valuation *	<u>\$28,557,714</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$3,998,080</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$15,400,000</u>	<u>53.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$15,400,000</u>	<u>53.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$3,998,080</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$11,401,920</u>	<u>39.9%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

May 18, 2022
Date

May 18, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 q.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 6/14/2022

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 293 Quinter to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 293 Quinter, Gove County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 293 Quinter, Gove County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held on May 26, 2022.

USD 293 plans to use the bond proceeds (not to exceed \$15,400,000) to pay the costs to construct, remodel, furnish and equip: Quinter Elementary includes new addition with classrooms, art room, and library/media center/storm shelter, new cafeteria, new HVAC, roofs, windows and LED lighting, restore exterior masonry, remodel 2nd floor spaces; Quinter Jr Sr High includes auditorium addition/remodel, new lobby, corridor and ADA restrooms for auditorium and gyms, including air conditioning and new bleachers in 2 gyms, and new seating at football field and track; new concession stand/ADA restrooms at football field/track, resurfaced track; and make all necessary improvements related thereto.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 293 Quinter	County: Gove
--------------------------------------------	---------------------

1. Current equalized assessed tangible valuation *	<u>\$28,557,714</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$3,998,080</u>	
4. State Aid Percentage	<u>0%</u>	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$15,400,000</u>	<u>53.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$15,400,000</u>	<u>53.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$3,998,080</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$11,401,920</u>	<u>39.9%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

May 18, 2022
Date

May 18, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 r.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 6/14/2022

Sherry Root

Randy Watson

Item Title:

Act on request to contract with vendor(s) to upgrade KSDE student data collection, database and reporting infrastructure.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to publish a Request for Proposal and enter into a contract with chosen vendor(s) for the purpose of upgrading KSDE student data collection, database and reporting infrastructure, and processes. The contract would be from date of award through December 31, 2027, in an amount not to exceed \$5,575,000.

Explanation of Situation Requiring Action:

Note: This contract request was previously approved by the SBOE in October 2021 which stated the contract was to be from the date of award through June 30, 2025. **The only revision to this motion is the date changes to December 31, 2027.**

Since 2006, KSDE has developed and maintained its own longitudinal data system, known as the Kansas Individual Data on Students (KIDS) system. In addition to the KIDS system, KSDE maintains dozens of additional secure web applications to support various district, state and federal needs, and requirements. Under this project, KSDE intends to modernize and standardize its data collection, management and dissemination capabilities by migrating from the KIDS system to an interoperable statewide solution. The data system will utilize the common education data standards data model throughout its enterprise to provide a solution to address current and future data needs.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 s.

Staff Initiating:

Kerry Haag

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 6/14/2022

Item Title:

Act on FY23 Grant Awards for IDEA VI-B Special Education Targeted Improvement Plan Grants.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed IDEA Title VI-B Special Education Targeted Improvement Plan grants.

Explanation of Situation Requiring Action:

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance the delivery of services by LEA to improve results for children with disabilities. The continuance of 78 federal IDEA Title VI-B Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically the areas identified by the IDEA Part B State Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2022-2023 school year is the seventeenth year the Targeted Improvement plan grants have been awarded. Participants use funds to implement systems of evidence-based practices and includes regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS "meets requirement" level of determination for compliance with IDEA receive supplemental funds in the amount of \$2,000 - \$5,000.

To be eligible for funding, LEAs must submit an application which identifies the SPP Indicators to be targeted, a description of activities, a detailed budget, and annual fiscal report. Applications are reviewed and approved by Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistance and instructional technology for students.

See the attached list for individual special education LEA allocations. Total amount of federal funds available for 2022-2023 is \$3,642,400.

2022-2023 TIP

USD	LEA/COOP NAME	ALLOCATION
D0115	Nemaha Central (Marshall-Nemaha Co Ed Serv Coop)	16,675
D0202	Turner-Kansas City	31,443
D0207	Ft Leavenworth	14,386
D0229	Blue Valley	121,200
D0230	Spring Hill	15,761
D0231	Gardner Edgerton	21,887
D0232	De Soto	29,134
D0233	Olathe	145,814
D0234	Ft Scott	16,986
D0244	Burlington (Coffey Co Spec Educ Coop)	17,741
D0253	Emporia (Flint Hills Spec Educ Coop)	58,070
D0259	Wichita	346,381
D0260	Derby	50,609
D0261	Haysville	36,813
D0262	Ark Valley Special Education Coop	21,517
D0263	Mulvane	18,094
D0265	Goddard Special Education Coop	48,012
D0266	Maize Special Education Coop	54,016
D0273	Beloit (Beloit Spec Educ Coop)	22,801
D0282	West Elk (Chautauqua & Elk Co Spec Educ Srvcs)	17,225
D0290	Ottawa	19,229
D0305	Salina (Central Kansas Coop in Educ)	111,383
D0308	Hutchinson Public Schools	42,846
D0320	Wamego (Spec Srvcs Coop of Wamego)	25,870
D0321	Kaw Valley	12,978
D0330	Mission Valley	10,865
D0333	Concordia (Learning Coop of North Central Kansas)	35,407
D0336	Holton (Holton Spec Educ Coop)	30,887
D0345	Seaman	27,035
D0353	Wellington	16,708
D0364	Marysville (Marshall Co Spec Educ Coop)	14,402
D0368	Paola (East Central KS Spec Educ Coop)	69,962
D0372	Silver Lake	11,420
D0373	Newton (Harvey Co Spec Educ Coop)	39,178
D0379	Clay Center (Twin Lakes Educ Coop)	26,142
D0383	Manhattan-Ogden	43,550
D0389	Eureka	12,315
D0405	Lyons (Rice Co Spec Srvcs Coop)	20,084
D0407	Russell County	13,693
D0409	Atchison Public Schools	18,908
D0418	McPherson (McPherson Co Spec Educ Coop)	38,785
D0428	Great Bend (Barton Co Coop Program of Spec Services)	39,231
D0437	Auburn Washburn	40,066

