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

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

TUESDAY, May 10, 2022
MEETING AGENDA

8:30 a.m.	**Pre-Meeting Activity: Breakfast with 2022 US Senate Youth Recipients**
	(Conference Room 509)
Location:	Landon State Office Building, 900 SW Jackson St., Topeka, Suite 102.
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 (April 12 and 13)
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. (RI)	9. Receive Recommendations from Commission for Racial Equity and Justice
11:25 a.m.	Break
11:35 a.m. (IO)	10. Report from Kansas Foundation for Agriculture in the Classroom

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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: June 14 and 15, 2022

Kansas leads the world in the success of each student.

Noon		Lunch with 2022 US Senate Youth Recipients (Conference Room 509)
1:30 p.m.	(IO)	11. Recognition of 2022 US Senate Youth Recipients
2:00 p.m.	(IO)	12. Update on the Upcoming 2022 Summer Academies
2:20 p.m.	(AI)	13. Act on Recommendations to Establish Native American Advisory Council
2:40 p.m.	(DI)	14. Educator Shortage Information and Teacher Licensure Discussion
3:10 p.m.	(AI)	15. Act on Accreditation Review Council's Kansas Education System Accreditation (KESA) Recommendations
3:15 p.m.	(RI)	16. Receive Accreditation Review Council Recommendations for Kansas Education Systems
3:30 p.m.		Break
3:45 p.m.	(IO)	17. Graduation Task Force Report and Recommendations
4:30 p.m.	(IO)	18. Legislative Matters and Legislative Liaisons' Report
5:00 p.m.	(AI)	19. Consent Agenda a. Receive monthly personnel report b. Act on personnel appointments to unclassified positions c. Act on recommendations for funding Kansas Parents as Teachers grants for 2022-23 d. Act on request to approve Preschool-Aged At-Risk Programs for 2022-23. e. Act on recommendations for funding the 2022-23 AmeriCorps Kansas Grant awards f. Act on recommendations for licensure waivers g. Act on recommendations of the Licensure Review Committee h. Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approval i. Act on request to enter contract with Kansas Center for CTE (KCCTE) j. Act on Kansas Preschool Pilot-Governor's Emergency Education Relief Funds (KPP-GEER) k. Act on a request to contract for production of Child Nutrition Program Public Service Announcements l. Act on request to contract with the Kansas Association of Broadcasters for Dissemination of Public Service Announcement

m. Act on request from USD 330 Mission Valley to hold bond election
n. Act on request from USD 330 Mission Valley for capital improvement (bond and interest) state aid

5:10 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

5:30 p.m. **RECESS**

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

WEDNESDAY, May 11, 2022
SCHOOL VISITS

	ANNUAL BOARD VISIT
9:00 a.m.	Kansas State School for the Deaf, 450 E. Park Street, Olathe, KS 66061
1:30 p.m.	**ADJOURN**
	OPTIONAL ACTIVITY
2:00 p.m.	Tour of Olathe West High School, 2200 W Santa Fe Street, Olathe, KS 66061

KANSAS SCHOOLS FOR THE DEAF AND THE BLIND
STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS
www.KSSDB.org

KANSAS STATE SCHOOL FOR THE DEAF
450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-210-8200 FAX: 913-791-0512

KANSAS STATE SCHOOL FOR THE BLIND
1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-305-3000

KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Deaf
Wednesday, May 11, 2022
9:00 AM – 1:30 PM
Roth West Wing – 1st Floor Conference Room
Lunch at KSD

AGENDA

9:00 – 9:30 ***Welcome & Updates –*** Luanne Barron, Superintendent

9:30 – 10:00 ***KU Research –*** Angie Walker, Language Assessment Program Coordinator
Jena McDaniel, University of Kansas Postdoctoral Researcher

10:00 – 10:30 ***School Profile –*** Ben Cardon, Curriculum and Assessment Coordinator

10:30 – 11:00 ***Transition –*** Bryce Hendricks, Secondary Principal
Kelly Grove, KSD Transition Facilitator
Joelle Allen, KSTAR Teacher

11:00 – 11:30 ***Sorenson VRS Workshop –*** Jim Tourangeau, Sorenson Sales District Manager

11:30 – 11:55 ***Student Presentations –*** **(TBD)**

12:00 – 12:30 ***Lunch with Elementary Students***

12:35 – 1:00 ***Capital Improvement –*** John Martello, Chief Operations Officer

1:00 – 1:10 ***Break***

1:10 – 1:30 ***How can the BOE help us?***

MINUTES

Kansas State Board of Education

Tuesday, April 12, 2022

CALL TO ORDER (00:04:36)

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.

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 **MOTION** (00:06:04)

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** (00:07:16)

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 (00:07:50)

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 par-ticipated last summer. The Sunflower Summer mobile app will be available to download after Me-morial 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

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 (00:51:15)

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.

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KESA (00:57:44)

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.

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (01:14:01)

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 primarily 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.

MOTION (01:21:24)

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

BREAK

ANNOUNCEMENT OF KANSAS CAREER AND TECHNICAL EDUCATION SCHOLARS FOR 2022 (01:36:46)

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.

Chair Porter recessed the meeting for lunch at 11:38 a.m. The Board Policy Committee met during lunch. (01:45:00)

P.M. SESSION (03:31:50)

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.

SPRING EDUCATOR VACANCY REPORT AND TEACHER VACANCY AND SUPPLY UPDATE (04:02:04)

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

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) (04:49:45)

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 subcommittee report and details of differentiated federal monitoring.

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

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (05:27:18)

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. **MOTION** (05:28:34)

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). **MOTION** (05:35:41)

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). **MOTION** (05:36:29)

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 conclu-sions 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). **MOTION** (05:40:20)

KANSANS CAN HIGHLIGHT: POSTSECONDARY SUCCESS (05:41:16)

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 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. Mrs. Haas seconded. Motion carried (10-0). **MOTION** (06:37:54)

HISTORY GOVERNMENT SOCIAL STUDIES UPDATE (06:38:31)

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.

LEGISLATIVE MATTERS AND LEGISLATIVE LIAISON REPORTS (06:58:03)

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.

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). Mrs. Arnold seconded. Motion carried (6-4). **MOTION** (07:43:50)

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 pro-

gramming 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 Tidemark 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

MOTION
(07:52:40)

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.

- 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 (08:26:30)
The meeting recessed at 6:24 p.m. until 8:30 a.m. Wednesday at the Kansas School for the Blind.

DRAFT MINUTES — UNOFFICIAL UNTIL APPROVED BY STATE BOARD

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

MINUTES

Kansas State Board of Education

Tuesday, March 8, 2022

CALL TO ORDER (00:11:27)

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 9:30 a.m. Tuesday, March 8, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. The meeting began 30 minutes early this day because the National Weather Service was scheduled to conduct a statewide tornado drill at 10 a.m. as part of Severe Weather Preparedness Week.

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

Board Attorney Mark Ferguson was absent. KSDE General Counsel Scott Gordon participated in the meeting.

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

MOTION (00:13:22)

Dr. Horst moved to approve the day's agenda. Mrs. Clifford seconded. Mrs. Dombrosky then asked to vote on consent agenda items 19 g, h, i, j, k separately from the other consent items. Dr. Horst and Mrs. Clifford agreed. Motion carried 10-0.

APPROVAL OF THE FEBRUARY MEETING MINUTES

MOTION (00:14:24)

Mr. Jones moved to approve the minutes of the Feb. 8 and 9 regular Board meeting. Dr. Horst seconded. Motion carried 10-0.

RECEIVE RECOMMENDATIONS FROM COMMISSION FOR RACIAL EQUITY AND JUSTICE (00:14:38)

Dr. Shannon Portillo, 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. Portillo is Associate Dean for Academic Affairs at the University of Kansas Edwards Campus. The first report in 2020 contained recommendations specific to law enforcement and policing. The second report 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, noting actionable recommendations for the areas of maximizing federal funding, universal equity policies, teacher diversity, eliminating school mascots with Native American names or imagery, housing and homelessness, workforce and behavioral health. Dr. Portillo answered Board members' questions about barriers, cultural awareness and community engagement.

SEVERE WEATHER PREPAREDNESS WEEK DRILL

The National Weather Service in Topeka conducted a statewide tornado drill at 10 a.m. Tuesday. State Board members participated in the drill as part of Severe Weather Preparedness Week, March 7-11. Members returned to the Board Room at approximately 10:15.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:18 a.m., but announced that speakers would be accepted until 10:30. Speakers and their topics were: Susie Wilbur, Topeka — requests for consideration regarding Native American comments; Sharon Knewtson, Olathe — legislation impacting students at Kansas School for the Deaf. The Citizens' Forum remained open until 10:30 a.m., then Chairman Porter closed the Forum.

ACTION TO ESTABLISH ADVISORY COUNCIL FOR GUIDANCE AND RECOMMENDATIONS TO INCREASE STUDENT LITERACY SKILLS

Information about achieving literacy by third grade and implementing recommendations from the Dyslexia Task Force was presented to the State Board in February. The development of a long-term advisory council was discussed. Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager at KSDE, updated members on the proposed development of a Literacy Advisory Council comprised of individuals representing different stakeholder groups. Members on the Council are yet to be determined, but will bring diverse experiences to a common goal. The purpose will be to monitor and report on initiatives, serve as a resource, identify needs and be a supportive body. (01:12:28)

Dr. Horst moved to approve the establishment of a Literacy Advisory Council for the purpose of helping support and advance gains in literacy achievement for all Kansas students. Mr. McNiece seconded. Motion carried 10-0. **MOTION** (01:26:45)

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 one change request. The ESSER III applications for consideration this month were mostly from smaller districts, with their primarily needs identified as teaching and learning. Mr. Boline also noted that eight of the 29 district applications conditionally approved at last month's State Board meeting have been resubmitted with complete narratives. (01:27:42)

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. Mah seconded. There was continued discussion about two specific projects — a playground and an activity bus. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. **MOTION** (01:41:06)

Members took a break until 11:25 a.m. **BREAK**

ACTION ON RECOMMENDATION FOR KANSAS CITY TEACHER RESIDENCY PROGRAM

Dr. Mischel Miller further explained about the pilot opportunity the Kansas City Teacher Residency program is offering to fulfill some teacher vacancies in Kansas City elementary schools. She reviewed the timeline of the pilot year, emphasizing the residency element. There were several questions during the presentation, including ones about other similar programs, the accreditation process and what other states are doing to recruit teachers. (02:05:23)

Mrs. Mah moved to approve the Kansas City Teacher Residency Program as an alternative elementary licensure pilot for elementary teaching dependent upon meeting program review and approval. Mrs. Arnold seconded. There was further discussion. KCTR representatives answered questions about funding, faculty qualifications and coursework. Mr. McNiece asked that the motion include a time reference. Mrs. Mah restated the motion to approve the Kansas City Teacher Residency Program as an alternative elementary licensure pilot for elementary teaching through June 30, 2023, dependent upon **MOTION** (02:19:10) **MOTION RESTATED** (02:30:56)

meeting program review and approval. Mrs. Arnold agreed to the addition. Motion carried 8-0-2 with Mrs. Waugh and Mr. Porter abstaining.

Chair Porter recessed the meeting for lunch at 11:55 a.m.

LUNCH

RECOGNITION OF 2021 NATIONAL ESEA DISTINGUISHED SCHOOLS FROM KANSAS

P.M. SESSION
(04:11:06)

Two Kansas schools have been named National ESEA Distinguished Schools through the Elementary and Secondary Education Act's program to recognize qualifying schools for their educational advances in specific categories. Lincoln Memorial Elementary School in Caney USD 436 and Bertram Caruthers Elementary School in Kansas City Kansas USD 500 are the honorees from Kansas for 2021. KSDE Assistant Director Tate Toedman introduced leaders from these schools who then shared their strategies for helping students as well as teachers succeed. They also reported on what they learned by attending the National ESEA Conference in Louisiana.

ACTION ON REQUEST FROM HAYSVILLE USD 261 FOR RECESS PILOT EXTENSION

(04:25:27)

Haysville USD 261 Superintendent Jeff Hersh and Assistant Superintendent Jennifer Reed participated in the meeting virtually to request an extension of the pilot RECESS, which blends Recreation, Engagement, Communication, Exploration, Social-Emotional, Success. They answered questions and addressed members' concerns about reduced instruction time. Members requested concrete data to show program success. Mr. Jones moved to accept a request from Haysville USD 261 to extend its RECESS pilot at the elementary school another year allowing four 15-minute recess periods to count toward instruction time. Mrs. Haas seconded. Motion carried 10-0.

MOTION
(05:08:54)

RECOGNITION OF 2021 NATIONAL BLUE RIBBON SCHOOLS FROM KANSAS

(05:09:51)

The National Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or are making significant progress in closing achievement gaps among different groups of students. Kansas schools honored in 2021 are: Ellsworth Elementary, Ellsworth USD 327; Grandview Elementary, El Dorado USD 490; Mahaffie Elementary, Olathe USD 233; Roosevelt Elementary, Hays USD 489; and Sabetha Elementary School, Prairie Hills USD 113. Leaders from these schools shared with Board members the factors they have found to be most significant in raising student achievement at their schools. Areas mentioned included tiered systems of support, successful professional learning communities, and small group instruction.

Members took a 10-minute break until 3:20 p.m.

BREAK

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. She summarized the situations and answered questions. Board members discussed the PPC's recommendation on 21-PPC-19 and asked for additional evidence, including a recording of the PPC hearing/testimony. Mr. Jones moved to table the decision in case 21-PPC-19 until the next State Board meeting, pending further review and issuance of the video. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Arnold abstaining.

MOTION
(06:11:24)

Next, Dr. Horst moved to deny the application for an Emergency Substitute License in case 21-PPC-20. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(06:14:32)

KANSANS CAN HIGHLIGHT: HIGH SCHOOL GRADUATION

(05:25:40)

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. The High School Graduation Star Award is given to those districts with graduation rates above the state average, with the highest recognition for those districts at or above 95

percent. Valley Falls USD 338 was one of several districts receiving this award. Principals Susan Grey and Greg Morgan explained that graduation success starts long before high school. Relationship building within the community, especially with parents, was cited as essential. Expansion of career tech pathway offerings, service learning opportunities and dual credit flexibility are a few of the many ways the district works with students to provide personalized learning.

MOTION (05:28:01)

LEGISLATIVE MATTERS AND LEGISLATIVE LIAISON REPORTS

Acting Commissioner Dr. Craig Neuenswander began his report with a summary of education bills, primarily newer ones. The legislators have returned from turnaround and are in the middle of the second half of the session. Dr. Neuenswander provided a printed summary of selected House and Senate bills followed this session. He updated members on the status of specific bills and upcoming hearings. He also noted that the K-12 budget is starting to be worked. There was discussion about a number of bills. Board members granted consensus for the Board's legislative liaisons to oppose, on behalf of the State Board, any proposed legislation that limits safety requirements on school transportation vehicles.

(06:31:44)

ACTION ON APPOINTMENT OF STATE BOARD MEMBER TO KSHSAA BOARD

The Kansas State High School Activities Association Board of Directors consists of not less than 60 members. Kansas Statute states that at least two directors shall be representatives of the State Board of Education, appointed by the State Board. Current representatives are Jim McNiece, whose term continues to June 30, 2023, and Deena Horst, whose term ends June 30, 2022. Dr. Horst also serves on the KSHSAA Executive Board. Mr. McNiece moved that Deena Horst serve another two-year term on the KSHSAA Board of Directors, beginning July 1, 2022, and continue her appointment on the Executive Board. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION (07:15:32)

ACTION ON BOARD ATTORNEY CONTRACT RENEWAL

Mr. Porter moved to approve renewal of Contract ID 47925 with Gates Shields Ferguson Swall Hammond P.A. for providing legal services to the State Board for the period July 1, 2022 through June 30, 2023 with no increase in rates. Mr. McNiece seconded. Motion carried 10-0.

MOTION (07:16:24)

ACTION ON CONSENT AGENDA

Dr. Horst moved to approve Consent Agenda items 19 a. through 19 f. Mrs. Dombrosky seconded. Motion carried 10-0. In this action, the Board:

MOTION (07:17:12)

- received the monthly Personnel Report for February.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* — Wendy Davis, USD 475. *Gifted* — Kimberly Marinacci-Hill, USD 512. *High Incidence Special Education* — Jack Reynolds, USD 229; Megan Cox, USD 231; Meghan Lemay, Nichole Hensley, Mallory Plankinton, USD 253; Amanda Shockley, USD 497; Page Raymie, USD 501; Joel Marker, USD 512; Kellie King-Denoon, D0603; Brynn Perrigo, Lesli Neal, D0725; Breanna Blanton, Dana Welch, Jodi Hammerbacher, D0727; Morgan Cothran, D0729. *Library Media Specialist* — Casey Penner, USD 402. *Low Incidence Special Education* — Teresa Desmarteau, USD 231; Megan Dewey, Montana Severe, USD 259; Brooke Meshel, USD 512.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3427, 3429 (initial license with endorsement for K-6), 3433, 3434, 3435, 3436, 3437, 3438, 3439. *Denial/non-approval* — 3429 (social studies 6-12 endorsement), 3430, 3431.

- accepted recommendations of the Evaluation Review Committee: Accreditation for **University of Kansas** through Dec. 31, 2028; and Higher Education Program Approval as follows: **Kansas State University** —restricted, PreK-12, new program through June 30, 2024; Biology 6-12, Business 6-12, Chemistry 6-12, Earth/Space Science 6-12, History, Government, Social Studies 6-12 and 6-12 MAT, all continuing programs through Dec. 31, 2028; **Kansas Wesleyan University** — Elementary K-6, Health PreK-12, Music PreK-12, all continuing programs through Dec. 31, 2027; **MidAmerica Nazarene University** — Restricted 6-12, new program through June 30, 2024; **Wichita State University** — Elementary Ed Unified K-6, new program through Dec. 31, 2023.
- authorized Hays USD 489 to hold election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized Hays USD 489 to receive capital improvement (bond and interest) state aid as authorized by law.

SEPARATE ACTION ON CONSENT AGENDA

MOTION
(07:17:28)

At the beginning of the meeting, Mrs. Dombrosky asked to pull consent items 19 g. through 19 k. as one group, but separate from the other submissions. Mr. Porter moved to approve Consent Agenda items 19 g. through 19 k. Mrs. Clifford seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. In this action, the Board:

- approved recommendations for funding the American Rescue Plan Homeless Children and Youth II program grants as presented for individual districts and consortiums.

authorized the Acting Commissioner of Education to negotiate and

- initiate the contract bid process for Property Insurance for the new Body Venture Learning Exhibit in an amount not to exceed $20,000 for the period July 1, 2022 through June 30, 2025;
- initiate the contract bid process for the purpose of professional development training for schools focused on developing collaborative cultures and high functioning teams in an amount not to exceed $250,000 for the period Aug. 1, 2022 through Dec. 31, 2026;
- amend the contract with the Kansas Association of Educational Service Agencies to extend the contract through Dec. 31, 2024 for an additional $14,000,000, with a total amount not to exceed $40,667,139;
- enter into a contract amendment with the National Center for the Improvement of Education Assessment to exercise renewal options allowed in the original contract to manage and facilitate the Kansas Technical Advisory Committee with a contract amount not to exceed $300,000 annually through June 30, 2027.

CHAIRMAN'S REPORT

MOTIONS
(07:18:42)
(07:24:28)

Action on Board Travel — Mrs. Arnold moved to approve the travel requests and updates. Mrs. Waugh seconded. Motion carried 10-0. As a follow-up, Mrs. Mah moved to give blanket approval to Board members attending formal student activities for the Student Voice Committee. Mrs. Haas seconded. Motion carried 10-0.

Committee Reports — Updates were given on the following:

- Graduation Requirements Task Force (Mr. McNiece) — There are three scheduled meetings remaining. Subcommittees are working on final considerations. The Task Force work is the beginning of the process, which will continue through implementation.

- Student Voice (Mrs. Mah) — The committee's written report was provided to members. It outlined strategies to expand outreach. Mrs. Mah also invited members to participate in spring opportunities to visit with students, in both formal and informal settings.
- School Mental Health Advisory (Mrs. Clifford) — She mentioned several topics covered at the March meeting.
- Policy Committee (Mrs. Clifford) — The Board's Policy Committee will meet during the lunch break at the April meeting to review the next sections.

Board Attorney's Report — Attorney Mark Ferguson was absent.

Requests for Future Agenda Items —

- Dr. Tiffany Anderson, Commission co-chair, to report in May on education-specific recommendations from the Governor's Commission on Racial Equity and Justice, supplementing Dr. Shannon Portillo's presentation in March. (Mr. Porter)
- Report during the fall on participant numbers and pilot success from representatives of the Kansas City Teacher Residency Program. Evaluate next steps in the spring. (Mr. Jones)
- Continued discussion on addressing teacher shortage, recruitment and retention; receive comments from teacher organizations. (Mr. Porter)
- Receive RECESS data from Haysville USD 261 at end of the one-year pilot extension. (Multiple)
- Discuss responses Student Voice Committee has received to determine if input can structure policy. Invite more student presenters to the Board meetings. (Mrs. Mah)
- Kansas Music Educators Association update on initiatives. (Mr. Jones)
- Formal discussion on licensure, substitute options, lifetime license. (Mrs. Mah)
- Opportunity to thank all KSDE employees by department. Each department would appear at a Board meeting to describe tasks and be formally thanked by the Board members. (Mrs. Clifford)
- Take position against Native American-themed school mascots at the April meeting. (Mr. McNiece)

Chair's Report —
Chair Porter reminded members that the March 17 meeting with the Kansas Board of Regents was postponed. Information has been provided for the Regional Kansas Teacher of the Year events, which will be virtual. He then previewed the next day's agenda.

EXECUTIVE SESSION FOR PERSONNEL MATTERS OF NON-ELECTED PERSONNEL

MOTION
(07:44:20)

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual to be discussed. The session would begin at 5:15 p.m. for 20 minutes; no action would be taken during this session; and the open meeting would resume in the Board Room at 5:35 p.m. Dr. Craig Neuenswander was invited to join the executive session. Dr. Horst seconded. Motion carried 10-0.

The Board returned to open session at 5:35 p.m.

ACTION ON APPOINTMENT OF DEPUTY COMMISSIONER FOR LEARNING SERVICES

MOTION
(08:18:39)

Mr. Jones moved to approve the hiring of Ben Proctor as Deputy Commissioner of Learning Services to begin July 1, 2022, at an annual salary of $161,800. Dr. Horst seconded. Motion carried 10-0.

RECESS
The meeting recessed at 5:38 p.m. until 9 a.m. Wednesday.

_____ _____

Jim Porter, Chair Peggy Hill, Secretary

ESSER II Change Request Overview and Table of Contents

	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE)[1]	% Students Approved for Free- or Reduced-Price Lunch[2]	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE)[1]
1	418	McPherson	2,304	40%	$ 1,070,195	$ 431,487	40%	$ 1,070,195	$ 1,070,195	$ 638,708	100%	$ 464
Total			**2,304**	**40%**	**$ 1,070,195**	**$ 431,487**	**40%**	**1,070,195**	**$ 1,070,195**	**$ 638,708**	**100%**	**$ 464**

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.
2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

ESSER III Overview and Table of Contents

	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE)[1]	% Students Approved for Free- or Reduced-Price Lunch[2]	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE)[1]
1	111	Doniphan West Schools	293	30%	$ 418,936	$ 400,936	96%	$ 400,936	100%	$ 1,371
2	219	Minneola	247	57%	$ 361,184	$ 361,184	100%	$ 361,184	100%	$ 1,461
3	241	Wallace County Schools	209	37%	$ 267,866	$ 267,866	100%	$ 267,866	100%	$ 1,285
4	257	Iola	1,104	56%	$ 3,034,259	$ 1,653,106	54%	$ 1,653,106	100%	$ 1,498
5	273	Beloit	753	43%	$ 1,215,737	$ 1,215,737	100%	$ 1,215,737	100%	$ 1,614
6	299	Sylvan Grove	232	48%	$ 409,944	$ 327,955	80%	$ 327,955	100%	$ 1,415
7	310	Fairfield	265	58%	$ 579,754	$ 579,345	100%	$ 579,345	100%	$ 2,186
8	325	Phillipsburg	580	38%	$ 714,497	$ 714,497	100%	$ 329,497	46%	$ 569
9	438	Skyline Schools	338	31%	$ 292,145	$ 292,145	100%	$ 292,145	100%	$ 864
10	452	Stanton County	429	60%	$ 806,330	$ 806,330	100%	$ 806,330	100%	$ 1,880
11	463	Udall	334	46%	$ 439,689	$ 439,689	100%	$ 439,689	100%	$ 1,318
12	473	Chapman	1,065	42%	$ 1,240,448	$ 530,600	43%	$ 530,600	100%	$ 498
13	481	Rural Vista	259	51%	$ 541,862	$ 510,252	94%	$ 510,252	100%	$ 1,974
14	489	Hays	3,081	38%	$ 3,676,703	$ 3,676,703	100%	$ 3,676,703	100%	$ 1,193
15	497	Lawrence	9,992	31%	$ 13,573,376	$ 13,573,376	100%	$ 13,573,376	100%	$ 1,358
Total			**19,178**	**37%**	**$ 27,572,730**	**$ 25,349,721**	**92%**	**$ 24,964,721**	**98%**	**$ 1,302**

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

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

MINUTES

Kansas State Board of Education

Wednesday, March 9, 2022

CALL TO ORDER (00:12:25)

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on March 9, 2022.

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

APPROVAL OF AGENDA

Mrs. Clifford moved to approve the day's agenda as presented. Mrs. Haas seconded. Motion carried 9-0, with Mr. Jones absent for the vote. **MOTION** (00:12:33)

UPDATE ON KANSAS EDUCATION SYSTEMS ACCREDITATION AND REDESIGN (00:12:52)

The Kansas Education Systems Accreditation (KESA) and School Redesign teams are in the process of merging to become the Accreditation and Design Team (ADT). Director Dr. Mischel Miller and her staff will continue work directly with higher education, including the 24 institutions that prepare teachers in Kansas and the 430 higher education programs that license or endorse those candidates. The State Board approves and/or accredits the higher education teacher preparation institutions and programs. The K-12 accreditation team will transition to ADT. Assistant Director Jeannette Nobo recounted development of the KESA process, its continuous improvement growth cycle, and its alignment to the Board's vision. Dr. Tammy Mitchell and Jay Scott, who are co-directors for ADT, recapped the redesign initiative, which began with Mercury 7 schools in 2017. There are now 194 schools and 71 districts involved with redesign. They then explained the redesign methodology and how its connection to accountability. Board members stressed the importance of the accreditation process remaining rigorous and consistent. There were a number of questions and comments, including a request to keep the Accreditation Advisory Council at the forefront of the process. Systems within a current KESA cycle will finish the cycle. More updates will be provided as the transition to ADT continues.

Members took a break until 10:30 a.m. **BREAK**

DISCUSSION ON STUDENT INCLUSIVITY (01:42:21)

Chair Porter welcomed Joseph Rupnick, Chairman of the Prairie Band Potawatomi Nation, who appeared via Zoom to address the State Board with concerns. He questioned the Board's actions on a recent incident, asked them to look at current curriculum, and asked for immediate action. Tribal Council member Raphael Wahwassuck shared examples of how negative imagery and use of Native American school mascots affects students. Board members welcomed this opportunity to educate and collaborate. The next speaker was Dr. Alex Red Corn, Executive

Director of the Kansas Association for Native American Education. He is a citizen of the Osage Nation and Assistant Professor of Educational Leadership at Kansas State University. Dr. Red Corn was invited to present considerations for improving educational systems in Kansas, particularly American Indian perspectives. His presentation outlined five considerations about, for and with American Indians in Kansas: curricular reform; affirming sovereignty of Native nations; examination of data infrastructure; creation of a position at KSDE to coordinate American Indian education programming, relationship building and related initiatives; removal of American Indian themed mascots and imagery. Each consideration contained actionable content.

BREAK

There was a break at 11:45 a.m.

The presentation and discussion continued. This included Kansas history standards, examples of other state-tribal education initiatives, examination of student data collection, federal funding and opportunities for networking. A first step was identified as formal conversations with tribal governments and the American Indian community.

ADJOURNMENT

Chairman Porter adjourned the meeting at 12:33 p.m.

The next regular meeting for the State Board of Education is April 12 and 13, 2022.

_____ _____

Jim Porter, Chair Peggy Hill, Secretary

MINUTES

Kansas State Board of Education

Friday, February 25, 2022

CALL TO ORDER (00:12:50)

Chairman Jim Porter called the special meeting of the Kansas State Board of Education to order at 10 a.m. Friday, Feb. 25, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

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

OPENING STATEMENT (00:13:00)

Chairman Porter read an opening statement. His message included the purpose of the special meeting, the responsibility of the State Board, and structure of the agenda.

APPROVAL OF AGENDA

Mr. Jones moved to approve the day's agenda. Mrs. Arnold seconded. Motion carried 10-0. **MOTION** (00:17:56)

EXECUTIVE SESSION FOR PERSONNEL MATTERS OF NON-ELECTED PERSONNEL AND CONSULTATION WITH ATTORNEY

Mrs. Waugh moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed, and secondly to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. The session would begin at 10:15 a.m. for 60 minutes in conference room 355; no action would be taken during the session; and the open meeting would resume upon members' return to the Board Room at approximately 11:20 a.m. Board Attorney Mark Ferguson was invited to join this Executive Session. Dr. Randy Watson would be invited in later, but not initially. Dr. Horst seconded. Motion carried 10-0. **MOTION** (00:18:08)

RETURN TO OPEN SESSION

Open session resumed at 11:20 a.m. A series of three motions followed. (01:32:59)

ACTION TO REJECT RESIGNATION

Mr. Jones moved that the Kansas State Board of Education reject the resignation of Dr. Randy Watson as Education Commissioner. Mrs. Arnold seconded. Motion carried 10-0. **MOTION** (01:33:47)

ACTION TO SUSPEND COMMISSIONER

MOTION
(01:34:14)

Mrs. Mah moved that the Kansas State Board of Education suspend Dr. Randy Watson for a period of 30 days beginning Feb. 28 without pay. Mr. McNiece seconded. Motion carried 10-0.

ACTION TO APPOINT ACTING COMMISSIONER

MOTION
(01:34:44)

Mrs. Haas moved that the Kansas State Board of Education appoint Dr. Craig Neuenswander to the position of Acting Commissioner with appropriate salary adjustments. Dr. Horst seconded. Motion carried 10-0.

ADJOURNMENT

ADJOURN

In closing, Chair Porter stated that the process to address issues in schools related to diversity and discrimination would be an item on the next agenda. It is critical, he noted, that each student is valued, welcomed, and feels comfortable and honored in the school setting. He intends for the State Board to lead in that process.

The meeting adjourned at 11:24 a.m.

POST-MEETING ACTIVITY

Board members responded to questions from members of the media.

_____ _____

Jim Porter, Chair Peggy Hill, 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

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
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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:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/10/2022**
Tate Toedman and Doug Boline	Bert Moore	Randy Watson		

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER 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: 5/10/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Receive Recommendations from Commission for Racial Equity and Justice

From:

Dr. Tiffany Anderson, Co-Chair of the Governor's Commission on Racial Equity and Justice will provide a report and recommendations to the Kansas State Board of Education.

Background Information:

When the Governor's Commission on Racial Equity and Justice (CREJ) was first created, members were tasked with studying issues of racial equity and justice across systems in Kansas including criminal justice, health and mental health, education, housing, and economic opportunity. The Commission was then asked to develop and recommend actionable policy steps for consideration by Governor Kelly, the Legislature, and local governments to create meaningful and lasting change.

Throughout the past two years, members have held important community conversations, discussions with experts, and lively debates as they developed their first recommendations, which was published in their December 2020 report on Law Enforcement and Policing in Kansas.

CREJ's second report in 2021, focused on broader discussions of social determinants of health based on studying racial equity within economic systems, education and health care.

GOVERNOR'S COMMISSION ON RACIAL EQUITY & JUSTICE

2021 REPORT

SOCIAL DETERMINANTS OF HEALTH - FINAL REPORT

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FROM THE CO-CHAIRS

It's hard to believe that it's been a year and a half since Governor Kelly formed the Commission on Racial Equity and Justice. That year and a half has been filled with important community conversations, discussions with experts, diligent study, and lively debate among Commission members as we developed our first recommendations, published in our December 2020 report on Law Enforcement and Policing in Kansas, and then turned our focus to the social determinants of health.

In 2021, the Commission's work grew considerably broader. We are pleased to present our final report, which makes recommendations on improving racial equity in the state of Kansas by addressing social determinants of health. This report reflects the work of the Commission's three subcommittees: Economics, Education, and Healthcare. Each area is one that has a significant impact on the lives of Kansans, and each has struggled with its own inequities and injustices.

This work would not be possible without the dedicated effort of many individuals. First, the Commission itself – an outstandingly committed, thoughtful, and intelligent group of people who have invested many hours in this work. In particular, we want to thank Commissioner David Jordan for his leadership as chair of the Healthcare subcommittee. We also couldn't have done this work without our dedicated support staff: Kate Davis, Stefan Petrovic, Sophia Johnson, and Daphne Carrillo from the Governor's office; and the team from the National Governors Association Center for Best Practices.

We also extend our appreciation to a number of groups that contributed to our work and are tackling issues of racial equity and justice in their own spaces. In particular, the Governor's Council on Education, the Governor's Council on Tax Reform, the Kansas Children's Cabinet, and the Kansas COVID Equity Task Force have each provided context, information, and advice as the Commission pursued topics this year that aligned with theirs. We are grateful for their efforts prior to this year and for their partnership as we work alongside them to center racial equity and improve outcomes for Kansans.

Though this report represents the end of the Commission's work under the Governor's Executive Order, we hope that this moment represents a new dedication for the state of Kansas to equity and inclusion – principles that strengthen our state and make it a better place for everyone to live and work.

Dr. Tiffany Anderson
Co-Chair

Dr. Shannon Portillo
Co-Chair

ABOUT THE COMMISSION

The following is a list of the Commissioners appointed by Governor Laura Kelly. Governor Kelly appointed members to the Commission from across Kansas representing a broad array of perspectives, backgrounds, and experiences.

CO-CHAIRS

Dr. Tiffany Anderson | Topeka | Superintendent, USD 501

Dr. Shannon Portillo | Lawrence | Associate Dean & Professor, University of Kansas

MEMBERS

Secretary DeAngela Burns-Wallace | Topeka | Kansas Department of Administration

Judge Monique Centeno | Wichita | District Court Judge, Div. 11 of Sedgwick County

Dr. Brandon Davis | Fort Leavenworth | Assistant Professor, University of Kansas

Ernestor De La Rosa | Dodge City | Assistant City Manager, City of Dodge City

Mark A. Dupree Sr. | Wyandotte | District Attorney, Wyandotte County

David Jordan | Hutchinson | President & CEO, United Methodist Health Ministry Fund

Dr. Anthony Lewis | Lawrence | Superintendent, USD 497 Lawrence

Mark McCormick | Leawood | Director of Strategic Communications, Kansas ACLU

Teresa Miller | Wichita | President and CEO, Kansas Health Foundation

John Nave | Topeka | Executive Vice President, Kansas AFL-CIO

Chief Gordon Ramsay | Wichita | Chief of Police, Wichita Police Department

Elyse Towey | Lawrence | Haskell Indian Nations University Board of Regents and Treasurer, Iowa Tribe of Kansas and Nebraska

Catalina Velarde | Overland Park | Attorney and Adjunct Professor, UMKC School of Law

Jackson Winsett | Kansas City | Assistant Vice President, Federal Reserve Bank of Kansas City

BACKGROUND

In the wake of national calls for justice, accountability, and reforms to address racial disparities, following the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and many others, Governor Laura Kelly signed Executive Order No. 20-48 to establish the Governor's Commission on Racial Equity and Justice ("the Commission").

The Commission was tasked with studying issues of racial equity and justice across systems in Kansas including criminal justice, health and mental health, education, housing, and economic opportunity. The Commission was asked to develop and recommend actionable policy steps for consideration by Governor Kelly, the Legislature, and local governments to create meaningful and lasting change.

To better understand issues impacting communities of color, and the policies and practices surrounding racial equity and justice in Kansas, the Commission convened regular meetings from July 2020 to December 2021. During this period, the Commission developed a series of three reports (due: December 2020, July 2021, and December 2021). The reports were informed by community and stakeholder learning sessions, presentations to the Commission, and research and analysis at the state and national levels.

Given the public urging from Kansans that state and local leaders make fundamental changes to how police interact with the communities they are empowered to protect, Governor Kelly charged the Commission to first examine policing and law enforcement. A report containing recommendations on this subject was released in December of 2020. Beginning in January of 2021, the Commission focused on racial equity within social determinants of health, defined by the Centers for Disease Control and Prevention as conditions where people live, learn, work, and play that affect a wide range of health and quality-of life-risks and outcomes. The Commission divided into three subcommittees to take on these topics—economics, education, and health care.

Members of the Governor's Commission on Racial Equity and Justice at the in-person meeting on Thursday, November 18, 2021

THE COMMISSION'S WORK

In 2021, the Commissioners participated in regular meetings of the full Commission and its subcommittees on Economics, Education, and Healthcare. The public was encouraged to provide feedback and information to the Commission through a designated email address, phone number, and physical mail address. All Commission meeting agendas, materials, and recordings are available on the Commission website.[1]

[1] https://governor.kansas.gov/governors-commission-on-racial-equity-and-justice/

Bi-Weekly Commission Meetings

The Commission held 23 bi-weekly meetings, rotating between full Commission meetings and subcommittee meetings, on a virtual platform open to the public through a live stream on YouTube. Meetings included presentations from stakeholders and outside experts as well as discussion of potential recommendations. Commission meetings also provided opportunities for Commissioners to discuss stakeholder feedback and information gathered from guest presentations.

Commission Meetings: Focus of Discussion	Date
Full CREJ Meeting: Subcommittee Breakout Groups	1/28/2021
Economics Subcommittee: Presentation from Kansas Department of Commerce	2/11/2021
Education Subcommittee: Presentation from KSDE and Panel of School Superintendents	2/25/2021
Healthcare Subcommittee: Presentation from KDHE and KDADS	3/11/2021
Full CREJ Meeting: Presentation from KS DEI Initiative	3/25/2021
Economics Subcommittee: Presentation from the Governor's Council on Tax Reform	4/8/2021
Education Subcommittee: Presentation from the Governor's Council on Education	4/22/2021
Healthcare Subcommittee: Presentation on Maternal and Child Health	5/6/2021
Full CREJ Meeting: Presentation on Early Childhood/Childcare	5/20/2021
Economics Subcommittee: Presentation on ARPA	6/3/2021
Education Subcommittee: Presentation on School Mascots and Post-Secondary	6/17/2021
Full CREJ Meeting: Discuss and Finalize July Report	6/24/2021
Healthcare Subcommittee: Presentation on Behavioral Health	7/1/2021
Full CREJ Meeting: Update on 2020 Report Items	7/15/2021
Economics Subcommittee: Presentation on Kansas Housing Policy	7/29/2021
Education Subcommittee: Presentation on Housing and School Partnerships	8/12/2021
Healthcare Subcommittee: Presentation on ACEs and Interfamily Violence	8/26/2021
Full CREJ Meeting: Presentation on Universal Equity Policies and Family Planning	9/9/2021
Economics Subcommittee: Presentation on Wages and High-Cost Lending	9/23/2021
Education Subcommittee: Presentation on Post-Secondary Ed and Juvenile Justice	10/7/2021
Healthcare Subcommittee: Presentation on the Healthcare Workforce in Kansas	10/21/2021
Education Subcommittee: Presentation on Teacher Diversity and Training	10/28/2021
Economics Subcommittee: Presentation on Maximizing Federal Funding	11/4/2021
Full CREJ Meeting (In Person): Discuss and Finalize December Report	11/18/2021

UNDERSTANDING THE PROBLEM

Tackling inequity at its source is a complex challenge that must start with addressing barriers to economic participation, education, and health care that are holding families of color—and the state's economy—back from their fullest potential. This report will explore the social determinants of health that lead to such inequities, defined here as the conditions in the places where people live, learn, work, and play that affect a wide range of health and quality-of life-risks and outcomes.[2] The social determinants of health fall into five domains: (1) economic stability; (2) education access and quality; (3) health care access and quality; (4) neighborhood and built environment; and (5) social and community context.[3]

The most striking evidence of the extent to which racial inequities exist in the United States lie in data on economic participation, income, and wealth ownership. The median Black family has around 12.7 percent of the wealth owned by the median white family, and Black and Latinx families in the U.S. are roughly twice as likely as white families to have no wealth whatsoever.[4]

The wealth gap is also alarming for Native families in America. American Indian and Alaska Native households had just 8 cents for every dollar of wealth held by the average white American household as of 2000 - the last year that Native wealth was systematically measured, since Native households are generally not included in federal wealth data-gathering efforts. At that time, the median household net wealth of a Native family was just $5,700.[5] Like the Black and Latinx racial wealth gaps, the Native wealth gap has only widened throughout the pandemic, as each of these communities were hit hard by COVID-19 and associated job losses and lacked resources with which to support their families and communities through these challenges.[6]

Getting prepared for and connected with better jobs that can support family wealth-building is also a challenge: Black and Latinx students have lower rates of enrollment in and completion of postsecondary degree programs than their white peers, and those who do graduate tend to face higher levels of student debt—holding even postsecondary degree-holders back from income- and wealth-generating activities like starting a business or buying a home.