USD	LEA/COOP NAME	ALLOCATION
D0450	Shawnee Heights	27,193
D0453	Leavenworth	26,953
D0457	Garden City	57,589
D0458	Basehor-Linwood	17,283
D0465	Winfield (Cowley Co Spec Srvcs Coop)	53,477
D0469	Lansing	19,440
D0475	Geary County Schools	51,398
D0480	Liberal	31,084
D0489	Hays (Hays West Central KS Spec Educ Coop)	34,343
D0495	Ft Larned (Tri-Co Spec Srvcs Coop)	17,136
D0497	Lawrence	79,744
D0500	Kansas City (Wyandotte Comprehensive Spec Educ Coop)	170,158
D0501	Topeka Public Schools	116,195
D0512	Shawnee Mission Public Schools	216,822
D0602	Northwest KS Educational Serv Center	57,958
D0603	ANW Special Education Coop	53,770
D0605	South Central KS Spec Ed Coop	64,064
D0607	Tri County Spec Education Coop	71,872
D0608	Northeast KS Education Serv Center	43,460
D0610	Reno County Education Coop	41,548
D0611	High Plains Educational Coop	76,130
D0613	Southwest Kansas Area Coop	76,906
D0614	East Central KS Coop in Education	27,097
D0615	Brown County KS Special Education Coop	20,703
D0616	Doniphan Co Education Coop	16,093
D0617	Marion County Spec Education	26,637
D0619	Sumner Co Educational Services	19,012
D0620	Three Lakes Educational Coop	33,019
D0636	North Central Kansas Spec Ed Coop Interlocal	37,736
D0637	Southeast Kansas Special Education Interlocal	96,564
D0638	Butler Co Spec Education Interlocal	96,827
S0507	St Hospital Training Center Parsons	3,705
S0521	Dept of Corrections-Lawrence Gardner High School	19,440
S0604	School for the Blind	5,300
S0610	School for the Deaf	10,235
		3,642,400



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District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

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

These updates will include:

- A. Act on Board Travel
- B. Graduation Requirements Task Force
- C. Policy Committee
- D. Other Committee Reports
- E. Board Attorney's Report
- F. Requests for Future Agenda Items

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

Agenda Number: 21

Meeting Date: 06/14/2022



900 S.W. Jackson Street, Suite 102
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Item Title: Review and Approve the Negotiated Agreement for the Kansas School for the Deaf

Mark Ferguson, Board Attorney for the Kansas State Board of Education will ask the State Board to review and approve the Negotiated Agreement for the Kansas School for the Deaf. If approved, the professional agreement will be from August 1, 2022 through July 31, 2024.

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WEDNESDAY, JUNE 15, 2022 MEETING AGENDA

- | | |
|-----------------|--------------------------------------------------------------------------------|
| 9:00 a.m. | 1. Call to Order - Chair Jim Porter |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (IO) | 4. Presentation from the Kansas Music Educators Association (KMEA) |
| 9:35 a.m. (AI) | 5. Act on Educator Shortage Information and Teacher Licensure Discussion Items |
| 10:15 a.m. (DI) | 6. Continued Discussion on the Kansans CAN Success Tour Data |
| | Break |
| 11:30 a.m. | ADJOURN |

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 Makayla Auldridge at (785) 296-3203, at least seven business days prior to a State Board meeting.

Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board

Next Meeting: July 12 and 13, 2022

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:

Shane Carter

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 6/15/2022

Item Title:

Act on Educator Shortage Information and Teacher Licensure Discussion Items

Recommended Motion:

It is moved that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), declares a time of emergency whereby any person holding a five-year substitute teaching license OR an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2023.

Explanation of Situation Requiring Action:

During the April and May State Board of Education meetings, licensure discussed substitute teacher shortage issued, and made a recommendations to waive the number of days a substitute teacher may serve in a substitute position. The Kansas State Board of Education waived the number of days a substitute could serve in a substitute position during the 2020-2021 school year and the 2021-2022 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 5**Staff Initiating:**

Shane Carter

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 6/15/2022

Item Title:

Act on Educator Shortage Information and Teacher Licensure Discussion Items

Recommended Motion:

It is moved that the Kansas State Board of Education modify the qualifications of the emergency substitute license to include completion of an online substitute training component and verification of hire in a state accredited local education agency.

Explanation of Situation Requiring Action:

During the January State Board of Education meeting, the Temporary Emergency Authorized License (TEAL) was approved to allow school district more flexibility to hire substitute teachers. The TEAL license expires on June 1, 2022 and will not be available for use again. The licensure team led discussions during the April and May State Board of Education meetings, which focused on expanding the requirements to qualify for the emergency substitute license. The licensure team recommended the expansion of requirements to include completion of an online substitute training component and verification of hire with a state accredited local education agency.

Agenda Number: 6

Meeting Date: 06/15/2022



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Item Title: Continued Discussion on the Kansans Can Success Tour Data

Information on the Kansans CAN Success tour data (originally provided to the State Board in January 2022), will be further discussed.

Immediately following Dr. Randy Watson and Dr. Brad Neuenswander's tour in the summer of 2021, three research teams examined the tour data independently: R12 Comprehensive Center (McRel), Kansas State University and Kansas State Department of Education. The three entities collaborated and, by consensus, identified five core themes to support schools' needs in producing successful high school graduates.

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