Racial inequity comes not just at a social cost, but also an economic one. Last year, economists estimated inequities in economic participation, wage levels, and opportunities to work and build wealth cost the United States roughly $16 trillion in GDP over the preceding two decades – and that was just accounting for inequities between Black and white Americans.[7] Advancing racial equity in educational attainment, employment, income, and wealth-building opportunities can

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[2] https://www.cdc.gov/socialdeterminants/index.htm
[3] https://health.gov/healthypeople/objectives-and-data/social-determinants-health
[4] Federal Reserve Survey of Consumer Finances, 1989-2019: https://www.federalreserve.gov/econres/scf/dataviz/scf/chart/#series:Net_Worth;demographic:racecl4;population:all;units:median;range:1989,2019
[5] Lifting as We Climb: Women of Color, Wealth, and America's Future. Insight Center for Community Economic Development, 2010. https://static1.squarespace.com/static/5c50b84131d4df5265e7392d/t/5c5c7801ec212d4fd499ba39/1549563907681/Lifting_As_We_Climb_InsightCCED_2010.pdf
[6] The Impact of Coronavirus on Households, by Race/Ethnicity. NPR, Robert Wood Johnson Foundation, Harvard T.H. Chan School of Public Health, September 2020. https://drive.google.com/file/d/1XoV6pqzvtag4E9YQeLRTvHaWAlN-s830/view
[7] Closing the Racial Inequality Gaps. Citi GPS: Global Perspectives & Solutions, September 2020. https://ir.citi.com/%2FPRxPvgNWu319AU1ajGf%2BsKbjJjBJSaTOSdw2DF4xynPwFB8a2jV1FaA3Idy7vY59bOtN2lxVQM%3D

yield substantial gains in tax revenue for state and local governments, reductions in reliance on public assistance, and increased commercial activity resulting in higher annual national GDP on the order of hundreds of billions of dollars.[8]

Kansas can address these inequities and their impacts by closing gaps in economic participation, education, and health care access. When it comes to barriers to participation in work, training or education, research has shown low-income workers and workers of color tend to find access to affordable transportation, childcare and early childhood programs, and housing to be a greater barrier than higher-income and white workers. For instance, low-income families – and disproportionately, families of color – must spend on average nearly a third of their income on childcare and early childhood programs. At the same time, childcare jobs are disproportionately held by women and especially women of color, but in many cases these jobs are not high-quality, well-paid positions.[9] Such foundational barriers to economic participation must be addressed through multi-faceted approaches that (re)center new and existing public investments around equity. This will also mean addressing barriers to accessing financial services and education, investment capital, and home ownership, and eliminating biases that may exist each of these systems, such as inaccurate valuation of homes owned by people of color that may negatively impact their property tax rates.[10]

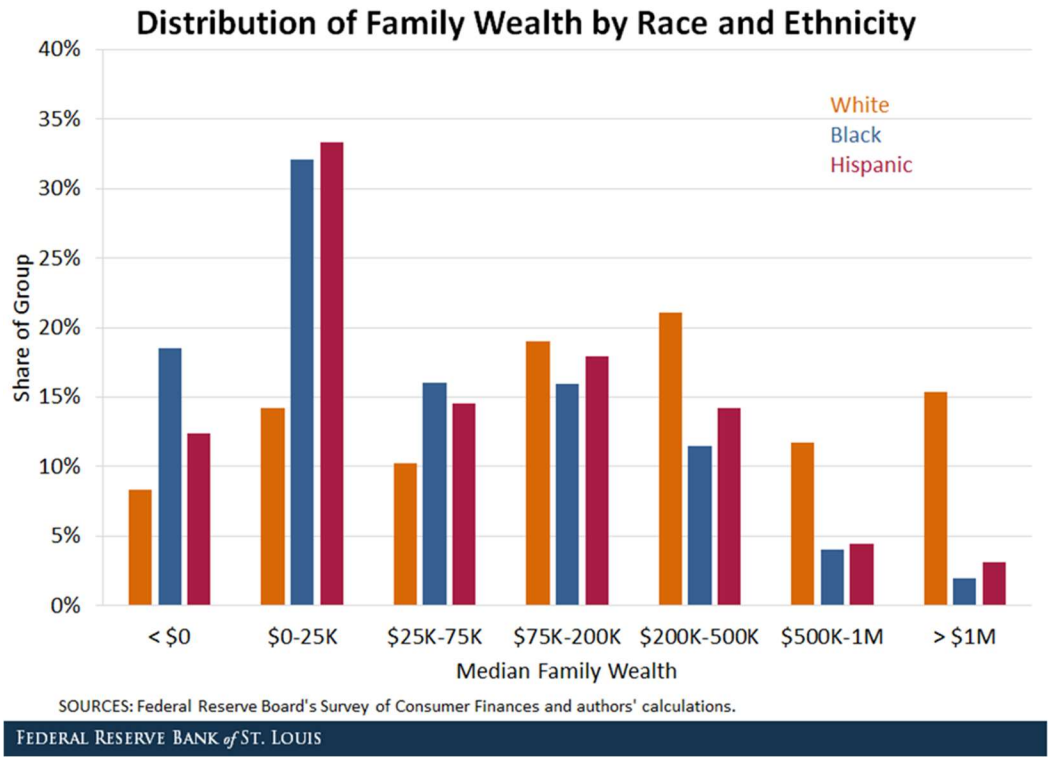

Fig. 1: Illustration from a presentation to the CREJ

[8] Ibid.
[9] Equity Starts Early: Addressing Racial Inequities in Child Care and Early Education Policy. Center for Law and Social Policy, July 2018. https://www.clasp.org/sites/default/files/publications/2018/08/Equity%20Starts%20Early%20Executive%20Summary.pdf. An Anti-Racist Approach to Supporting Child Care Through COVID-19 and Beyond, Center for Law and Social Policy, July, 2020. https://www.clasp.org/publications/report/brief/anti-racist-approach-supporting-child-care-through-covid-19-and-beyond
[10] Reassessing the Property Tax. Christopher Berry. The University of Chicago Harris School of Public Policy and the College, February, 2021. https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/6/2330/files/2019/04/Berry-Reassessing-the-Property-Tax-2_7_21.pdf; https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:95854c65-5686-44af-8638-b9adb519690a#pageNum=1

A comprehensive approach to improving racial equity in Kansas must not only address the challenges currently faced by working families but must also ensure greater equity in the educational opportunities that will set families up for future success. It is important that the state education system be committed to providing all students with equitable access to a high-quality education from early learning through to postsecondary pathways. Beginning with high-quality early childhood education opportunities, which have been shown to provide cascading, multi-generational effects for families[11], state education systems can invest in and reflect their diverse student populations. Research points to the cognitive, social, and emotional benefits realized through diversifying classrooms with students from different backgrounds, cultures, and orientations to the world.[12] This impact extends to the teachers standing in front of those classrooms, with research pointing to the positive effects of diversifying the teacher workforce as well. In one longitudinal study, Black students randomly assigned to at least one Black teacher in grades K-3 were 9 percentage points (13%) more likely to graduate from high school and 6 percentage points (19%) more likely to enroll in college than their same-school, same-race peers.[13] In addition to investing in the richness of diversity in the classroom, state leaders can examine funding structures to ensure equitable support across school districts. Longitudinal studies reveal that school finance reforms in the 1970s and 80s that resulted in increased spending for districts that served low-income students led to higher high school graduation rates, greater educational attainment, higher earnings, and lower rates of poverty in adulthood.[14]

Opportunities to open educational pathways to equitable opportunity extend beyond the K-12 setting and into postsecondary education and training. While helping students complete college is an effective strategy to promote economic mobility, students who are Black, Latinx, and Native American tend to have higher unmet financial need, higher levels of debt, and struggle financially to stay in school. Research has shown that using race-neutral strategies alone to address college affordability and access will not eliminate racial inequality.[15] Active interventions, focused on the needs of the students and families struggling to overcome financial and structural barriers to opportunity, will be needed to realize progress.

Parents and children must be healthy in order to engage in work and education, but racial disparities are also notable nationwide in health outcomes and in access to care. Racial and ethnic minority groups experience higher rates of illness and death across many conditions, including diabetes, hypertension and obesity.[16] Social and economic conditions also contribute to the racial and ethnic health inequities observed in the development of particularly chronic diseases like type 2 diabetes, in part related to the increased frequency of certain interrelated

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[11] Perry Preschool: Intergenerational Effects Academic Papers. https://heckmanequation.org/resource/perry-preschool-papers-2019/

[12] How Racially Diverse Schools and Classrooms Can Benefit All Students. Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo, February 2016. https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/?agreed=1

[13] The Long-Run Impacts of Same-Race Teachers. Seth Gershenson, Cassandra M. D. Hart, Joshua Hyman, Constance Lindsay, and Nicholas W. Papageorge NBER Working Paper No. 25254 November 2018, Revised February 2021. https://www.nber.org/system/files/working_papers/w25254/w25254.pdf

[14] C. Kirabo Jackson, Rucker Johnson, Claudia Persico. November 2014. How Money Makes a Difference: The Effects of School Finance Reforms on Outcomes for Low Income Students. Stanford Center for Opportunity Policy in Education. https://edpolicy.stanford.edu/sites/default/files/publications/how-money-makes-difference-effects-school-finance-reforms-outcomes-low-income-students.pdf

[15] Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education. The Education Trust, January 2020. https://edtrust.org/resource/hard-truths/

[16] Racism is a Serious Threat to Public Health. Centers for Disease Control and Prevention, April 2021. https://www.cdc.gov/healthequity/racism-disparities/index.html

social and economic conditions like reduced access to health insurance coverage, stable housing and employment, and healthy food in communities of color.[17]

These racial disparities are particularly stark for maternal and child health. Black, non-Hispanic women have pregnancy-related mortality rates over three times higher than those noted for white women. These disparities persist across education levels as well. Among women with a college education, Black women have a five times higher pregnancy-related mortality rate than white women. These disparities have complex causes, but they can be partly attributed to disparities in access to adequate prenatal care as Black women are much less likely to receive early and regular prenatal care compared to white women. Furthermore, infants born to Black women are over twice as likely to die as infants born to white women.[18]

Through learning sessions with a variety of stakeholders, members of each subcommittee explored issues related to social determinants of health and how to address them. These stakeholders shared a broad range of ideas on how to address racial disparities in economic, educational, and health outcomes, and the recommendations of each subcommittee are presented below.

Following these discussions, and taking this information into account, the Commission developed recommendations to address racial equity in Kansas by focusing on social determinants of health, in particular looking at factors that influence the economic, educational, and health outcomes of our citizens.

The recommendations span many topics and address items that may take place on the state/agency, legislative, and/or local level. They are arranged by topic and not by priority. The Commission hopes that the Governor, Legislature, and local governmental bodies will consider the recommendations that are applicable to them and take action.

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[17] Communities in Action: Pathways to Health Equity. National Academies Press, January 2017. https://www.ncbi.nlm.nih.gov/books/NBK425845/

[18] Racial Disparities in Maternal and Infant Health: An Overview. Samantha Artiga, Olivia Pham, Kendal Orgera, and Usha Ranji. November 2020. https://www.kff.org/report-section/racial-disparities-in-maternal-and-infant-health-an-overview-issue-brief/

RECOMMENDATIONS BY SUBJECT

EARLY CHILDHOOD AND CHILD CARE

In 2019, thousands of Kansans contributed to an assessment conducted by the Kansas Children's Cabinet and Trust Fund to understand the early childhood and child care needs in the state.[19] The resulting strategic plan informs the work happening today, and the plan noted the importance of collaboration and action on multiple fronts to meet these goals which continues. In addition, as the economy reopens and Kansans look to return to work, access to child care has emerged as a significant barrier to returning to work for many, and racial minorities tend to have less access to quality, affordable child care. This hinders their ability to engage in work or education programs and contributes to racial employment, income, and wealth gaps.

The Kansas Department of Children and Families operates a number of programs to support child care access, such as the Child Care (CC) Subsidy, and offers public resources on finding quality child care providers. The Kansas Department of Health and Environment supports continuity of operations for licensed child care facilities, including during the COVID-19 pandemic, through a network of local child care surveyors that coordinate with local public health officials to provide guidance to community child care providers and assist providers in keeping their doors open. Improving access to affordable child care will support greater participation in education, training, and employment opportunities for all Kansans and will support the economic mobility and advancement of families of color. **The following are recommendations related to early education and child care:**

Improve the Kansas Child Day Care Assistance Credit *(Ref: Governor's Council on Education, Feb 2021)*

EC.1 | LEGISLATIVE

The Child Day Care Assistance credit is an existing tax credit, administered by the Kansas Department of Revenue and intended to encourage businesses to help their employees find childcare, either by providing childcare services directly or providing assistance in locating services as needed. Kansas can improve the program and expand utilization with a few policy changes:

- **Expand the types of businesses eligible for the credit**
  Currently C-Corporations and privileged taxpayers (financial institutions) are the only filers eligible to claim the credit.
- **Eliminate the reduction of benefits that occurs after the first year when covering the cost of on-site childcare.**
  Currently 50% of costs spent towards on-site care for employees can be written off in the first year, up to $45,000 per filer. That drops to 30% and caps at $30,000 in subsequent years.

[19] https://kschildrenscabinet.org/all-in-for-kansas-kids/strategic-plan/

- **Expand the types of eligible qualifications/activities.**
  Add payments to a shared services agency at the 50% level or pay into a shared service model that provides similar benefits to employees as the two existing eligible expenses.

Incorporate the science of toxic stress and adverse childhood experiences (ACEs) into federal, state, and local policies and programs.

EC.2 | STATE/AGENCY, LEGISLATIVE, LOCAL

Trauma-informed care and healing-centered approaches can support resilience and help mitigate the effects of toxic stress and ACEs, which affect children of all social groups but disproportionately affect children of marginalized groups.

Establish a statewide public-private partnership *(Ref: Governor's Council on Education, Dec 2019).*[20]

EC.3 | STATE/AGENCY

This new organization shall be tasked with matching philanthropic and private funds to support community-informed and identified approaches designed to equitably meet the needs of Kansas children and families.

Support the continued work of the Governor's Council on Education, the Kansas Children's Cabinet, and other organizations focused on improving early childhood outcomes in Kansas.

EC.4 | STATE/AGENCY

The administration has already taken action on a number of recommendations from the Governor's Council on Education, including establishing the Kansas Children's Cabinet and Trust Fund as the Early Childhood Advisory Council in February 2020,[21] and establishing an Early Childhood Integrated Data System Agreement. Both of these steps position Kansas for success in early childhood efforts.

Implement a DC:0-5 Crosswalk

EC.5 | STATE/AGENCY

DC: 0-5 is a manual for diagnostic classification of mental health and developmental disorders for children ages 0-5. Adopting this set of classifications enhances mental health professionals' ability to accurately diagnose and treat mental health disorders in the earliest years while also capable of being cross-walked with ICD 10 codes. DC: 0-5 provides a developmentally appropriate diagnostic assessment, allows identification of medically-necessary early childhood mental health conditions, and facilitates Medicaid reimbursement for appropriate treatments. DC: 0-5 has been adopted in state Medicaid policy by at least 10 states.

Provide resources to support the use of therapeutic pre-schools that are equipped to support the healthy development of all children.

EC.6 | STATE/AGENCY, LEGISLATIVE, LOCAL

Also consider use of behavioral health consultants in early learning settings to ensure children receive age-appropriate behavioral health support rather than harsh discipline, disrupting adverse trajectories, like a preschool to prison pipeline.

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[20] https://governor.kansas.gov/governors-council-on-education-presents-policy-recommendations-to-governor-kelly/
[21] https://governor.kansas.gov/wp-content/uploads/2020/03/EO-20-02_Executed.pdf

Ensure quality initiatives in childcare systems include equity indicators in areas such as curriculum, pedagogy, inclusion, and behavior management.

EC.7 | STATE/AGENCY

Efforts to increase the overall quality of early care and education settings should include strategies that achieve equitable outcomes for children with diverse backgrounds and learning needs. This may include prioritizing evidence-based curricula that address and/or emphasize culturally responsive practice, workforce training and preparation that support implementation of equitable teaching methods, and development of inclusive early learning environments and practices that minimize inequitable behavior management practices.

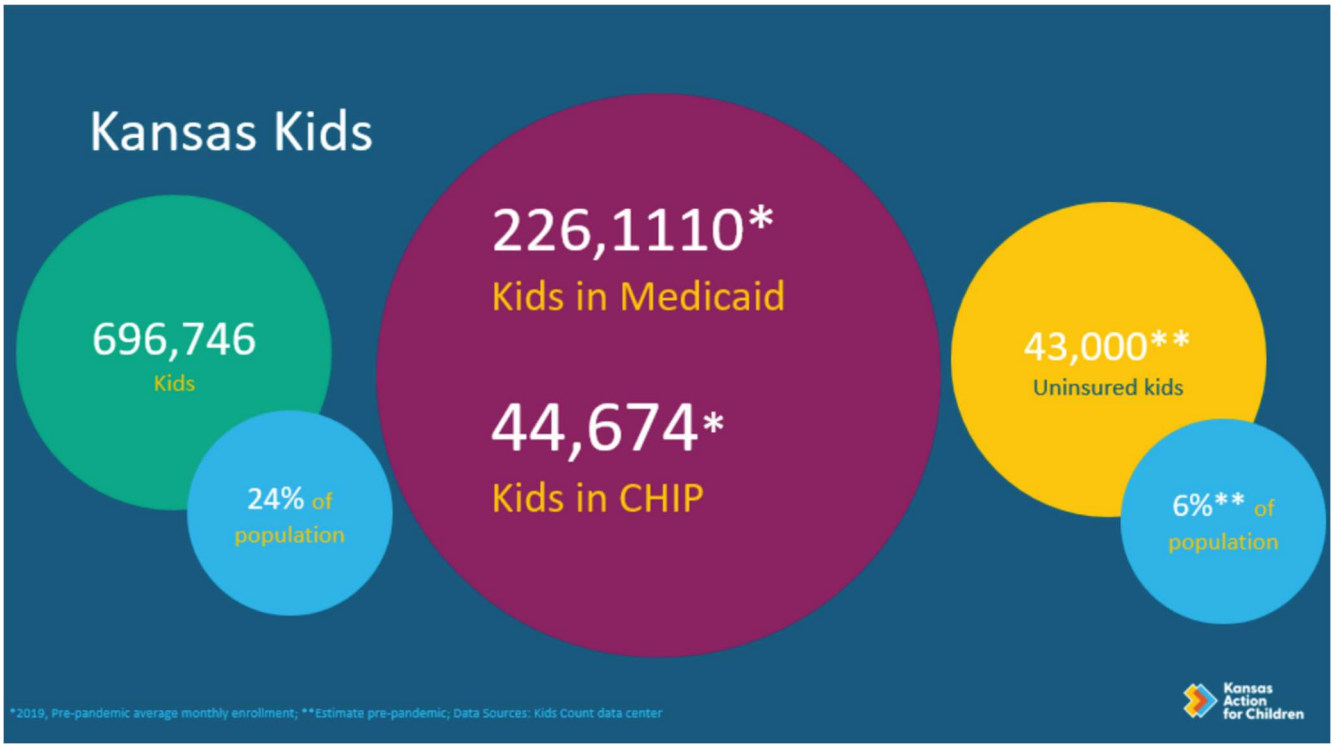

Fig. 2: Illustration from a presentation to the CREJ

MAXIMIZING FEDERAL FUNDING

Existing and anticipated federal funds administered across a range of state agencies and programs could be better coordinated and aligned to support more efficient and effective service delivery for Kansans most in need of support. The state should consider over-arching strategies and approaches to maximizing federal funds across program areas.

In particular, the American Rescue Plan Act (ARPA) and other federal recovery packages direct $350 billion to states through the State Fiscal Recovery Fund (SFRF) that can be applied to achieve a wide range of policy objectives over a three-year period. The state of Kansas is receiving $1.6 billion in ARPA funds, and Governor Kelly established the Strengthening People and Revitalizing Kansas (SPARK) Task Force to oversee the use of state dollars, while resources provided through the Local Fiscal Recovery Fund (LFRF) of ARPA will be allocated

by local governments.[22] Racial equity should be a central factor in considering how to strategically allocate these resources and a focus when implementing the initiatives and programs toward which these funds are directed. **The following are recommendations related to maximizing and targeting federal funding:**

Repeal restrictions that prevent families from accessing TANF and SNAP benefits and disproportionately impact families of color.

MFF.1 | LEGISLATIVE

The policy changes that Kansas implemented in 2015 and 2016 created barriers to accessing TANF and SNAP benefits. Data shows that families of color were heavily impacted by these changes, which directly correlated to an increase in children being placed in foster care.[23] Rolling these harmful policies back would have a number of positive effects in the state: improvements in racial equity, bringing additional federal SNAP and TANF dollars into the Kansas economy, and helping to keep families together and healthy even when facing poverty.

Focus on Social Determinants of Health and equity in the KanCare Managed Care re-procurement process.

MFF.2 | STATE/AGENCY

As the state begins the process of engaging Managed Care Organizations (MCOs) in a new state contract, the request for proposal and procurement process should include a racial equity lens, as well as a focus on leveraging Medicaid funds to support improvements in the Social Determinants of Health. Opportunities include funding for Community Health Workers, improving patient-centered care teams and delivery models, and using creative models from other states that have shown improved health outcomes.

Explore opportunities for innovation and improvements within the KanCare program.

MFF.3 | STATE/AGENCY

Kansas' Medicaid program, KanCare, is created under an 1115 waiver with the federal government. The state should review 1115 waivers from other states and identify best, promising, and emerging practices that may be a good fit for Kansas.

Improve use of care teams and alternative providers.

MFF.4 | STATE/AGENCY

Utilize state scope of practice laws and administrative policy to prioritize the use of broadened care teams and the establishment of providers like dental therapists. Also, pursue innovation models that enable implementation of demonstration projects with alternative providers without having to change scope of practice.

[22] https://governor.kansas.gov/governor-laura-kelly-announces-local-governments-to-receive-federal-coronavirus-relief/
[23] https://www.kcur.org/government/2017-12-15/ku-study-indicates-link-between-kansas-welfare-restrictions-foster-care-case-increase

Consider the perspectives of people of color and people from groups impacted by COVID-19 in the process of distributing federal relief funds.

MFF.5 | STATE/AGENCY, LOCAL

As entities look at implementing direct relief and allocating discretionary funds, they should create structures that bring people of color and communities disproportionately impacted by COVID-19 to the table where decisions are being made and consider their perspectives.

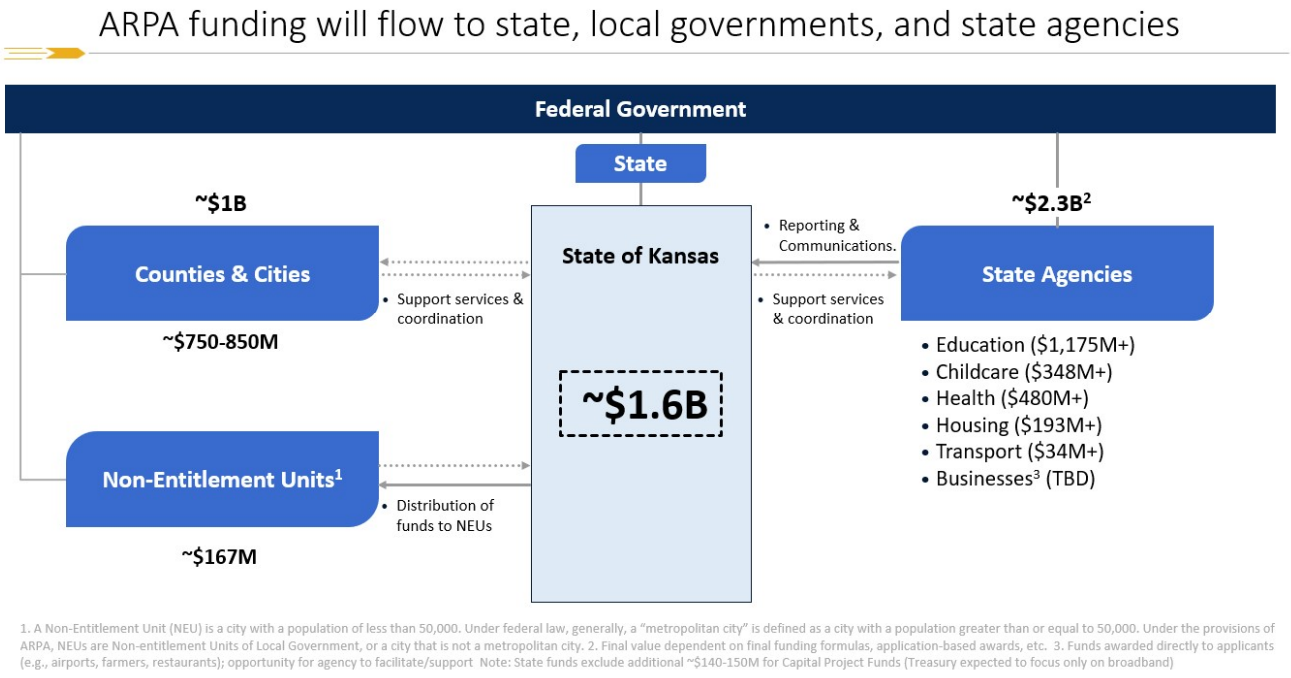

Fig. 3: Illustration from a presentation to the CREJ

Target aid to those most in need due to COVID-19 and the consequent economic crises. Additionally, leverage funds to advance policies that increase equity.

MFF.6 | STATE/AGENCY, LOCAL

The decision structures for federal relief spending should include prioritizing populations disproportionately impacted by COVID-19 and considering how funds can be used to advance priorities that Kansas has already put in place to lift up equity across the state. This should include policies that dismantle persistent racial, ethnic, gender, and economic inequities and other barriers that non-dominant groups and identities experience.

Direct federal funds using a broad interpretation of "health" that includes social determinants of health and considers health equity.

MFF.7 | STATE/AGENCY, LOCAL

Significant funds from ARPA and other federal relief packages are directed to improving health outcomes. Kansas should consider the definition of "health" to include aspects of the social determinants of health and allocate those funds accordingly. Additionally, health equity should be a primary consideration in the distribution of funds.

Ensure the lowest administrative burden possible for communities and individuals accessing funding and assistance, in particular around utility and housing assistance. Application procedures should be as simplified and accessible as possible.

MFF.8 | STATE/AGENCY, LOCAL

As government entities implement direct relief programs and discretionary spending from the federal American Rescue Plan Act and other relief packages, they should consider equity in program access. This includes offering both online and paper forms of applications; eliminating applications entirely where possible; providing navigators to help consumers access services; and providing resources to community groups who specialize in outreach and engagement to assist in connecting individuals to programs.

Explore ways that dollars may be used to provide direct assistance to workers through wage and benefit supplement programs.

MFF.9 | STATE/AGENCY, LOCAL

Essential workers have served Kansas throughout the pandemic, taking on significant personal health and safety risk. Many frontline essential workers in food service, long-term facilities, and healthcare are also among the lowest-paid and least likely to have access to health benefits. The state and local governments should explore ways to provide federal reinvestment funds directly to these essential workers, to supplement wages, benefits or both.

TAX POLICY

The Kansas Department of Revenue is the primary entity responsible for administering and monitoring tax policy and programs, with additional programs implemented through or in partnership with other agencies such as the Kansas Housing Resources Corporation. Recent national research has demonstrated how the tax burden is not evenly distributed across communities, and that often lower-income communities of color bear a disproportionately heavy tax burden due to biases in tax policy as well as in enforcement. Improving racial equity necessitates a critical examination of tax policy and tax distribution across the state. **The following are recommendations related to tax policy:**

Implement an equity assessment on tax distribution and consider how the state can collect future race and ethnicity data around tax collections and distribution.

TP.1 | STATE/AGENCY, LOCAL

The Kansas Department of Revenue and local taxing authorities should develop a plan to collect race and ethnicity data on tax collections and distribution. That data should be assessed and analyzed to determine how Kansans of different races and ethnicities are impacted by the tax structure. Analysis should include both short-term and long-term impacts of tax policy.

Eliminate the sales tax on food.

TP.2[*] | LEGISLATIVE, LOCAL

Kansas is one of only seven states in the nation that fully taxes groceries, and the Kansas state sales tax rate of 6.5% on food is the second-highest in the country. The legislature should act to completely eliminate the sales tax on food.

Create an additional tax bracket for high income earners in the state to ensure a more equitable tax structure.

TP.3 | LEGISLATIVE

Kansas currently has three tax brackets for state income taxes with all families filing jointly who make over $60,000 a year paying the same rate. By creating a fourth bracket for families filing jointly with incomes over 100,000 a year the state could more equitably distribute the tax burden.

Consider how funding mechanisms shape use of services.

TP.4 | STATE/AGENCY, LEGISLATIVE, LOCAL

The shift at the state and local level to utilizing fines and fees to fund services may disproportionately affect people of color and create a structure where access to services or avoidance of punishment is contingent on access to capital. State and local governments should look for alternative penalties and funding streams that are more appropriate and equitable.

Allow Kansas taxpayers using an ITIN (Individual Taxpayer Identification Number) to claim earned income tax credit at the state level.

TP.5 | LEGISLATIVE

While taxpayers without a social security number cannot access the earned income tax credit at the federal level, multiple states allow ITIN filers to access EITC at the state level. Broadening access to the Earned Income Tax Credit (EITC) at the state level to ITIN holders would ensure more access to this resource for marginalized communities in our state.

Expand the Homestead Property Tax Credit to include renters.

TP.6 | LEGISLATIVE

The Kansas Homestead Refund program provides a rebate for property taxes paid by Kansas homeowners with a total household income of $36,300 or less. Because renters also bear the burden of property taxes, which they pay to their landlords in the form of rent payments, the program should be expanded to allow renters to receive the rebate.

TEACHER DIVERSITY

Research points to the cognitive, social, and emotional benefits realized through diversifying classrooms with students from different backgrounds, cultures, and orientations to the world.[24] This impact extends to the teachers standing in front of those classrooms, with research pointing to the positive effects of diversifying the teacher workforce as well. In one longitudinal

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* This represents an updated version of a similar recommendation in the July report.

[24] How Racially Diverse Schools and Classrooms Can Benefit All Students. Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo, February 2016. https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/?agreed=1; Learning Policy Institute, Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color.

study, Black students randomly assigned to at least one Black teacher in grades K-3 were 9 percentage points (13%) more likely to graduate from high school and 6 percentage points (19%) more likely to enroll in college than their same-school, same-race peers.[25] As such, many states, districts, and teacher preparation programs have invested in strategies for recruiting and retaining a diverse educator workforce.[26] **The following are recommendations related to teacher diversity:**

Encourage expansion of the Grow Your Own (GYO) programs across the state, including incentives for GYO graduates who take positions at "hard-to-staff" schools.

TD.1 | STATE/AGENCY, LEGISLATIVE

States can create targeted, teacher recruitment programs that seek to attract high-achieving minority students to the teaching field. One model is the statewide program established in Illinois.[27] The creation of a statewide program allows a state to combine human capital reform goals with a targeted effort to recruit minority teachers. As states move to create new ways of assessing teacher effectiveness, state-sponsored programs can lead the way in recruiting minority teachers who will succeed under new evaluation systems. State-led programs can also be models for teacher preparation, training, and professional development.

Provide flexibility to student teaching programs for non-traditional students who must work and student teach.

TD.2 | LEGISLATIVE, LOCAL

Student teaching requires that candidates spend full days in schools for several months. This model was developed many years ago when most college students were "traditional." Many of today's students, including GYO candidates, are non-traditional. They attend college part-time because they are adult heads of households, have one or more jobs, and often have to care for children of their own. Remedies could include different models for student teaching experiences, with more flexibility in scheduling and credit acquisition. The state should create grant programs that districts can access to assist these individuals, and the state and districts should allow student teachers to receive work-study support.

Ensure policies can be adapted for education students who have outside jobs, families, and/or limited financial resources.

TD.3 | STATE/AGENCY, LOCAL

State and district policy should allow institutions of higher education to offer a diversity of programs for teacher preparation, offer low-cost options for teacher preparation and certification, and support statewide programs to recruit and prepare minority teachers. Training institutions should provide individualized supports for education students and adjust to their needs.

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[25] The Long-Run Impacts of Same-Race Teachers. Seth Gershenson, Cassandra M. D. Hart, Joshua Hyman, Constance Lindsay, and Nicholas W. Papageorge NBER Working Paper No. 25254 November 2018, Revised February 2021. https://www.nber.org/system/files/working_papers/w25254/w25254.pdf

[26] Governor Cooper's North Carolina Developing a Representative & Inclusive Vision for Education (DRIVE) Task Force; Washington State "Grow Your Own" Resources; Grow Your Own Illinois; Task Force on Diversifying Virginia's Educator Pipeline; South Carolina's The Center for Recruitment, Retention, and Advancement (CERRA) Pro-Team, Teacher Cadets, and Teaching Fellows Programs; Pathways2Teaching: A Grow Your Own Teacher Program.

[27] https://www.ibhe.org/assets/files/gyostatute.pdf

Provide supports to districts with high-needs schools.

TD.4 | STATE/AGENCY, LEGISLATIVE, LOCAL

The state and local school boards should explore ways to assist school districts with a high number of at-risk student populations as measured by economics, race, and ethnicity by equitably distributing resources to zip codes serving a higher at-risk population, providing mentors and instructional coaches or cohort groups to new teachers, reducing class sizes, and by providing social emotional staffing support for districts with high at-risk populations.

Incentivize second-language fluency for teachers and other staff in educational institutions.

TD.5 | LOCAL

To support students who are English language learners and encourage diversity in the educational workforce, districts should provide additional pay or other incentives for individuals who use languages other than English that are common in the school district.

Increase and fund pathways for individuals employed in school districts.

TD.6 | STATE/AGENCY, LEGISLATIVE, LOCAL

For example, provide opportunities for paraeducators to become licensed as teachers, or provide STEM training opportunities for educators in other fields.

CREJ members joined Governor Kelly for the signing of the 2021 Juneteenth proclamation

Collaborate with local educational associations or other groups who can help provide equity training and assist with recruitment efforts.

TD.7 | LOCAL

Districts should utilize resources available to them from local, state, and national groups around equity training, recruitment, and other topics.

Provide incentives and structures to engage teachers as mentors and encourage mentorship by teachers who come from underrepresented groups.

TD.8 | LOCAL

Mentoring relationships are a proven method to help new teachers succeed in their roles. In particular, teachers from underrepresented groups can benefit from a seasoned mentor to help them learn the ropes. Districts and schools should invest in programs that engage this type of mentorship.

Develop programs that incentivize the hiring of individuals who live and work in the neighborhoods where they teach.

TD.9 | LOCAL

Educators who are tied to the neighborhoods that their students come from have opportunities to build relationships and more fully understand their communities. Districts should incentivize teachers and staff to live in the district.

Districts should create policies that support and protect diversity among students, teachers, and staff.

TD.10 | STATE/AGENCY, LEGISLATIVE, LOCAL

Clear policies addressing diversity, equity, and inclusion contribute to an environment that provides the best educational experience for everyone.

POST-SECONDARY EDUCATION

The State of Kansas has a unique opportunity to align and leverage agency planning focused on racial equity in career pathway and postsecondary priorities. In 2020, the Kansas Board of Regents (BOR) launched a new strategic plan entitled Building a Future.[28] This plan prioritizes examination of access and enrollment equity gaps and has set metrics to assess progress in addressing these issues. The Kansas Children's Cabinet and Trust Fund (Children's Cabinet) also positioned equity as an organizing principle in the All in for Kansas Kids Strategic Plan.[29] This plan takes an integrated approach to education access by addressing strategies across the education and support continuum to maximize equitable participation and success in career pathway programs. With intentional alignment, state system approaches can be enhanced to further address embedded inequities, build in more inclusive strategies, and transparently measure state progress on these goals. **The following are recommendations related to post-secondary education:**

[28] https://www.kansasregents.org/resources/Building_a_Future.pdf
[29] https://kschildrenscabinet.org/

Design loan forgiveness and other student debt policy solutions to benefit students of color and help close racial wealth gaps.

PSE.1 | STATE/AGENCY

Access to post-secondary education is a determining factor in a student's future success. The state should work to ensure that funding sources are available to students from low-income backgrounds or who are first-generation college students.

Support scholarships for tuition assistance through programs such as the Kansas Promise Scholarship Act.

PSE.2 | LEGISLATIVE

The state should continue to support and expand on policies such as the Kansas Promise Scholarship Act, which provides scholarships for students attending eligible post-secondary institutions in Kansas for any two-year associate degree program, career and technical education certificate, or stand-alone program otherwise identified by the Kansas Board of Regents.

Provide resources to post-secondary institutions so that they are less reliant on student tuition, and to close enrollment and graduation gaps.

PSE.3 | LEGISLATIVE

Without appropriate funding, institutions may increase tuition and fees to cover their costs, which in turn disproportionately impacts low-income students. Include enhanced need-based student financial aid and support for student success services.

Connect career and technical educational systems with workforce needs and develop public-private partnerships to provide learning opportunities to students.

PSE.4 | STATE/AGENCY, LOCAL

The state should invest in infrastructure that supports education for high-demand occupations. Schools and businesses can partner to provide on-the-job training opportunities in critical skills.

Ensure we have accessible transfer pathways from two-year to four-year post-secondary educational institutions within the state.

PSE.5 | STATE/AGENCY, LOCAL

This includes updating KBOR policy manual Chapter 111.A.9 Degrees B. 2a-d to treat transfer credits from two year and four institutions equally, while maintaining upper level and residency requirements for bachelor's degrees. Students attending two-year schools are more racially and ethnically diverse than students at four-year colleges and universities. When we accept more transfer credits from four-year institutions and do not accept the same courses from two year institutions, we end up institutionalizing a disadvantage for students who are more likely to be students of color. A recent Government Accountability Office Report found that transfer students lose roughly 40% of their credits when moving between institutions.[30] This comes at a significant financial cost for students, extends their time to degree, and discourages their completion process. Regent schools are all looking to improve retention and graduation rates. This proposal is a student-centered approach to higher education that ensures KBOR institutions create and

[30] https://www.insidehighered.com/news/2017/09/14/reports-highlight-woes-faced-one-third-all-college-students-who-transfer

maintain transfer pathways between community colleges and four-year institutions while maintaining the rigor of our four-year degrees. The board should implement this policy universally at all four-year post-secondary educational institutions.

Create an improved Free Application for Federal Student Aid (FAFSA) completion process for students and to ensure a smoother process for students from a two-year college to increase access to baccalaureate programs.

PSE.6 | STATE/AGENCY, LEGISLATIVE

Students must submit a FAFSA in order to qualify for federal student aid for postsecondary education. An improved process for FAFSA completion will benefit students, particularly first-generation college students and others who may not be familiar with the process. The state should support the KBOR efforts in this area.

Encourage initiatives aimed at providing more access to college for incarcerated individuals.

PSE.7 | STATE/AGENCY, LEGISLATIVE

Programs like Second Chance Pell and others bring postsecondary education opportunities into state correctional facilities. The Kansas Department of Corrections should continue to pursue programs that allow individuals who are incarcerated to access higher education, including job skills training that increase their chance for success upon release.

CREJ members discuss report recommendations

SCHOOL RESOURCE OFFICERS

The presence of school resource officers (SROs) or law enforcement officers in schools varies among schools and communities, with approximately 68 percent of high school students across the U.S. experiencing the presence of a school resource officer.[31] Education, public safety, and human services officials may consider the impact of police presence in schools on the racial disparities in school discipline and referrals to the justice system. The Commission on Racial Equity and Justice made several recommendations related to SROs in its first report in December 2020.[32] **The following are additional recommendations related to school resource officers:**

If law enforcement is utilized in school districts for any purpose, districts should create sustainable partnerships and formalize Memoranda of Understanding (MOUs) between school districts, law enforcement agencies, and stakeholders.

SRO.1 | LOCAL

A formal agreement between the school district and law enforcement agencies, developed in conversation with other stakeholders, can help ensure clarity between various parties on the intention of the engagement and the guidelines of law enforcement involvement in the educational institution.

If law enforcement is used in schools, institutions should provide training to SROs, including but not limited to restorative justice, anti-racism, implicit bias training, and school-based strategies to support social and emotional health and de-escalation.

SRO.2 | LOCAL

Districts should be involved in the recruitment and hiring of effective SROs and school personnel that are trained in educational practices that support students. All school personnel should be educated on the role of SROs in districts that choose to utilize them so that they can be properly engaged.

If law enforcement is used in schools, implement policies that restrict SROs from addressing student discipline or enforcing school rules.

SRO.3 | LOCAL

If SROs are utilized in a school or school district, their role should be mentorship of students and enforcement of laws. SROs should not enforce rules or be used to discipline students.

SCHOOL MASCOTS

The time is right for the state of Kansas to take intentional steps to remove the use of Native American mascots and related imagery in public education settings. The work has already begun, with Wichita school board members voting in February 2021 to get remove the controversial Redskins mascot at North High School.[33] Four schools in the Shawnee Mission School District will select new mascots after the district's board of education voted unanimously

[31] https://www.urban.org/urban-wire/prevalence-police-officers-us-schools.
[32] https://governor.kansas.gov/wp-content/uploads/2020/12/CREJ-Report-December-1-2020_FINAL-1.pdf
[33] https://www.kmuw.org/post/wichita-public-schools-drops-redskins-name-north-high

in favor of a policy that bans derogatory or offensive mascots.[34] Additional steps can be taken at the state level to accelerate and encourage these district-level actions. **The following are recommendations related to school mascots:**

Review and eliminate the use of Native American mascots, imagery, and names by educational institutions and sports teams, unless used by a tribal school or educational institution.

SM.1 | LEGISLATIVE, LOCAL

This action can be taken at the local or state level. Nevada passed a law in 2021 that could be used as a model for a state legislative action.[35]

If imagery remains (for example, is a permanent part of an architectural structure), educational resources should be included and conversations with the community and appropriate tribal and Native American organizations should be held to ensure imagery is appropriately contextualized.

Institutions and entities should collaborate with the Kansas Office of Native American Affairs (KONAA) and the Kansas Association for Native American Education (KANAE) to identify resources and to educate and assist in assessing their Native American representations.

SM.2 | LOCAL

KONAA can assist in coordinating conversations with Kansas tribes and other stakeholders in the state. KANAE at Kansas State University can help connect entities with additional perspectives and knowledges of tribal nations.

Schools should recognize and respect Tribal sovereignty and acknowledge and build partnerships with federally recognized tribes in their school district.

SM.3 | LOCAL

The Commission recognizes and respects local control by elected boards of education and encourages active involvement of local communities, students, and citizens around the topic of Native American mascots with information provided regarding the harmful effects of Native American mascots.

School districts should re-examine their anti-bullying and anti-discrimination policies and should include culturally-relevant instructional resources are inclusive of all groups and present culturally, historically, linguistically, and socially accurate information and representations. All resources should be historically accurate and free of glorifying oppressive constructs, beliefs, and ideas.

SM.4 | LOCAL

These efforts should include Native American history and educational opportunities, as well as supports for Native American students within the district's state educational plan under the Every Student Succeeds Act (ESSA).

[34] https://www.kcur.org/news/2021-01-26/four-shawnee-mission-schools-will-have-new-mascots-after-years-of-using-native-american-imagery
[35] https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7369/Overview

MATERNAL AND CHILD HEALTH

Improving the health and well-being of mothers, infants and children is critically important, especially as it significantly influences the health and welfare of the next generation. Maternal and child health is an early indicator of future public health challenges for families, communities, and the health system.[36] Unfortunately, significant racial disparities exist in maternal and child health. A recent Kaiser Family Foundation brief highlighted:[37]

- Black and American Indian and Alaska Native (AIAN) women have higher rates of pregnancy-related death compared to white women.
- Black, American Indian, and Alaska Native (AIAN), and Native Hawaiian and Other Pacific Islander (NHOPI) women are more likely compared to white women to have births with risk factors that increase likelihood of infant mortality and can have long-term negative consequences for children's health.
- Reflecting increased birth risks, infants born to Black, AIAN, and NHOPI women have markedly higher mortality rates than those born to white women.

These disparities, in part, reflect increased barriers to health care among people of color. The recommendations in this report aim to improve access to health care for people of color in Kansas and we expect the future report to highlight policy recommendations that focus on early learning and social emotional development during the critical prenatal to three-year time frame. **The following are recommendations related to maternal and child health:**

Expand Medicaid. ***(See recommendation AH.1 under Access to Healthcare)***

MCH.1 | LEGISLATIVE

Offer comprehensive maternal benefits through Medicaid.

MCH.2 | STATE/AGENCY, LEGISLATIVE

Many states have effectively leveraged federal Medicaid funds to provide broader services to mothers and children, including offering home visits, funding for clinical training on health equity and implicit bias, developing broader networks of maternity care providers in rural areas, and research on the potential benefits of Medicaid coverage for doula care. Kansas should adopt such programs that have been proven to improve health outcomes.

[36] https://www.healthypeople.gov/2020/topics-objectives/topic/maternal-infant-and-child-health
[37] https://www.kff.org/racial-equity-and-health-policy/issue-brief/racial-disparities-maternal-infant-health-overview/

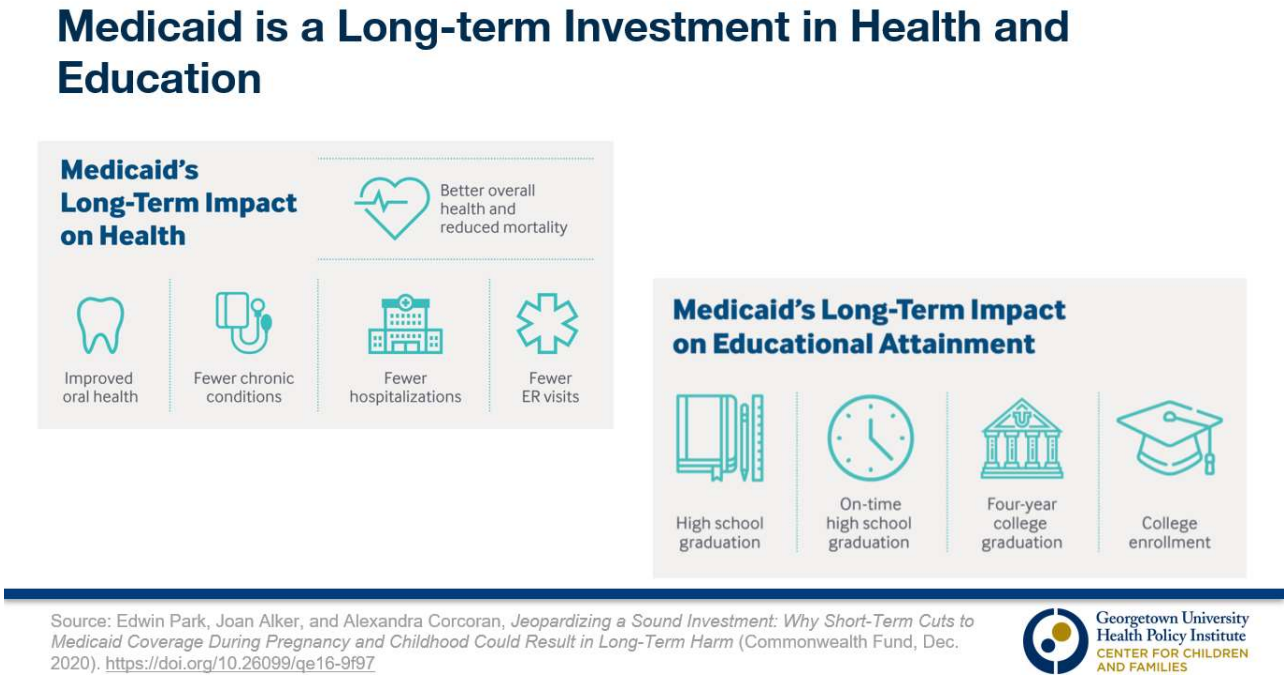


Fig. 4: Illustration from a presentation to the CREJ

Extend Medicaid coverage for mothers to 12 months postpartum.

MCH.3 | STATE/AGENCY, LEGISLATIVE

On average, each year over 9,000 mothers in Kansas are dropped from Medicaid enrollment/coverage 60 days after the end of pregnancy. Ensuring Medicaid coverage for a continuous 12 months postpartum (extending an additional 10 months) can significantly improve health outcomes for mothers, children, and families across the state.

Publicly report measures of child health by race and ethnicity and service location (region, plan, provider), starting with the developmental screening measure for children ages 0–3.

MCH.4 | STATE/AGENCY

Medicaid and CHIP require states to collect a range of children's quality measures encompassing both physical and mental health. Requiring KDHE to collect and report child core set measures de-segregated by race/ethnicity and service location for children ages 0-3 would provide data needed to track progress in the state's effort to address disparities.

Develop payment policy to support the health of the child/caregiver relationship, utilizing a model of "two-generation" care.

MCH.5 | STATE/AGENCY

KDHE should adopt programs and payment policies that prioritize infant-early childhood mental health by paying for evidence-based dyadic care or family therapy and parenting programs. Additionally, KDHE should explore team-based primary care, high-performing medical homes, and comprehensive home visiting as strategies to support "two-generation" care.

Utilize quality programs as part of Managed Care Organization (MCO) contracts to improve quality of care.

MCH.6 | STATE/AGENCY

Require and/or provide incentives to Medicaid managed care plans to focus on areas important to maternal and child health, such as behavioral health screenings and interventions, developmental screenings, prenatal care, or well-child visits.

Train partners to utilize a birth equity framework.

MCH.7 | STATE/AGENCY, LOCAL

State and local health departments and health providers across the state should utilize the birth equity framework to educate providers, parents and community members on how to create and assure conditions of optimal births for all people. The framework aims to address racial and social inequities in a sustained way.

Establish First 1,000 day "health homes" for new mothers and children ages 0-3.

MCH.8 | STATE/AGENCY

Kansas should establish health homes for the first 1,000 days of a child's life[38] and utilize comprehensive care coordination services to better connect new mothers and children to needed physical and behavioral health care. KDHE should explore how to leverage the pediatric visit to pay for care coordination services as well as utilize community-based providers, like Community Health Workers, to provide care and critical wrap-around services to ensure mothers and children's physical, behavioral, social, and emotional needs are met during the child's first 1,000 days.

Develop payment policies to reimburse community-based providers such as community health workers, home visitors, doulas, and lactation consultants.

MCH.9 | STATE/AGENCY

Kansas Department of Health and Environment's Division of Health Care Finance, also known as the state Medicaid agency, has authority to recognize and reimburse credentialed members of the health care team such as community health workers, home visitors, doulas, and lactation consultants. To improve access to culturally competent, quality, community-based care, the commission recommends that KDHE pursue state plan amendments, payment policies, and MCO contract language that recognizes and reimburses health care teams for the maternal and child health services provided by these community-based providers. KDHE should also explore how innovative payment models and programs such as health homes and targeted case management could be used to improve health for new mothers and infants.

Improve health of children by reducing the number of uninsured children through enabling continuous coverage for children ages 0-5.

MCH.10 | LEGISLATIVE

Kansas is one of the states with a growing number of uninsured children. In 2019, there were 9,000 fewer Kansas children who had health coverage than in 2016. Black, Indigenous, and children of color are nearly twice as likely to be uninsured than white children (7.8% vs 4.2%) in

[38] https://health.ny.gov/health_care/medicaid/redesign/first_1000.htm

Kansas. Kansas can reduce the number of children who churn off Medicaid due to red tape/ administrative reasons by implementing a policy that ensures all Kansas children have continuous coverage for ages 0-5. Increased access to coverage will result in more consistent access to pediatrician-recommended well-child visits. Such regular check-ups, as recommended by the American Academy of Pediatrics, are more frequent during early years of development to ensure delays or health problems are addressed as early as possible. This can help to put a child on the path for success in kindergarten and well beyond into adulthood.

Raise income level for the Children's Health Insurance Program (CHIP) and pregnant women to 240% of the Federal Poverty Level (FPL).

MCH.11 | LEGISLATIVE

Ensuring pregnant mothers have access to prenatal care is critical to improving health and outcomes for both mothers and infants. Expanding eligibility for coverage to 240% FPL will provide access to health coverage for more Kansas mothers. Raising eligibility to 240% FPL for CHIP and pregnant women would align income eligibility for pregnant women and children in the state.

Support telehealth policies to improve maternal and child health outcomes and maintain access to telehealth services post-COVID 19.

MCH.12 | STATE/AGENCY, LEGISLATIVE

Ensuring that all Kansas mothers have access to telehealth services established during the public health emergency will require legislative action to establish payment parity, ensure mothers can access services from home or other setting of choice and their provider has flexibility of where their providing the service (originating and distance site issues), can use audio devices and personal devices to access telehealth services. The state should ensure telehealth covers services for new mothers and children ages 0-5. Such services should be available in Spanish and other languages statewide.

Partner with state groups to offer best practices and education for mothers and families during and after pregnancy.

MCH.13 | STATE/AGENCY, LOCAL

KDHE should partner with local health departments and school districts to support the use of evidence-based prenatal, postpartum, and parenting programs as a strategy to improve health outcomes and reduce disparities.

VACCINE EQUITY

As of May 2021, about 241 per 1,000 Black Kansans and 120 per 1,000 Native American Kansans had been vaccinated, compared to approximately 338 per every 1,000 white people.[39] To address these disparities in vaccination rates, Governor Kelly has convened the COVID-19 Vaccine Equity Task Force, a group consisting of leaders across diverse organizations, including academics, community organizers, physicians, nurses and faith leaders, as well as

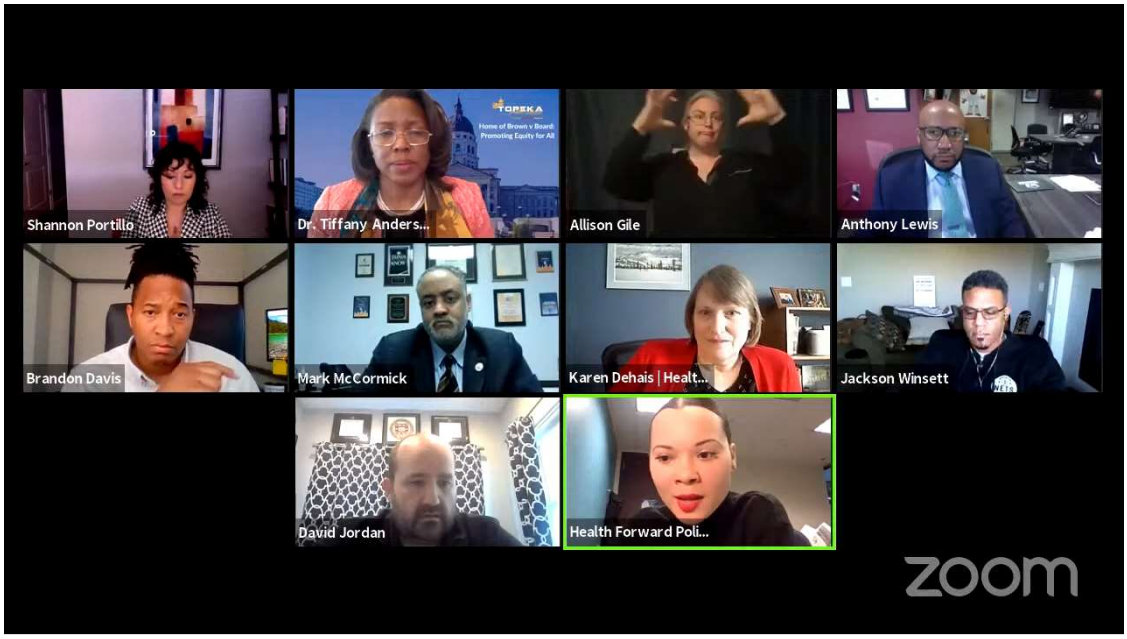
[39] https://kansasreflector.com/2021/05/29/equity-task-force-looks-to-continue-push-as-covid-19-vaccination-racial-disparity-improves-in-kansas/

representatives from state government.[40] Barriers to vaccine equity include reduced access to transportation in communities of color, language barriers and gaps in culturally competent messaging about the vaccine. **The following are recommendations related to vaccine equity:**

Provide COVID-19 vaccines and treatment to uninsured individuals in exchange for 100 percent federal matching rate for these services.

VE.1 | STATE/AGENCY

The American Rescue Plan (ARP) requires coverage of COVID-19 vaccines and treatment without cost sharing for Medicaid and CHIP beneficiaries throughout the public health emergency and for one full year after the emergency has ended. States can also choose to provide COVID-19 vaccines and treatment to uninsured individuals, in exchange for 100 percent federal matching rate for these services. Kansas should take advantage of this option to ensure all Kansas can access vaccinations and treatments.



The CREJ hears a presentation on Social Determinants of Health from the Health Forward Foundation

Provide grants to trusted partners and community-based organizations that could both educate people about the importance of data collection and collect data at vaccination sites.

VE.2 | STATE/AGENCY, LOCAL

Collecting and reporting disaggregated data is the only way we will know if vaccine distribution is equitable and we know who is getting vaccinated. However, data collection can create barriers for individuals who fear misuse of that data. Kansas should work with community partners to ensure that data collection is implemented in a way that does not create unintended barriers.

Beyond collecting and reporting data, Kansas should also:

- **Provide grants to trusted partners and community-based organizations** that could both educate people about the importance of data collection and collect data at vaccination sites.

[40] https://governor.kansas.gov/governor-laura-kelly-launches-first-covid-19-vaccine-equity-taskforce-meeting/

- **Ensure clarity about how people's personal data will be used**, both in vaccine communications and at the vaccination site. Individuals who refuse to provide personal data should not be turned away.
- **Collect racial, ethnic, and other demographic data**, including on people incarcerated broken out by federal, state, and local levels, as well as by gender and race. Data should be publicly available and updated every weekday, with appropriate privacy safeguards in place.

Utilize culturally competent messaging about vaccine efficacy and availability. Make sure materials and communications are available in a variety of languages.

VE.3 | STATE/AGENCY, LOCAL

Communication from state and local governments about vaccines and vaccine availability should be clear, timely and culturally competent. In relation to the COVID-19 vaccine, messages should also highlight that the vaccines are safe, effective, and free, and that individuals who refuse to share personal data will not be turned away from getting a vaccine. Use a variety of media, including social media, ethnic media, traditional media, and mainstream media. States can also employ phone banking, door-to-door canvassing, and texting campaigns.

Permit Medicaid enrollees to use the Medicaid Non-Emergency Medical Transportation (NEMT) benefit to access transportation to get vaccinated. Work to ensure this benefit is easily accessible.

VE.4 | STATE/AGENCY

KDHE should permit Medicaid enrollees to use the Medicaid Non-Emergency Medical Transportation (NEMT) benefit to access transportation to get vaccinated. States can also make accessing this benefit easier for Medicaid enrollees.

Develop a strategy for reaching people who are confined, using existing home visiting infrastructure, such as medical house calls, visiting nurses, or even programs like Meals on Wheels, can help reach this population.

VE.5 | STATE/AGENCY, LOCAL

Kansas should utilize community-based providers like community health workers, home-visitors, and other home-based services and programs to assist people who are confined in accessing vaccinations and care. For instance, community health workers could help make appointments, provide transportation and coordinate care. The state should explore leveraging ARPA funding, grant funding and other Medicaid reimbursement for these services. Similarly, set up mobile vaccine clinics in neighborhoods/census tracts with high populations of communities of color and others most impacted by the COVID-19 virus.

Identify strategies to distribute vaccines to the most impacted communities.

VE.6 | STATE/AGENCY

The state should develop innovative distribution models to distribute vaccines to the most impacted communities. Communities of color have been disproportionately impacted by the pandemic and utilizing local clinics and mobile clinics as well as culturally competent providers, like community health workers, to reach these communities should be a priority.

Employ phone banking, canvassing and municipal emergency alert systems or reverse 911 infrastructure to notify people of vaccine availability.

VE.7 | LOCAL

To ensure municipalities are reaching everyone in their communities they should employ a multi-channel direct communications and outreach strategy to reach residents. Municipalities should leverage their reverse 911 infrastructure or emergency alert systems in this effort.

Set up partnerships with Community-Based Organizations (CBOs) and schools that reach targeted populations to conduct neighborhood-based vaccination clinics.

VE.8 | LOCAL

School-based clinics, community organizations, safety-net clinics and community groups have strong community connections. Local health departments should work in partnership with trusted community organizations as well as provide funding to these groups to assist with vaccine education and distribution.

UNIVERSAL EQUITY POLICIES

Policies that encourage universal equity in all ways are essential to promote dialogue and improved access to benefits and services among a wide range of stakeholders. Considering the need for universal equity when developing and reviewing policies and programs creates opportunities to build culturally inclusive perspectives within existing practices as well as new efforts. Harnessing these opportunities to incorporate equity considerations into existing policies, data utilization, and planning are a central component of ensuring universal equity. **The following are recommendations related to universal equity policies:**

Encourage government policies and enact legislation that requires bias and equity analysis of policy decisions and legislation at all levels.

UE.1 | STATE/AGENCY, LEGISLATIVE, LOCAL

Similar to the process of reviewing fiscal notes that inform policymakers about the financial impact of proposed legislation, or requesting economic impact statements on relevant bills, the legislature should adopt a procedure for developing and considering equity analysis and impacts of any policy change.

Encourage government entities to incorporate land acknowledgements in their facility planning efforts.

UE.2 | STATE/AGENCY, LEGISLATIVE, LOCAL

A Land Acknowledgment is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.[41]

[41] https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html

Provide language interpretation and translation services so that Kansans have access to their government.

UE.3 | STATE/AGENCY, LEGISLATIVE, LOCAL

All government entities in the state should take steps ensure that meetings, offices, and services are available to all of their constituents, regardless of their English language proficiency. This should include translation of documents as well as live interpretation for meetings or conversations, including American Sign Language (ASL).

See recommendation AH.3 for specific recommendations for the healthcare field.

HOUSING AND HOMELESSNESS

Many state housing programs for lower-income households, including emergency rental assistance, eviction prevention, homeless services, and first-time homebuyer programs, are administered by the Kansas Housing Resources Corporation.[42] Governor Kelly has also commissioned a housing study to assess the state of housing policy and programs in Kansas and areas for improvement. Stable access to safe and affordable housing is foundational to a person's ability to live with dignity, engage in the labor market and achieve economic mobility. As such, it is crucial that racial equity be at the center of housing program development and service provision. **The following are recommendations related to housing and homelessness:**

Explore community land trusts as a path to making homeownership more accessible.

HH.1 | STATE/AGENCY, LOCAL

Community land trusts (CLT) are not-for-profit entities, organized and run by community members, that hold land in a trust for the benefit of the community. Under a CLT model, land may be used for community gardens, affordable housing projects, parks and green spaces, or other initiatives. Through cooperative agreements, CLTs make homeownership achievable for individuals who may not be able to purchase a home through more standard means.

Develop stipend or loan programs for code enforcement and small replacements.

HH.2 | LOCAL

To avoid situations where homeowners may be evicted for minor code violations, local governments should develop programs to provide loans or stipends that can help resolve the issues. Programs should be accessible and include protections against foreclosure.

[42] https://kshousingcorp.org/

Explore options to assist homeowners in paying for utilities and property taxes.

HH.3 | STATE/AGENCY, LEGISLATIVE, LOCAL

Property taxes and utility payments can fluctuate and create significant burdens for homeowners. Assistance programs can help bridge the gap for homeowners experiencing temporary need.

Explore options to provide access to counsel for individuals involved in eviction cases.

HH.4 | STATE/AGENCY, LEGISLATIVE, LOCAL

Low-income homeowners and renters often find themselves disadvantaged in eviction and foreclosure proceedings due to a lack of familiarity with the legal system and housing law. Access to legal counsel ensures that no individual is evicted or foreclosed on simply because they weren't aware of options available to them. The state should consider options to provide access to council, up to and including a presumptive right to counsel in housing cases.

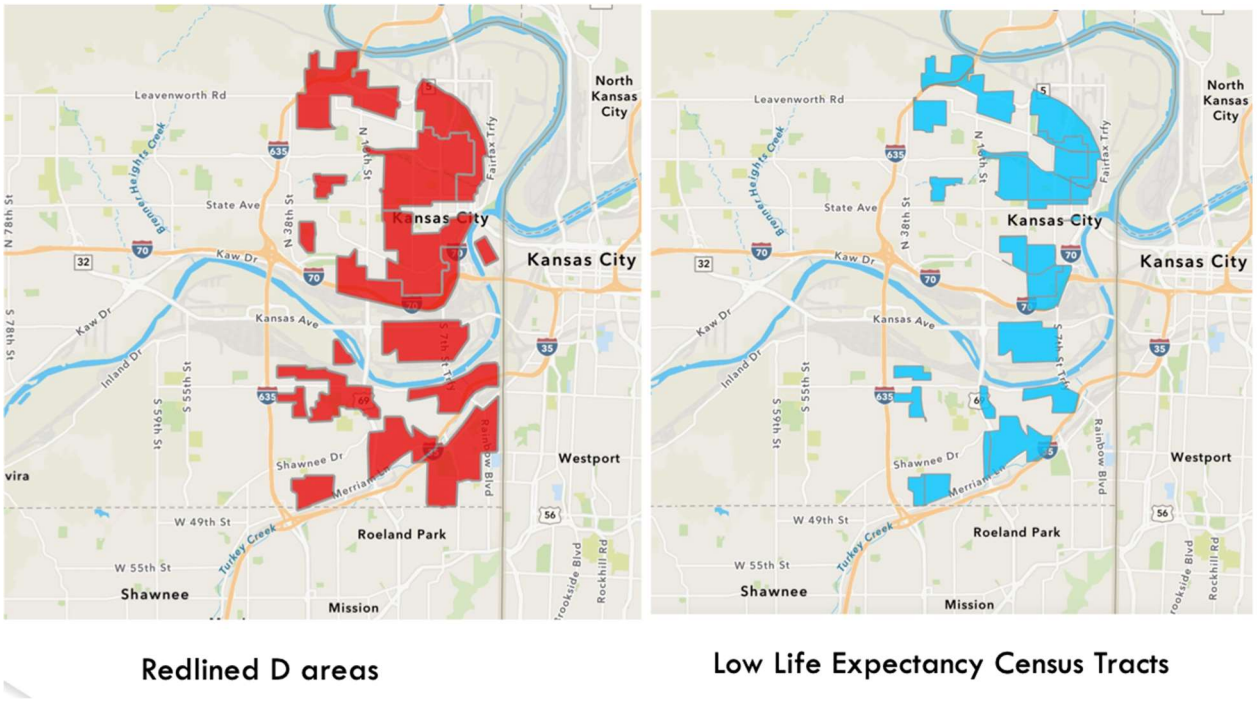


Fig. 5: Illustration from a presentation to the CREJ

Update discrimination statutes to include protection against income discrimination.

HH.5 | LEGISLATIVE, LOCAL

Kansas landlords can legally discriminate against individuals based on their source of income, primarily by refusing to rent to individuals who use non-wage income like Social Security or Section 8 Housing Vouchers to pay for their housing. In reality, discrimination against lawful sources of income can be a proxy for racial discrimination.

Address the appraisal process to allow a more cohesive understanding of a buyer's position in the housing market as compared to their surrounding area and competition.

HH.6 | LEGISLATIVE

Real estate appraisers use comparable sales ("comps") data to establish the appraised value for a home. It can be difficult, particularly in low-income neighborhoods or those impacted by

foreclosures, to accurately determine the value of a home. The state should establish clear guidelines on how to fairly assess home values that do not unfairly disadvantage communities of color.

Hold banks responsible for foreclosed properties and their upkeep.

HH.7 | LEGISLATIVE, LOCAL

When foreclosed properties are not properly maintained, their presence has a negative impact on the surrounding neighborhood. Banks should be responsible for ensuring that properties they own are clean and cared for.

Support the use of the Collective Impact Model to reduce homelessness through intentional partnerships.

HH.8 | LEGISLATIVE, LOCAL

Cities, school districts, housing providers, funders, local agencies, and the state all play a role in providing resources and assisting unsheltered families and students. By building relationships and coordinating efforts, separate entities can have a wider impact to improve the lives of Kansans.

Replicate and fund models with a proven track record of reducing homelessness.

HH.9 | LEGISLATIVE, LOCAL

Programs like Impact Avenues, which has been implemented in Topeka and Wyandotte County reduce student homelessness and improve the educational outcomes of those students by leveraging philanthropic funding and removing barriers to student accomplishment.[43]

Braid Medicaid funding with other federal and state funding, including prevention investments by MCOs, to support access to safe, adequate, permanent housing as a foundational social determinant of health.

HH.10 | STATE/AGENCY, LEGISLATIVE

Other states have leveraged federal Medicaid funding to help support housing efforts, acknowledging the important role that housing plays in the health of individuals and communities. Kansas should follow suit and find creative ways to engage Medicaid services more broadly.

Encourage lending entities to allow individuals with employment authorization to seek a home loan.

HH.11 | LEGISLATIVE

Individuals who are authorized to live and work in the United States, but are not citizens, often have difficulty securing a home loan from a traditional lender, making homeownership impossible for many families. The state should explore ways to encourage flexibility in employment authorizations or statuses that lending institutions consider in the home loan process.

[43] https://www.topeka.org/impact-avenues/about-impact-avenues/

BROADBAND

The Kansas Office of Broadband Development was established in 2020 within the Kansas Department of Commerce to help ensure all Kansans can live, work, learn and compete in a global economy by improving universal access to quality, affordable and reliable broadband. Among their initiatives is the Broadband Acceleration Grant program - Kansas' first state-funded competitive broadband grant opportunity to fund projects that facilitate access to high-quality internet service to Kansas homes, businesses and communities.[44] Improving broadband connectivity for all communities, including and especially for communities of color, is essential to reducing racial disparities in access to information, health and human services, education, civic engagement and employment opportunities. **The following are recommendations related to broadband development:**

Support the Kansas Office of Broadband Development in its efforts to expand broadband access across the state.

BB.1 | STATE/AGENCY, LEGISLATIVE

Broadband development is critical for the educational and economic success of all communities in Kansas, including communities of color. The state should continue to support and invest in broadband access for all Kansans.

Maintain a perspective that supports equity in the implementation of broadband development.

BB.2 | STATE/AGENCY, LEGISLATIVE, LOCAL

State and local governments that are making investments in broadband should ensure that their work centers equity and accessibility for underserved communities.

WAGES AND LENDING PRACTICES

Profound disparities in earned wages and biases or limitations in lending practices have historically barred racial minorities from experiencing upward socio-economic mobility by limiting access to wealth-building activities such as home ownership. Low wages and lending practices continue to pose major barriers to closing the racial wealth gap across the country, including in Kansas. Targeted and strategic improvements to wage and lending regulations will help improve these conditions and, by increasing the wealth-building capacity of minority families, will render the other recommendations in this report more effective in improving racial equity across the state. **The following are recommendations related to wages and lending practices:**

Increase the state minimum wage and index it to adjust for inflation.

WL.1 | LEGISLATIVE

The Kansas minimum wage is currently $7.25 per hour. It was last changed in 2009 and represents $14,500 per year for Kansans working 40 hours per week and 50 weeks per year. Minimum wage workers in Kansas are disproportionately people of color.[45] An increase in the minimum wage would particularly impact current labor shortages in the state in childcare workers, healthcare workers, and other critical sectors.

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[44] https://www.kansascommerce.gov/community-development/infrastructure-assistance/broadband-development/
[45] https://governor.kansas.gov/wp-content/uploads/2021/11/MinWage20210921.pdf

Fig. 6: Illustration from a presentation to the CREJ

Establish limits on high-cost lending practices in Kansas.

WL.2 | LEGISLATIVE

2021 HB 2189 and 2021 SB 218 contain changes to the state's lending law that would cap open-end credit finance charges at 36%, limit fees on such loans, and add disclosure requirements to make the cost of loans more transparent. Additionally, legislators should consider model legislation from Colorado, where a 2010 bill limited maximum interest rates and enabled borrowers to repay loans in reasonable installments.[46]

Create stipend opportunities with realistic repayment forms while holding loan recipients accountable to reduce the risk of program exploitation.

WL.3 | LEGISLATIVE

The state could replace the predatory lending model with a program that allows Kansans to borrow and repay funds when needed for emergency situations. Repayment of loans should be reported to credit agencies.

[46] https://legiscan.com/CO/text/HB1351/2010

WORKFORCE

The Kansas Department of Commerce administers workforce services connecting Kansas job seekers and employers via KANSASWORKS, the state's public workforce assistance system, and convenes partnerships with industry, academia, and technical education partners via the Workforce AID (Aligned with Industry Demand) program (a partnership between the Kansas Department of Commerce and the Kansas Board of Regents).

The KANSASWORKS State Board (KWSB) serves as the state's federally-recognized state workforce development board, comprised of industry, education, and human services partners appointed by the governor to provide strategic direction for the state's workforce development investments, partnership development, and program implementation across the state's designated local areas.[47] There are several opportunities to embed a greater focus on racial equity across the numerous training and employment programs and funding streams administered via the KANSASWORKS system and to bolster these investments to help close racial employment, income and wealth gaps. **The following are recommendations related to workforce development:**

Support recommendations in the Kansas Registered Apprenticeship (RA)/Work Based Learning Expansion Initiative Report.

WF.1 | STATE/AGENCY, LEGISLATIVE

The group, convened by the Kansas Department of Commerce, included representatives from the business community, labor unions, and educational institutions. Their recommendations were that the state:

- **Increase staffing resources and enhance technology tools**
- **Develop and implement a robust and effective Marketing & Communications Plan to increase awareness among both employers and job seekers/students**
- **Create an Incentive Program and encourage employers to develop Registered Apprenticeship programs**
- **Provide RA Intermediary development grants for multi-employer consortiums**
- **Expand use of Pre-Apprenticeship and Youth Apprenticeship Programs**
- **Identify financial support to leverage funds and align services to sustain RA expansion strategies**

Invest in a culturally competent and diverse workforce, particularly in the healthcare sector.

WF.2 | STATE/AGENCY, LEGISLATIVE, LOCAL

Policies should include professional development requirements for frontline staff on implicit bias, race, and working with families; supporting a pipeline for recruitment and training of BIPOC providers; and exploring state scope of practice laws and training programs to align with creation of career pathways. Consider leveraging ARPA dollars and other federal funds to support these efforts.

[47] https://ksworksstateboard.org/

The state should conduct a needs assessment specific to the healthcare workforce and implement recommendations indicated by the results.

Update statute to allow for hiring of more Kansans in healthcare fields.

WF.3 | LEGISLATIVE

The Board of Nursing and other healthcare licensing bodies in Kansas should be allowed to license qualified individuals who have met all requirements set by the boards, and who have legal authorization to work in the United States but are not citizens. Arkansas passed a similar measure in 2019.[48]

Build systems and structures to support deployment of Community Health Workers to bridge access gaps in underserved communities.

WF.4 | STATE/AGENCY, LEGISLATIVE, LOCAL

A Community Health Worker is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. A community health worker also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support, and advocacy.[49] Policies to support CHW models include:

- Develop **payment and credentialing policies** to recognize and sustain culturally competent care team providers like Community Health Workers.
- Develop **research and fund public awareness campaign** to ensure that stakeholders—community, clinical, payers, state—understand the role and value of CHW.
- Provide **funding to community-based organizations** to support community-based programs utilizing CHWs.
- State policymakers and local government should work with clinical partners to **understand how to work with CHWs** to close gaps in care and achieve optimal clinical outcomes.
- The state should **develop payment policy and managed care contract language** to incentivize payers and clinical partners to work with community-based organizations who utilize CHWs to improve health and coordinate services outside of the health care system.
- Support the provision of **technical assistance to CBOs** to partner with health payers/providers on the use of CHWs.

ACCESS TO HEALTHCARE

Ensuring individuals have access to comprehensive and affordable healthcare is essential to overall health. Developing policies that improve access to and coverage of comprehensive care for all individuals within a variety of coverage structures, including Medicaid and private insurance, are key to achieving this goal. A crucial step in developing policy solutions is gaining a better understanding of existing data and what disparities exist to help inform improved access to healthcare and gathering information on race and ethnicity can help both identify and

[48] https://www.arkleg.state.ar.us/Bills/Detail?ddBienniumSession=2019%2F2019R&measureno=HB1552
[49] https://www.apha.org/apha-communities/member-sections/community-health-workers/

address these health inequities. The improvement of data collection and reporting of race and ethnicity data, providing clear and consistent policies that reflect state demographics, and strengthening data infrastructure further increases understanding of health inequities and ways to improve access to healthcare. **The following are recommendations related to improving access to healthcare:**

Expand Medicaid.

AH.1 | LEGISLATIVE

Expanding Medicaid eligibility to 138% of the federal poverty is the single most impactful thing that the state of Kansas could do to increase access to care, as well as improve health equity and health outcomes. Expansion would positively impact many areas of study for the Commission, including healthcare, education, and economic systems. If Kansas were to expand its Medicaid program, approximately 82,700 uninsured nonelderly adults would become eligible for coverage, 38% of the state's uninsured nonelderly adult population.[50]

Collect data in the state around racial equity and access to healthcare services.

AH.2 | STATE/AGENCY, LOCAL

The state, local governments, and providers should track service deployment using race and ethnic data and use data to deploy services and resources to communities with the largest disparities.

Improve language access and interpretation services in the healthcare field.

AH.3 | STATE/AGENCY, LEGISLATIVE, LOCAL

Navigating healthcare services is even more difficult for individuals who are most comfortable using a language other than English. The state can improve access to healthcare for Kansans who use another language by implementing these policies:

- **Disseminate information to healthcare institutions** regarding importance, need for and requirements around interpretation services.
- Explore the **creation of a language access department** within state Medicaid office of the Kansas Department of Health and Environment.
- Develop an accessible system for **patients to file complaints** about problems with interpretation services or lack of services.
- Enact state versions of Title VI or ACA Sec. 1557 to **clarify requirements for services**.
- Create legislation that clarifies **interpreter competency definitions** and requires all healthcare interpreters to be qualified.
- Build capacity to **disseminate public health messaging** to residents who use minoritized languages, including disseminating messages in Spanish and other languages spoken locally. Localities should also consider appropriate modalities and literacy levels.
- Investigate current process for **Medicaid reimbursements for interpretation services** and conduct statewide needs assessment on language access needs in each service area.
- Conduct comparative effectiveness study on a **language access intervention.**

[50] https://files.kff.org/attachment/fact-sheet-medicaid-expansion-KS

- Fund trainings and programs to support individuals to get **interpreter training** or universities/nonprofits to provide trainings, including medical Spanish at high schools and other professional development.
- Fund infrastructure and training for **video remote interpreting** in addition to telephone.
- Fund public education and outreach around the **rights of patients and responsibilities of providers** with respect to language access.

Support express lane eligibility to streamline access to Medicaid and CHIP.

AH.4 | STATE/AGENCY, LEGISLATIVE

Increase access to services by reducing burdens on families by using available information from other benefit programs to establish eligibility for Medicaid and CHIP.

Eliminate the five-year waiting period for legal immigrant children and pregnant women to access Medicaid and CHIP.

AH.5 | LEGISLATIVE

Ensure more children and pregnant women in Kansas have access to affordable health insurance by removing barriers to Medicaid and CHIP eligibility for legal immigrants.

FAMILY PLANNING

The availability of family planning services allows individuals to achieve desired birth spacing and family size and contributes to improved health outcomes for infants, children, women, and families. Increasing access to family planning services can help prevent unintended pregnancies, reduce the number of infant deaths and the number of infants born too early, reduce sexually transmitted diseases, and improve the health of women and men of all ages. For many women, a family planning clinic is their entry point into the health care system. Family planning services help protect women from many health risks before, during, or after childbirth. These risks can include high blood pressure, gestational diabetes, infections, miscarriage, and stillbirth. **The following are recommendations related to family planning:**

Ensure the availability of affordable and accessible contraceptive care and contraceptive methods.

FP.1 | STATE/AGENCY

In order to increase access to family planning services and reduce unintended pregnancies, KDHE and the state Medicaid programs should pursue a family planning services State Plan Amendment (SPA) or Innovation Waiver (1115 Waiver) that:

- Expands access to **Family Planning Services Program**, including expanding access to LARCs.
- Provide easily **accessible alternative contraceptive coverage** for women who receive health insurance through employers and plans exempted from the contraceptive coverage requirement.
- Funds **care coordination and referral systems** to an appropriate health care provider, nurse navigators and to programs that support family planning and post-partum services.
- Funds coordination between hospital agencies and university research facilities to identify strategies to **reduce health inequities** in unintended pregnancy and access to contraception.

- Establish a **family planning workgroup** to coordinate outreach and education programs regarding family planning services.
- Implement **Long Acting Reversible Contraception (LARC) reimbursement rate increase** and unbundle LARC drugs and devices from other rates.
- Utilize **presumptive eligibility** for family planning services and no longer requires a Prior Authorization for LARCs under KanCare.
- **Expand Title X** program, including funding LARCs.

Increase eligibility for family planning services under Medicaid to 171% of the Federal Poverty Level.

FP.2 | LEGISLATIVE

Federal law allows expansion of Medicaid, specific to family planning services, up to 171% of the Federal Poverty Level. In Kansas, pregnant women are covered by Medicaid up to this level; family planning services should match.

Improve access to contraception under private health insurance plans.

FP.3 | LEGISLATIVE

Require new and revised private health insurance plans to cover U.S. Food and Drug Administration (FDA)-approved contraceptives without cost sharing. Require insurers to cover over-the-counter family planning methods without a prescription.

CREJ members discuss report recommendations

BEHAVIORAL HEALTH

Behavioral health, encompassing mental health and the treatment of substance use disorders, is key to a healthy and productive life as well as resilient and vibrant communities. Focusing on preventing, detecting, and treating behavioral health conditions has impacts on individuals, their families, and their communities, as well as the overall health and vitality of each.[51] Data shows racial disparities in the impacts of behavioral health systems on communities of color. For example, despite reporting a lower prevalence of substance use disorder than their white counter parts, Black and Brown communities experience greater problems associated with substance use, such as legal issues, justice system involvement, and social consequences. [52] [53] Policies that strengthen access for all individuals across communities to diagnose and treat a range of behavioral health conditions improve overall health and wellness. Improved access to telehealth, new innovations such as app-based mental health solutions, and crisis response mechanisms support existing behavioral health frameworks. Relationship-building across and within systems, departments, and programs also increases the likelihood that more individuals have access to appropriate supportive services that are culturally-, age-, and situationally-appropriate in a variety of settings. **The following are recommendations related to behavioral health:**

Expand telehealth access and codify regulations that expanded telehealth for mental health.

BH.1 | STATE/AGENCY, LEGISLATIVE

Kansas, like many states, expanded access to telehealth services in response to the COVID-19 pandemic. These policy changes, including payment parity, use of personal devices, and ability to initiate services at distant sites, make it easier for patients to access services and for providers to provide services, and should be made permanent.

See recommendations on broadband.

Utilize app-based mental health services in Medicaid to improve access for young adults.

BH.2 | STATE/AGENCY, LEGISLATIVE

Following the lead of private payers, the state should study how app-based mental health can be integrated in Medicaid services so that young adults enrolled in Medicaid are not left behind.

Support and finance the use of mobile crisis response models, including co-responder and virtual co-responder models to assist law enforcement in responding to behavioral health calls and stops. ***(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)[54]***

BH.3 | LEGISLATIVE, LOCAL

Mental health professionals who ride with and work alongside law enforcement officers can contribute to positive outcomes and promote treatment over incarceration for individuals experiencing mental health crisis. Kansas communities should implement appropriate co-responder programs where possible.

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[51] https://www.samhsa.gov/sites/default/files/samhsa-behavioral-health-integration.pdf
[52] https://www.sciencedirect.com/science/article/abs/pii/S0376871619302443?via%3Dihub
[53] https://www.vera.org/publications/for-the-record-unjust-burden
[54] https://governor.kansas.gov/wp-content/uploads/2020/12/CREJ-Report-December-1-2020_FINAL-1.pdf

Increase use of Mental Health First Aid Training, Crisis Intervention Training, and other behavioral health trainings for new and existing officers. ***(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)***[55]

BH.4 | STATE/AGENCY, LOCAL

Increasingly, law enforcement officers are being asked to respond to mental health crisis situations. All officers should be equipped to de-escalate and safely resolve emergency mental health incidents.

Build relationships between local governments, law enforcement agencies, and other entities to provide robust behavioral services in communities.

BH.5 | LOCAL

Explore opportunities to develop public private partnerships between local government, law enforcement, health care and community-based organizations to utilize social workers, care coordinators, and other community based mental health providers to address mental health needs and prevent interaction with law enforcement, child welfare and crisis services.

Improve access to mental health care in educational settings.

BH.6 | STATE/AGENCY, LEGISLATIVE, LOCAL

Kansas has developed initiatives like the Mental Health Intervention Teams pilot program to bring behavioral health care into schools and improve access to care for students in need. These efforts represent important positive movement and the state and local governments should continue to focus on improvements, including:

- **Coordinate with local governments and school systems** to ensure school-based services are available to the broader community, including out-of-school youth and young parents.
- **Expand hours** of School Behavioral Health Clinics to include youth friendly after-school, weekend, and summer hours. Ensure students and community members know how they can access services if the school is closed.
- **Ensure that schools become Medicaid providers** that can bill the agency directly, or by participating in the Medicaid School-Based Services program. This program covers care for students with an Individualized Education Program (IEP) but can also help cover administrative costs for all students.
- **Leverage national and state-level resources and trainings** that are offered through organizations like National Center for School-based Mental Health (NCSMH), School Based Health Association (SBHA), among others, to expand school-wide supports and policies that promote trauma informed systems.
- **Partner with a strong and supportive sponsoring agency**, such as Federally Qualified Health Centers (FQHCs), behavioral health organizations, universities, or other qualified entities to maximize Medicaid reimbursement. These partnerships free up limited county and philanthropic dollars to serve uninsured students. State should explore how payment policies can incent collaboration to improve service delivery.
- **Offer services in multiple languages** so that students and community members can receive assistance in the language that they are most comfortable with.

[55] Ibid.

- **Fund and support policies** that establish, maintain, and expand school based mental health services.
- **Increase state investments** in Early Head Start and similar programs to ensure that eligible families with young children have access in the communities where they live and work.

Research and develop strategies to successfully integrate mental and behavioral health services with physical health care.

BH.7 | STATE/AGENCY, LEGISLATIVE, LOCAL

By addressing behavioral health in routine checkups or emergency medical visits, the state can promote early intervention and more stable care for individuals. Planning should effectively engage stakeholders to assess how prepared the existing provider network is for integration and to make decisions about integration models and strategies.

Ensure confidentiality is maintained for all Kansans seeking behavioral health care.

BH.8 | STATE/AGENCY, LOCAL

Develop confidentiality policy and procedures to ensure children and teenagers experiencing behavioral health issues can confidentially access services to ensure they get the care they need.

Employ strategies to broaden coverage so that Kansans have access to preventative behavioral health services.

BH.9 | STATE/AGENCY, LEGISLATIVE, LOCAL

Policies that should be considered include:

- Use state dollars to provide mental health coverage for youth **regardless of their immigration status**.
- Strengthen existing **hospital presumptive eligibility (HPE) policy** through pilot partnerships between hospitals and behavioral health providers to qualify youth for HPE at the hospital and provide behavioral health services onsite.
- Avoid or remove **citizenship questions** on the presumptive eligibility application; not all states include a citizenship question in their HPE/PE screening.
- Update Medicaid state plans to permit **same-day billing** of different services across physical and mental health.
- Carve behavioral health care into **Medicaid managed care contracts**, rather than carving it out.
- Pass state-level **parity provisions** that include reporting and enforcement mechanisms.
- Allow preventive behavioral health care to be provided **without a diagnosis**, especially for infants and toddlers.
- Provide resources to early childhood learning and behavioral health providers to provide services in **culturally-appropriate languages and settings**.

Conduct a statewide assessment to identify gaps in funding and services as well as best practices and proven models.

BH.10 | STATE/AGENCY, LEGISLATIVE, LOCAL

The state should perform a comprehensive assessment to guide future investments and offerings. For example, evidence-based programs like Mental Health First Aid and the Attachment Bio-Behavioral Catch-Up Program have been proven to improve prevention and early intervention efforts. Suicide prevention programs like the 988 hotline and Zero Reasons Why should also be assessed and expanded as appropriate.

Assist individuals seeking behavioral health care to enroll in Medicaid if eligible.

BH.11 | STATE/AGENCY

Develop policies for state hospitals and other behavioral health treatment facilities to automatically enroll eligible patients in Medicaid at the time of discharge.

Improve data tracking and coordination between systems within behavioral health.

BH.12 | STATE/AGENCY, LEGISLATIVE, LOCAL

Support better collaboration between behavioral health system, legal system and law enforcement around behavioral health services, trainings and data tracking by race and ethnicity. Specifically, the state should maintain race and ethnicity data on behavioral health incidents involving parents and young children to inform necessary interventions.

Increase the availability of infant/early childhood mental health consultation services in the state.

BH.12 | LEGISLATIVE

Preschoolers are three times more likely to be expelled from preschool than K-12 schools according to a Yale University study. Experts posit that preschool staff are not equipped to deal with behavioral problems in the same way as K-12 staff. The lack of resources to provide screening or counseling has resulted in punishing mental health-related bad behavior with expulsion. Utilization of mental health consultants can address these challenges.

See recommendation WF.2 on workforce diversity, to include behavioral health workforce.

ACEs AND INTERFAMILY VIOLENCE

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood. These may include violence, abuse, neglect, or other environmental factors that cause a child to experience instability or that interfere with bonding with their parental figures.[56] Higher exposure to ACEs has been linked with an increased risk for heart disease, diabetes, poor academic achievement, smoking, substance abuse, and even early death. ACEs are common across sociodemographic groups; however, they do not impact all sociodemographic subgroups equally. According to the Centers for Disease Control (CDC[57], about 61% of adults reported at least one ACE, and racial and ethnic minorities are at greater risk for experiencing 4 or more ACEs. In addition to personal outcomes, ACEs carry a significant economic burden,

[56] Higher exposure to ACEs has been linked with an increased risk for heart disease, diabetes, poor academic achievement, smoking, substance abuse, and even early death. https://www.cdc.gov/violenceprevention/aces/fastfact.html
[57] Ibid.

including for state governments. Kansas can take action that will promote safe, stable, and nurturing relationships and environments for all children and families and also increase economic productivity across the state by adopting ACEs- or trauma- informed policies. **The following are recommendations related to ACEs and interfamily violence:**

Improve coordination and partnerships to increase prevention services and guard against ACEs.

ACE.1 | STATE/AGENCY, LEGISLATIVE

Promote and fund partnerships between early childhood sector, behavioral health professionals, private sector, and law enforcement to improve access to services, use of preventive services, and reduce interaction with justice and child welfare system. This should include payment policies and funding for care coordination services, pediatric care coordinators, community health workers (CHWs) and other culturally competent professionals to coordinate services for young children and their caretakers.

Additionally, the state should develop and support programs that employ models that utilize reflective questions, creating a holding environment, cultivate cultural awareness, exploring contextual influences, and support lived experience as well as that utilize culturally competent providers like CHWs and home-visitors as well as faith leaders.

Support the social and emotional development of young children and their caregivers to prevent and respond to ACEs.

ACE.2 | STATE/AGENCY, LEGISLATIVE

Build financing strategies, quality performance strategies, and managed care contract language that supports the relational health and the social emotional development of young children and their caregivers using evidence-based interventions like, universal screening, universal home-visiting, and early literacy models. Leverage Medicaid funds and Medicaid contract language to ensure access.

Invest in building resilience to address ACEs in Kansas children.

ACE.3 | STATE/AGENCY, LEGISLATIVE

Develop policies, programs and financing strategies that focus on the safe, stable, and nurturing relationships (SSNRs) that buffer adversity and build resilience to address adverse childhood experiences and mitigate the impact of toxic stress. Policies and programs should explore how to leverage the pediatric well-child visit and primary care providers as well as build capacity in infant and early childhood mental health system.

Create guidance and structures for all program types to reach and support families that use a language other than English at home.

ACE.4 | STATE/AGENCY, LEGISLATIVE

With sensitive subjects like interfamily violence, individuals are less likely to come forward if they are not able to express themselves in their native language. Efforts should include hiring individuals who use languages other than English and providing materials in other languages.

Provide accessible screening of parents and children for behavioral health and development needs.

ACE.5 | STATE/AGENCY, LEGISLATIVE, LOCAL

Utilize Medicaid contracts and other structures to promote and incentivize screenings. Ensure payment models, quality measures and contract language align to promote universal screening.

Engage strategies to specifically address interfamily violence.

ACE.6 | STATE/AGENCY, LEGISLATIVE, LOCAL

- Implement consistent data tracking methods that **measure the prevalence of domestic violence** in Kansas Child Protective Services cases, including by race and ethnicity.
- Develop and implement child protective services policies, procedures, and practices that safely address domestic violence by **holding offenders accountable** instead of non-abusive, protective parents.
- Invest in **collaborative partnerships and programs** between child welfare and domestic violence service providers.
- Invest in approaches that are responsive to the **connection between family violence and other forms of oppression** that impact people's lives.
- Invest in **primary prevention efforts** focused on healthy and equitable relationships such as home-visiting services, education services, safety-net services like the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF), and behavioral health services.
- Invest in training and education about **evidence-based trauma informed practices** that support relationship between children/youth and their non-abusive protective parents and caregivers.
- Expand **access to health care, housing supports, and safety net services** for survivors/victims and their children.

JUVENILE JUSTICE SYSTEM

In the past two decades, trends in state-level reform across the country have focused on raising the maximum age for juvenile detention and ensuring that incarcerated youth remain in the juvenile justice system instead of the adult correctional system. An emerging "school to prison pipeline" (where school disciplinary issues are increasingly criminalized) has been identified as a driver of juvenile incarceration, and policy makers have turned their focus on the role of schools in addressing the disproportionate sentencing of minority youth. Research shows that "zero-tolerance" and suspension/expulsion policies disproportionately affect disabled and minority children. As such, experts now advise that incarceration and out of home placements should only be used as a last resort when youth do not pose an immediate public safety risk. Employing out-of-home placements, fostering connections between youth and family, and ensuring connections to the community and availability of positive youth programming, especially in schools, is vital for youth success and to combat recidivism. **The following are recommendations related to juvenile justice:**

Eliminate "zero tolerance" policies and promote alternatives to suspensions for discipline such as alternative schools, behavioral interventionists, family case managers, and restorative justice programs.

JJ.1 | STATE/AGENCY, LEGISLATIVE, LOCAL

Students who are suspended or expelled are more likely to interact with the juvenile and criminal justice system, and these disciplines disproportionately impact students of color.[58] Alternative

[58] https://www.ncsl.org/Portals/1/Documents/educ/School-to-Prison-Pipeline_v02.pdf

methods of discipline and treatment that allow students to still access education can provide a more productive response to behavioral issues.

Remove subjective language such as "disobedience," "intolerance," and "disrespect" from school and school district behavior matrices or discipline codes of conduct.

JJ.2 | LOCAL

Subjective policies result in children of color being disproportionately disciplined for perceived violations. In addition, disciplinary policies that are clear about specific behaviors and actions that result in punishment are easier for both students and teachers/staff to understand and implement.

Disaggregate statewide juvenile detention center data by race and county to further examine the pipeline and to invest supports and education efforts in schools in neighborhoods feeding the pipeline.

JJ.3 | STATE/AGENCY

In order to address the root cause of juvenile offending, the Kansas Department of Corrections should collect data on juveniles who are incarcerated by race and county. This will allow the state to target interventions in the regions that have the highest rates of juvenile incarceration.

Encourage partnership and mentoring between schools that feed the pipeline and educators who work in the Kansas Juvenile Correctional Complex.

JJ.4 | STATE/AGENCY, LOCAL

Juveniles who are incarcerated attend school within the Kansas Juvenile Correctional Complex (KJCC). Partnership between educators at KJCC and those in the students' home districts can help ensure that education is minimally disrupted during their incarceration, and help districts develop strategies to improve outcomes for those students.

Support and promote pilot and proven programs to help individuals in the juvenile justice system and reduce recidivism upon which offenders re-enter the criminal justice system.

JJ.5 | STATE/AGENCY, LEGISLATIVE, LOCAL

Particularly for juvenile offenders, programs that address behavioral health issues, job skills, and housing supports have a strong positive impact on the individual's future. Early investment in rehabilitation can improve outcomes for juveniles and save the state money in the long term.

Expand the investment in mental health resources at schools in Kansas.

JJ.6 | LEGISLATIVE, LOCAL

See recommendation BH.6 on behavioral health in educational settings.

Invest in early childhood development programs.

JJ.7 | LEGISLATIVE, LOCAL

Strong early childhood programs result in lower juvenile adjudications later in life. One example is Hawaii's Healthy Start program.[59] ***See recommendations under Early Childhood and Child Care.***

[59] https://health.hawaii.gov/mchb/home/healthy-start-program/

The legislature should gain a better understanding of problems facing juveniles by setting regular meetings with school counselors.

JJ.8 | LEGISLATIVE

School counselors are the front-line workers with juveniles in Kansas on behavioral health and disciplinary issues. The legislature should set regular annual or bi-annual meetings with school counselors in order to hear about issues that juveniles are facing and potential policy or funding improvements.

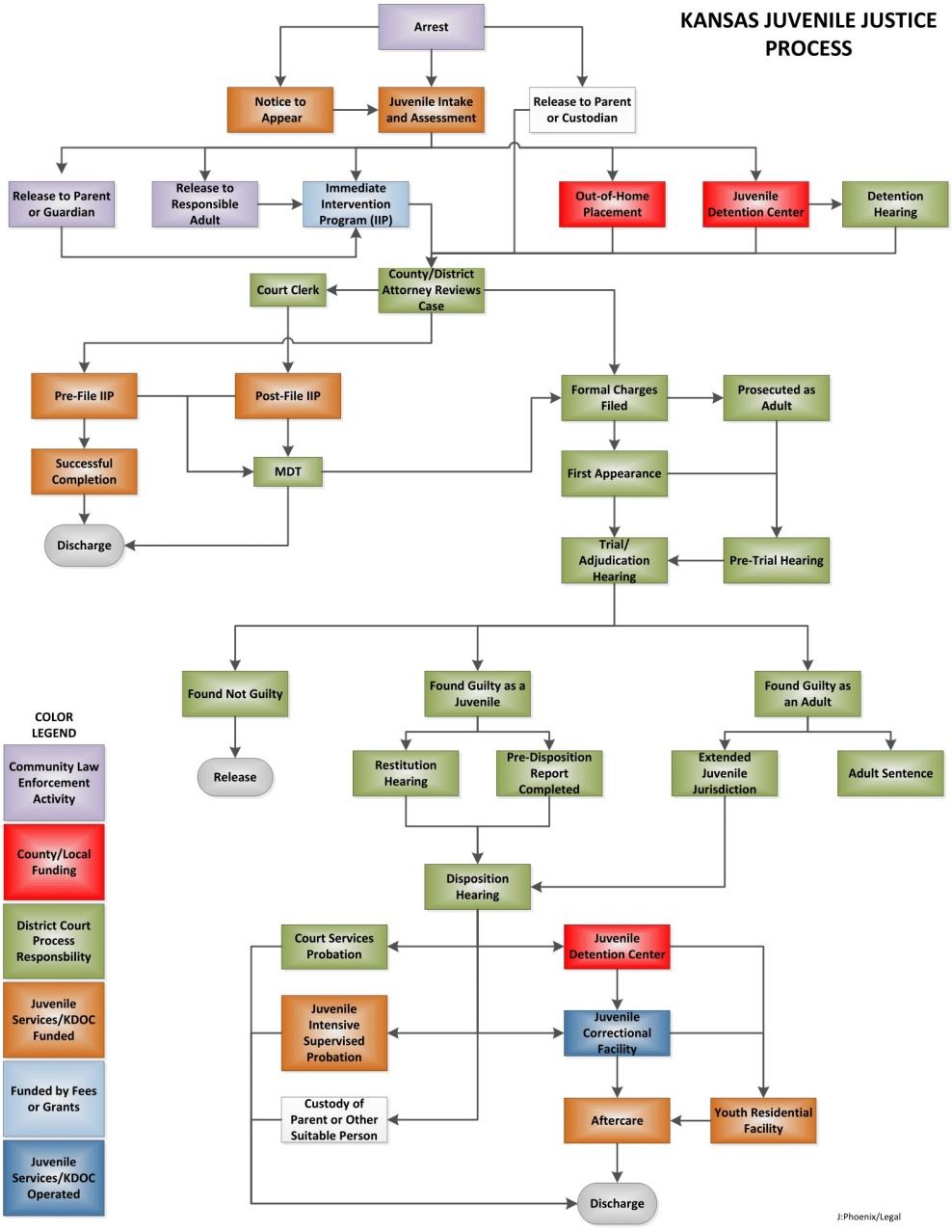

Fig. 7: Illustration from a presentation to the CREJ

RECOMMENDATIONS BY ENTITY

STATE/AGENCY

EARLY CHILDHOOD AND CHILD CARE

EC.2: Incorporate the science of toxic stress and adverse childhood experiences (ACEs) into federal, state, and local policies and programs.

EC.3: Establish a statewide public-private partnership *(Ref: Governor's Council on Education, Dec 2019)*

EC.4: Support the continued work of the Governor's Council on Education, the Kansas Children's Cabinet, and other organizations focused on improving early childhood outcomes in Kansas.

EC.5: Implement a DC:0-5 Crosswalk

EC.6: Provide resources to support the use of therapeutic pre-schools that are equipped to support the healthy development of all children.

EC.7: Ensure quality initiatives in childcare systems include equity indicators in areas such as curriculum, pedagogy, inclusion, and behavior management.

MAXIMIZING FEDERAL FUNDING

MFF.2: Focus on Social Determinants of Health and equity in the KanCare Managed Care re-procurement process.

MFF.3: Explore opportunities for innovation and improvements within the KanCare program.

MFF.4: Improve use of care teams and alternative providers.

MFF.5: Consider the perspectives of people of color and people from groups impacted by COVID-19 in the process of distributing federal relief funds.

MFF.6: Target aid to those most in need due to COVID-19 and the consequent economic crises. Additionally, leverage funds to advance policies that increase equity.

MFF.7: Direct federal funds using a broad interpretation of "health" that includes social determinants of health and considers health equity.

MFF.8: Ensure the lowest administrative burden possible for communities and individuals accessing funding and assistance, in particular around utility and housing assistance. Application procedures should be as simplified and accessible as possible.

MFF.9: Explore ways that dollars may be used to provide direct assistance to workers through wage and benefit supplement programs.

TAX POLICY

TP.1: Implement an equity assessment on tax distribution and consider how the state can collect future race and ethnicity data around tax collections and distribution.

TP.3: Create an additional tax bracket for high income earners in the state.

TP.4: Consider how funding mechanisms shape use of services.

TEACHER DIVERSITY

TD.1: Encourage expansion of the Grow Your own programs across the state, including incentives for GYO graduates who take positions at "hard-to-staff" schools.

TD.3: Ensure policies can be adapted for education students who have outside jobs, families, and/or limited financial resources.

TD.4: Provide supports to districts with high-needs schools.

TD.6: Increase and fund pathways for individuals employed in school districts.

TD.10: Districts should create policies that support and protect diversity among students, teachers, and staff.

POST-SECONDARY EDUCATION

PSE.1: Design loan forgiveness and other student debt policy solutions to benefit students of color and help close racial wealth gaps.

PSE.4: Connect career and technical educational systems with workforce needs and develop public-private partnerships to provide learning opportunities to students.

PSE.5: Ensure we have accessible transfer pathways from two year to four year post-secondary educational institutions within the state.

PSE.6: Create an improved Free Application for Federal Student Aid (FAFSA) completion process for students and to ensure a smoother process for students from a two year college to increase access to baccalaureate programs.

PSE.7: Encourage initiatives aimed at providing more access to college for incarcerated individuals.

MATERNAL AND CHILD HEALTH

MCH.2: Offer comprehensive maternal benefits through Medicaid.

MCH.3: Extend Medicaid coverage for mothers to 12 months postpartum.

MCH.4: Publicly report measures of child health by race and ethnicity and service location (region, plan, provider), starting with the developmental screening measure for children ages 0–3.

MCH.5: Develop payment policy to support the health of the child/caregiver relationship, utilizing a model of “two-generation” care.

MCH.6: Utilize quality programs as part of MCO contracts to improve quality of care.

MCH.7: Train partners to utilize birth equity framework.

MCH.8: Establish First 1,000 day “health homes” for new mothers and children ages 0-3.

MCH.9: Develop payment policies to reimburse community-based providers such as community health workers, home visitors, doulas, and lactation consultants.

MCH.12: Support telehealth policies to improve maternal and child health outcomes and maintain access to telehealth services post-COVID 19.

MCH.13: Partner with state groups to offer best practices and education for mothers and families during and after pregnancy.

VACCINE EQUITY

VE.1: Provide COVID-19 vaccines and treatment to uninsured individuals in exchange for 100 percent federal matching rate for these services.

VE.2: Provide grants to trusted partners and community-based organizations that could both educate people about the importance of data collection and collect data at vaccination sites.

VE.3: Utilize culturally competent messaging about vaccine efficacy and availability. Make sure materials and communications are available in a variety of languages.

VE.4: Permit Medicaid enrollees to use the Medicaid Non-Emergency Medical Transportation (NEMT) benefit to access transportation to get vaccinated. Work to ensure this benefit is easily accessible.

VE.5: Develop a strategy for reaching people who are confined, using existing home visiting infrastructure, such as medical house calls, visiting nurses, or even programs like Meals on Wheels, can help reach this population.

VE.6: Identify strategies to distribute vaccines to the most impacted communities.

UNIVERSAL EQUITY POLICIES

UE.1: Encourage government policies and enact legislation that requires bias and equity analysis of policy decisions and legislation at all levels.

UE.2: Encourage government entities to incorporate land acknowledgements in their facility planning efforts.

UE.3: Provide language interpretation and translation services so that Kansans have access to their government.

HOUSING AND HOMELESSNESS

HH.1: Explore community land trusts as a path to making homeownership more accessible.

HH.3: Explore options to assist homeowners in paying for utilities and property taxes.

HH.4: Explore options to provide access to counsel for individuals involved in eviction cases.

HH.10: Braid Medicaid funding with other federal and state funding, including prevention investments by MCOs, to support access to safe, adequate, permanent housing as a foundational social determinant of health.

BROADBAND

BB.1: Support the Kansas Office of Broadband Development in its efforts to expand broadband access across the state.

BB.2: Maintain a perspective that supports equity in the implementation of broadband development.

WORKFORCE

WF.1: Support recommendations in the Kansas Registered Apprenticeship (RA)/Work Based Learning Expansion Initiative Report.

WF.2: Invest in a culturally competent and diverse workforce, particularly in the healthcare sector.

WF.4: Build systems and structures to support deployment of Community Health Workers to bridge access gaps in underserved communities.

ACCESS TO HEALTHCARE

AH.2: Collect data in the state around racial equity and access to healthcare services.

AH.3: Improve language access and interpretation services in the healthcare field.

AH.4: Support express lane eligibility to streamline access to Medicaid and CHIP.

FAMILY PLANNING

FP.1: Ensure the availability of affordable and accessible contraceptive care and contraceptive methods.

BEHAVIORAL HEALTH

BH.1: Expand telehealth access and codify regulations that expanded telehealth for mental health.

BH.2: Utilize app-based mental health services in Medicaid to improve access for young adults.

BH.4: Increase use of Mental Health First Aid Training, Crisis Intervention Training, and other behavioral health trainings for new and existing officers. *(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)*

BH.6: Improve access to mental health care in educational settings.

BH.7: Research and develop strategies to successfully integrate mental and behavioral health services with physical health care.

BH.8: Ensure confidentiality is maintained for all Kansans seeking behavioral health care.

BH.9: Employ strategies to broaden coverage so that Kansans have access to preventative behavioral health services.

BH.10: Conduct a statewide assessment to identify gaps in funding and services as well as best practices and proven models.

BH.11: Assist individuals seeking behavioral health to enroll in Medicaid if eligible.

BH.12: Improve data tracking and coordination between systems within behavioral health.

ACEs AND INTERFAMILY VIOLENCE

ACE.1: Improve coordination and partnerships to increase prevention services and guard against ACEs.

ACE.2: Support the social and emotional development of young children and their caregivers to prevent and respond to ACEs.

ACE.3: Invest in building resilience to address ACEs in Kansas children.

ACE.4: Create guidance and structures for all program types to reach and support families that use a language other than English at home.

ACE.5: Provide accessible screening of parents and children for behavioral health and development needs.

ACE.6: Engage strategies to specifically address interfamily violence.

JUVENILE JUSTICE SYSTEM

JJ.1: Eliminate "zero tolerance" policies and promote alternatives to suspensions for discipline such as alternative schools, behavioral interventionists, family case managers, and restorative justice programs.

JJ.2: Remove subjective language such as "disobedience," "intolerance," and "disrespect" from school and school district behavior matrices or discipline codes of conduct.

JJ.3: Disaggregate statewide juvenile detention center data by race and county to further examine the pipeline and to invest supports and education efforts in schools in neighborhoods feeding the pipeline.

JJ.4: Encourage partnership and mentoring between schools that feed the pipeline and educators who work in the Kansas Juvenile Correctional Complex.

JJ.5: Support and promote pilot and proven programs to help individuals in the juvenile justice system and reduce recidivism upon which offenders re-enter the criminal justice system.

LEGISLATIVE

EARLY CHILDHOOD AND CHILD CARE

EC.1: Improve the Kansas Child Day Care Assistance Credit *(Ref: Governor's Council on Education, Feb 2021)*

EC.2: Incorporate the science of toxic stress and adverse childhood experiences (ACEs) into federal, state, and local policies and programs.

EC.6: Provide resources to support the use of therapeutic pre-schools that are equipped to support the healthy development of all children.

MAXIMIZING FEDERAL FUNDING

MFF.1: Repeal restrictions that prevent families from accessing TANF and SNAP benefits and disproportionately impact families of color.

TAX POLICY

TP.2: Eliminate the sales tax on food.

TP.3: Create an additional tax bracket for high income earners in the state to ensure a more equitable tax structure.

TP.4: Consider how funding mechanisms shape use of services.

TP.5: Allow Kansas taxpayers using an ITIN (Individual Taxpayer Identification Number) to claim earned income tax credit at the state level.

TP.6: Expand the Homestead Property Tax Credit to include renters.

TEACHER DIVERSITY

TD.1: Encourage expansion of the Grow Your own programs across the state, including incentives for GYO graduates who take positions at "hard-to-staff" schools.

TD.2: Provide flexibility to student teaching programs for non-traditional students who must work and student teach.

TD.4: Provide supports to districts with high-needs schools.

TD.6: Increase and fund pathways for individuals employed in school districts.

TD.10: Districts should create policies that support and protect diversity among students, teachers, and staff.

POST-SECONDARY EDUCATION

PSE.2: Support scholarships for tuition assistance through programs such as the Kansas Promise Scholarship Act.

PSE.3: Provide resources to post-secondary institutions so that they are less reliant on student tuition, and to close enrollment and graduation gaps.

PSE.6: Create an improved Free Application for Federal Student Aid (FAFSA) completion process for students and to ensure a smoother process for students from a two year college to increase access to baccalaureate programs.

PSE.7: Encourage initiatives aimed at providing more access to college for incarcerated individuals.

SCHOOL MASCOTS

SM.1: Review and eliminate the use of Native American mascots, imagery, and names by educational institutions and sports teams, unless used by a tribal school or educational institution.

MATERNAL AND CHILD HEALTH

MCH.1: Expand Medicaid. (See recommendation AH.1 under Access to Healthcare)

MCH.2: Offer comprehensive maternal benefits through Medicaid.

MCH.3: Extend Medicaid coverage for mothers to 12 months postpartum.

MCH.10: Improve health of children by reducing the number of uninsured children through enabling continuous coverage for children ages 0-5.

MCH.11: Raise income level for the Children's Health Insurance Program (CHIP) and pregnant women to 240% of the Federal Poverty Level (FPL).

MCH.12: Support telehealth policies to improve maternal and child health outcomes and maintain access to telehealth services post-COVID 19.

UNIVERSAL EQUITY POLICIES

UE.1: Encourage government policies and enact legislation that requires bias and equity analysis of policy decisions and legislation at all levels.

UE.2: Encourage government entities to incorporate land acknowledgements in their facility planning efforts.

UE.3: Provide language interpretation and translation services so that Kansans have access to their government.

HOUSING AND HOMELESSNESS

HH.3: Explore options to assist homeowners in paying for utilities and property taxes.

HH.4: Explore options to provide access to counsel for individuals involved in eviction cases.

HH.5: Update discrimination statutes to include protection against income discrimination.

HH.6: Address the appraisal process to allow a more cohesive understanding of a buyer's position in the housing market as compared to their surrounding area and competition.

HH.7: Hold banks responsible for foreclosed properties and their upkeep.

HH.8: Support the use of the Collective Impact Model to reduce homelessness through intentional partnerships.

HH.9: Replicate and fund models with a proven track record of reducing homelessness.

HH.10: Braid Medicaid funding with other federal and state funding, including prevention investments by MCOs, to support access to safe, adequate, permanent housing as a foundational social determinant of health.

HH.11: Encourage lending entities to allow individuals with employment authorization to seek a home loan.

BROADBAND

BB.1: Support the Kansas Office of Broadband Development in its efforts to expand broadband access across the state.

BB.2: Maintain a perspective that supports equity in the implementation of broadband development.

WAGES AND LENDING PRACTICES

WL.1: Increase the state minimum wage and index it to adjust for inflation.

WL.2: Establish limits on high-cost lending practices in Kansas.

WL.3: Create stipend opportunities with realistic repayment forms while holding loan recipients accountable to reduce the risk of program exploitation.

WORKFORCE

WF.1: Support recommendations in the Kansas Registered Apprenticeship (RA)/Work Based Learning Expansion Initiative Report.

WF.2: Invest in a culturally competent and diverse workforce, particularly in the healthcare sector.

WF.3: Update statute to allow for hiring of more Kansans in healthcare fields.

WF.4: Build systems and structures to support deployment of Community Health Workers to bridge access gaps in underserved communities.

ACCESS TO HEALTHCARE

AH.1: Expand Medicaid.

AH.3: Improve language access and interpretation services in the healthcare field.

AH.4: Support express lane eligibility to streamline access to Medicaid and CHIP.

AH.5: Eliminate the five-year waiting period for legal immigrant children and pregnant women to access Medicaid and CHIP.

FAMILY PLANNING

FP.2: Increase eligibility for family planning services under Medicaid to 171% of the Federal Poverty Level.

FP.3: Improve access to contraception under private health insurance plans.

BEHAVIORAL HEALTH

BH.1: Expand telehealth access and codify regulations that expanded telehealth for mental health.

BH.2: Utilize app-based mental health services in Medicaid to improve access for young adults.

BH.3: Support and finance the use of mobile crisis response models, including co-responder and virtual co-responder models to assist law enforcement in responding to behavioral health calls and stops. *(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)*

BH.4: Increase use of Mental Health First Aid Training, Crisis Intervention Training, and other behavioral health trainings for new and existing officers. *(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)*

BH.6: Improve access to mental health care in educational settings.

BH.7: Research and develop strategies to successfully integrate mental and behavioral health services with physical health care.

BH.9: Employ strategies to broaden coverage so that Kansans have access to preventative behavioral health services.

BH.10: Conduct a statewide assessment to identify gaps in funding and services as well as best practices and proven models.

BH.12: Improve data tracking and coordination between systems within behavioral health.

BH.13: Increase the availability of infant/early childhood mental health consultation services in the state.

See recommendation WF.2 on workforce diversity, to include behavioral health workforce.

ACEs AND INTERFAMILY VIOLENCE

ACE.1: Improve coordination and partnerships to increase prevention services and guard against ACEs.

ACE.2: Support the social and emotional development of young children and their caregivers to prevent and respond to ACEs.

ACE.3: Invest in building resilience to address ACEs in Kansas children.

ACE.4: Create guidance and structures for all program types to reach and support families that use a language other than English at home.

ACE.5: Provide accessible screening of parents and children for behavioral health and development needs.

ACE.6: Engage strategies to specifically address interfamily violence.

JUVENILE JUSTICE SYSTEM

JJ.1: Eliminate “zero tolerance” policies and promote alternatives to suspensions for discipline such as alternative schools, behavioral interventionists, family case managers, and restorative justice programs.

JJ.5: Support and promote pilot and proven programs to help individuals in the juvenile justice system and reduce recidivism upon which offenders re-enter the criminal justice system.

JJ.6: Expand the investment in mental health resources at schools in Kansas.

JJ.7: Invest in early childhood development programs.

JJ.8: The legislature should gain a better understanding of problems facing juveniles by setting regular meetings with school counselors.

LOCAL

EARLY CHILDHOOD AND CHILD CARE

EC.2: Incorporate the science of toxic stress and adverse childhood experiences (ACEs) into federal, state, and local policies and programs.

EC.6: Provide resources to support the use of therapeutic pre-schools that are equipped to support the healthy development of all children.

MAXIMIZING FEDERAL FUNDING

MFF.5: Consider the perspectives of people of color and people from groups impacted by COVID-19 in the process of distributing federal relief funds.

MFF.6: Target aid to those most in need due to COVID-19 and the consequent economic crises. Additionally, leverage funds to advance policies that increase equity.

MFF.7: Direct federal funds using a broad interpretation of "health" that includes social determinants of health and considers health equity.

MFF.8: Ensure the lowest administrative burden possible for communities and individuals accessing funding and assistance, in particular around utility and housing assistance. Application procedures should be as simplified and accessible as possible.

MFF.9: Explore ways that dollars may be used to provide direct assistance to workers through wage and benefit supplement programs.

TAX POLICY

TP.1: Implement an equity assessment on tax distribution and consider how the state can collect future race and ethnicity data around tax collections and distribution.

TP.2: Eliminate the sales tax on food.

TP.4: Consider how funding mechanisms shape use of services.

TEACHER DIVERSITY

TD.2: Provide flexibility to student teaching programs for non-traditional students who must work and student teach.

TD.3: Ensure policies can be adapted for education students who have outside jobs, families, and/or limited financial resources.

TD.4: Provide supports to districts with high-needs schools.

TD.5: Incentivize second-language fluency for teachers and other staff in educational institutions.

TD.6: Increase and fund pathways for individuals employed in school districts.

TD.7: Collaborate with local educational associations or other groups who can help provide equity training and assist with recruitment efforts.

TD.8: Provide incentives and structures to engage teachers as mentors and encourage mentorship by teachers who come from underrepresented groups.

TD.9: Develop programs that incentivize the hiring of individuals who live and work in the neighborhoods where they teach.

TD.10: Districts should create policies that support and protect diversity among students, teachers, and staff.

POST-SECONDARY EDUCATION

PSE.4: Connect career and technical educational systems with workforce needs and develop public-private partnerships to provide learning opportunities to students.

PSE.5: Ensure we have accessible transfer pathways from two year to four year post-secondary educational institutions within the state.

SCHOOL RESOURCE OFFICERS

SRO.1: If law enforcement is utilized in school districts for any purpose, districts should create sustainable partnerships and formalize MOUs between school districts, law enforcement agencies, and stakeholders.

SRO.2: If law enforcement is used in schools, institutions should provide training to SROs, including but not limited to restorative justice, anti-racism, implicit bias training, and school-based strategies to support social and emotional health and de-escalation.

SRO.3: If law enforcement is used in schools, implement policies that restrict SROs from addressing student discipline or enforcing school rules.

SCHOOL MASCOTS

SM.1: Review and eliminate the use of Native American mascots, imagery, and names by educational institutions and sports teams, unless used by a tribal school or educational institution.

SM.2: Institutions and entities should collaborate with the Kansas Office of Native American Affairs (KONAA) and the Kansas Association for Native American Education (KANAE) to identify resources and to educate and assist in assessing their Native American representations.

SM.3: Schools should recognize and respect Tribal sovereignty and acknowledge and build partnerships with federally recognized tribes in their school district.

SM.4: School districts should re-examine their anti-bullying and anti-discrimination policies and should include culturally-relevant instructional resources are inclusive of all groups and present culturally, historically, linguistically, and socially accurate information and representations. All resources should be historically accurate and free of glorifying oppressive constructs, beliefs, and ideas.

MATERNAL AND CHILD HEALTH

MCH.7: Train partners to utilize birth equity framework.

MCH.13: Partner with state groups to offer best practices and education for mothers and families during and after pregnancy.

VACCINE EQUITY

VE.2: Provide grants to trusted partners and community-based organizations that could both educate people about the importance of data collection and collect data at vaccination sites.

VE.3: Utilize culturally competent messaging about vaccine efficacy and availability. Make sure materials and communications are available in a variety of languages.

VE.5: Develop a strategy for reaching people who are confined, using existing home visiting infrastructure, such as medical house calls, visiting nurses, or even programs like Meals on Wheels, can help reach this population.

VE.7: Employ phone banking, canvassing and municipal emergency alert systems or reverse 911 infrastructure to notify people of vaccine availability.

VE.8: Set up partnerships with Community-Based Organizations (CBOs) and schools that reach targeted populations to conduct neighborhood-based vaccination clinics.

UNIVERSAL EQUITY POLICIES

UE.1: Encourage government policies and enact legislation that requires bias and equity analysis of policy decisions and legislation at all levels.

UE.2: Encourage government entities to incorporate land acknowledgements in their facility planning efforts.

UE.3: Provide language interpretation and translation services so that Kansans have access to their government.

HOUSING AND HOMELESSNESS

HH.1: Explore community land trusts as a path to making homeownership more accessible.

HH.2: Develop stipend or loan programs for code enforcement and small replacements.

HH.3: Explore options to assist homeowners in paying for utilities and property taxes.

HH.4: Explore options to provide access to counsel for individuals involved in eviction cases.

HH.5: Update discrimination statutes to include protection against income discrimination.

HH.7: Hold banks responsible for foreclosed properties and their upkeep.

HH.8: Support the use of the Collective Impact Model to reduce homelessness through intentional partnerships.

HH.9: Replicate and fund models with a proven track record of reducing homelessness.

BROADBAND

BB.2: Maintain a perspective that supports equity in the implementation of broadband development.

WORKFORCE

WF.2: Invest in a culturally competent and diverse workforce, particularly in the healthcare sector.

WF.4: Build systems and structures to support deployment of Community Health Workers to bridge access gaps in underserved communities.

ACCESS TO HEALTHCARE

AH.2: Collect data in the state around racial equity and access to healthcare services.

AH.3: Improve language access and interpretation services in the healthcare field.

BEHAVIORAL HEALTH

BH.3: Support and finance the use of mobile crisis response models, including co-responder and virtual co-responder models to assist law enforcement in responding to behavioral health calls and stops. *(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)*

BH.4: Increase use of Mental Health First Aid Training, Crisis Intervention Training, and other behavioral health trainings for new and existing officers. *(Ref Governor's Commission on Racial Equity and Justice Report, December 2020)*

BH.5: Build relationships between local governments, law enforcement agencies, and other entities to provide robust behavioral services in communities.

BH.6: Improve access to mental health care in educational settings.

BH.7: Research and develop strategies to successfully integrate mental and behavioral health services with physical health care.

BH.8: Ensure confidentiality is maintained for all Kansans seeking behavioral health care.

BH.9: Employ strategies to broaden coverage so that Kansans have access to preventative behavioral health services.

BH.10: Conduct a statewide assessment to identify gaps in funding and services as well as best practices and proven models.

BH.12: Improve data tracking and coordination between systems within behavioral health.

ACEs AND INTERFAMILY VIOLENCE

ACE.5: Provide accessible screening of parents and children for behavioral health and development needs.

ACE.6: Engage strategies to specifically address interfamily violence.

JUVENILE JUSTICE SYSTEM

JJ.1: Eliminate "zero tolerance" policies and promote alternatives to suspensions for discipline such as alternative schools, behavioral interventionists, family case managers, and restorative justice programs.

JJ.2: Remove subjective language such as "disobedience," "intolerance," and "disrespect" from school and school district behavior matrices or discipline codes of conduct.

JJ.4: Encourage partnership and mentoring between schools that feed the pipeline and educators who work in the Kansas Juvenile Correctional Complex.

JJ.5: Support and promote pilot and proven programs to help individuals in the juvenile justice system and reduce recidivism upon which offenders re-enter the criminal justice system.

JJ.6: Expand the investment in mental health resources at schools in Kansas.

JJ.7: Invest in early childhood development programs.

EXECUTIVE ORDER NO. 20-48

Establishing the Governor's Commission on Racial Equity and Justice

WHEREAS, Kansas is committed to a shared vision of increased prosperity and improved well-being for all Kansans;

WHEREAS, Kansas was founded as a Free State and was the home of prominent abolitionists and advocates for racial justice;

WHEREAS, Kansas is the home of Brown v. Board of Education of Topeka and the Dockum Drug Store sit-in- events that highlight the state's commitment to and struggles with racial equity and justice;

WHEREAS, racial inequity and injustice that impacts any Kansan is a threat to the well-being of all Kansans;

WHEREAS, trust between law enforcement and the people they protect and serve is essential in a society, and is key to the security of our communities, the safe and effective delivery of policing services, and the rectitude of our criminal justice system;

WHEREAS, citizens expect law enforcement officers to serve the public and conduct themselves with the highest standards of civility, fairness, and honor toward citizens, while maintaining respect for the rule of law;

WHEREAS, it is in the interest of all Kansans to seek best practices for hiring and training of law enforcement and maintaining transparency and accountability to build greater trust between police and communities;

WHEREAS, people of color are disproportionately more likely to be stopped, detained, or killed by police; and

WHEREAS, the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, and others have caused worldwide protests and calls to action.

NOW, THEREFORE, pursuant to the authority vested in me as Governor of the State of Kansas, I hereby establish the Governor's Commission on Racial Equity and Justice ("Commission"):

1. The Commission shall comprise no more than 15 Kansans representing broad perspectives on racial equity and justice. All members will be appointed by the Governor and serve at the Governor's pleasure.

2. The Governor shall select a chair and vice-chair, or co-chairs, from the Commission's membership, and the Commission may establish rules for the Commission's meetings and conduct of business.

3. Members shall receive no compensation and shall serve voluntarily. Members other than the chair, vice-chair, or co-chairs shall not be reimbursed for expenses or mileage. Officers or employees of state agencies who are appointed to the Commission as part of their duties shall be authorized to participate on the Commission and may claim subsistence, allowance, mileage, or associated expenses from their respective agency budgets as permitted by law.

4. The Commission shall be subject to the Kansas Open Records Act and the Kansas Open Meetings Act.

5. Plans, reports, or recommendations of any nature adopted by the Commission shall be considered advice to the Governor, and shall not be construed as official policies, positions, or interpretations of laws, rules, or regulations by any department or agency of state government, nor shall any such department or agency be bound in any manner to consider such advice when conducting their advisory and regulatory affairs.

6. The Commission shall:

    a. Study issues of racial equity and justice in Kansas, focusing first on policing and law enforcement then expanding the work to other systemic problems determined by members of the Commission;

    b. Perform outreach and hold listening sessions with Kansans, including community members, local elected officials, law enforcement, state legislators, educators, mental health professionals, social workers, people impacted by systemic racism, and other Kansans with experience and expertise in various aspects of racial equity and justice;

    c. Research and analyze the state of policing in Kansas as it relates to racial equity and justice, including the availability of adequate data on the topic;

    d. Review research on actions that have been proven effective in increasing racial equity and justice in policing;

    e. Analyze racial equity and justice in the context of various systems in Kansas, including mental health, education, housing and economic opportunity;

    f. Make recommendations to the Governor, the Legislature, and local governments on concrete and immediate steps that can be taken to increase racial equity and justice in Kansas.

7. By December 1 of 2020, the Commission shall submit to the Governor an initial report detailing assessments, recommendations, and any proposals for the Commission's further work. By July 1, 2021, the Commission shall submit to the Governor a second report detailing assessments, recommendations, and any proposals for the Commission's further work. By January 1, 2022, the Commission shall submit a final comprehensive report to the Governor detailing assessments, recommendations and relevant findings of the Commission. The Commission may also, at any time, choose to submit a letter to the Governor or the Legislature with any information or recommendation that the Commission believes requires immediate action or attention.

8. The Commission shall be staffed by the Governor's Office with assistance from other experts or organizations as appropriate.

9. The Commission shall meet virtually, or in-person as recommended by public health guidance.

This document shall be filed with the Secretary of State as Executive Order No. 20-48. It shall become effective immediately.

THE GOVERNOR'S OFFICE
June 24, 2020

BIOGRAPHIES

CO-CHAIRS

Dr. Tiffany Anderson

Dr. Tiffany Anderson, a long-time Kansas resident, has been a public-school educator for over almost 30 years, with most of that time as superintendent. Dr. Anderson has been nationally recognized as one of Education Week's 16 Leaders to Learn From. She has improved achievement and closed achievement gaps for students in rural, urban and suburban public-school districts. In 2016 she became the first African-American female superintendent of Topeka Public Schools, in Topeka, Kansas. In 2019, the Governor appointed Dr. Anderson to the Postsecondary Technical Authority as part of the Board of Regents. Since she arrived in Topeka, the district has earned three national Magna Awards, one of which is for their work in equity. Dr. Anderson serves on numerous boards in Topeka which include the Topeka Community Foundation and The Greater Topeka Partnership. Prior to Kansas, as superintendent, Dr. Anderson led Montgomery County School District in Virginia and Jennings School District in Missouri to full accreditation resulting in recognition from the Governor in the respective states. There are several documentaries and articles that have been produced about Dr. Anderson's leadership and the Washington Post referred to Dr. Anderson as, "The Woman who made schools work for the poor." Dr. Anderson also led the turnaround efforts following the Ferguson unrest in Jennings, Missouri, resulting in the establishment of new community policing initiatives and improved academic achievement. Dr. Anderson earned her undergraduate degree, and later her doctorate, from Saint Louis University in 2001. Dr. Anderson received her second doctorate, the Doctor of Humane Letters degree from Eden Theological Seminary, for her service to community and society and her Masters in Divinity will be completed in 2022 at Nazarene Theological Seminary. Dr. Anderson has served as adjunct faculty at various universities in Missouri, she is a Professor of Practice for K-State and she is adjunct faculty for ASCD (Association for Schools and Curriculum Development). Some of the recognitions Dr. Anderson has received include the Lifetime Achievement Award for volunteerism from President Obama; the Public Health in Action Award from the Kansas Public Health Association in 2021, the Salute to Excellence for Women awarded by the Urban League; the Stellar Performance Award by the St. Louis American, the 2020 Kansas Icon in Education by Ingram, and she was honored at the 2017 Oscars for the People with Purpose Award.

Dr. Shannon Portillo

Shannon Portillo, Ph.D. serves as associate dean of academic affairs for the University of Kansas Edwards Campus and the School of Professional Studies and as a professor in the School of Public Affairs and Administration at the University of Kansas. After graduating from KU, she served as a faculty member in the Criminology, Law & Society Department at George Mason University just outside of Washington D.C. before returning home to Lawrence. Dr. Portillo's scholarship explores how formal policies and rules and informal social norms and societal hierarchies shape the work of public organizations. She is specifically interested in how racism and sexism impact organizations and workers' experiences both historically and currently. Her work helps scholars and practitioners understand how inequities have been institutionalized in public organizations, including courts, policing, city management, higher education, and the military. Her

research has been funded by the National Science Foundation, Women's Foundation, the Army Research Institute, and other entities. Her work has appeared in a broad array of academic and popular outlets, and she is currently working on her second book. Community service is core value. Dr. Portillo currently serves as Chair of the County Commission in Douglas County, as the Commissioner from the 3rd District.

MEMBERS

Secretary DeAngela Burns-Wallace

Dr. DeAngela Burns-Wallace serves as the Secretary of the Department of Administration and the Chief Information Technology Officer for the Executive Branch. Prior to Governor Kelly's appointment, Dr. Burns-Wallace served as the Vice Provost for Undergraduate Studies at the University of Kansas. She serves as a national trainer and curriculum developer for various professional development organizations, nonprofits, and higher ed institutions on issues ranging including micro-aggressions, multigenerational workplace differences, diversity and inclusion, change management, professional development pathways, and strategic planning. Dr. Burns-Wallace holds a dual bachelor's degree in International Relations and African American studies from Stanford University, a master's in Public Affairs from Princeton University, and a doctorate in education from the University of Pennsylvania.

Judge Monique Centeno

Judge Monique Centeno is a dedicated public servant of Sedgwick County District Court. Judge Centeno is passionate about fairness and impartial justice for everyone that steps into court. She believes judges must guarantee a level playing field, and not favor those with economic means or socioeconomic status. Judges must serve the whole community and make independent decisions based on the rule of law and the Constitution. Judge Centeno's passion for fairness and justice is immediately apparent when you step into her courtroom. She gives each person a reasonable amount of time to make their arguments. She intently listens and takes notes. She calmly enforces the rules of courtroom decorum to ensure that everyone is heard. Her rulings are based on commonsense and the rule of law. Judge Centeno inherited

her zeal for justice from her family. Her father was a noncommissioned soldier in the United States Army. He protected the rights of citizens for twenty-three years. Her mother was a stay-at-home mom that instilled the importance of listening and not pre-judging others. When the family settled in Kansas, Judge Centeno continued those principles. Judge Centeno attended the University of Kansas in Lawrence, KS. She took part in several equal justice organizations and graduated with a Bachelor of Arts degree in political science in 2000. She worked for Shook, Hardy & Bacon, a large law firm in Kansas City for two years. She attended Washburn School of Law in Topeka, KS. She graduated with a juris doctorate in 2005. In 2006, Judge Centeno started her legal career in Wichita, KS. Her career was focused on helping people obtain justice. She fought and won for clients whose civil liberties were at stake in front of state courts and federal courts. She represented clients in employment discrimination, pedestrians hurt by careless drivers, consumers harmed by commercial businesses, car accident victims and loved ones in wrongful death cases. She successfully tried countless jury trials and bench trials. Judge Centeno is active in the community. She speaks regularly at elementary and middle schools. She mentors young adults and college students. She is an active member of the Wichita Bar Association, Inns of Courts, and the Kansas Trial Lawyers Association. She is a member of St. Thomas Aquinas Catholic Church.

Dr. Brandon Davis

Brandon R. Davis is a native of Alabama. He earned an M.S.W. from Alabama A&M University and an M.A. in Women's Studies and a Ph.D. in Political Science from The University of Alabama. Brandon is a former Predoctoral and Postdoctoral Research Associate at Brown University. His research focuses on American Politics and Public Policy, Race and Ethnicity, and Law and Society. Brandon is interested in normative and empirical approaches to institutions, participation, and criminal justice.

Ernestor De La Rosa

Ernestor has been the assistant city manager for Dodge City, Kansas since January 2019. He oversees the Public Transportation, Human Resources Department and continues to serve as the City's legislative affairs director. He works diligently with Kansas representatives on legislative affairs issues including immigration, transportation and in areas that impact Dodge City's renewable energy project revenues. Ernestor was born and raised in Mexico and immigrated to the United States at the age of 13. He is a Deferred Action for Childhood Arrivals (DACA) recipient. He graduated from Wichita State University with a Master of Public Administration and a graduate certificate in non-profit management.

Mark A. Dupree Sr.

Mark A. Dupree, Sr., is the District Attorney of Wyandotte County, KS, the 4th largest county in the State of Kansas, and the first Black elected District Attorney in the State of Kansas. Mr. Dupree leads an office of over 60 employees and manages a significant budget each fiscal year. The office is focused on equitably charging and prosecuting crime, being proactive, attacking violent crimes and crimes that affect the standard of living in the community. Mr. Dupree was successful in creating the first ever "Conviction Integrity Unit" in the state of Kansas. This unit is responsible for ensuring that convictions obtained previously still hold integrity today. Wyandotte community involvement is the bedrock of the Dupree Administration. Community involvement builds community trust, and it is that trust that greatly assists in crime prevention and bringing justice when a crime occurs.

David Jordan

David Jordan is the President of the United Methodist Health Ministry Fund, joining the Fund in February 2018. Before joining the Fund, David served as the executive director of the Alliance for a Healthy Kansas, a coalition of over 100 organizations working to improve health and access to health care in Kansas. David oversaw the Alliance's operations and the effort to expand KanCare, Kansas' Medicaid program. David joined the Alliance after spending nearly seven years at Community Catalyst, a leading national consumer health advocacy organization, as the Dental Access Project Director. David holds a master's in public administration from the University of Kansas and Bachelor of Science in Speech Communication from Emerson College.

Dr. Anthony Lewis

Anthony Lewis received his bachelor's and master's degrees from Alabama State University and a Ph.D. in Educational Leadership and Policy Analysis from the University of Missouri. He began his educational career in Montgomery, Alabama as a special education teacher, assistant principal, and principal. Because of his successes in Alabama, he was recruited to work in the Kansas City, Missouri School District where he served as principal, director of elementary schools, and assistant superintendent where he assisted the district in receiving enough points to be fully accredited – which had not happened in over thirty years. In 2017, Dr. Lewis was selected,

completed and received certification from the American Association of School Administrators (AASA)/The School Superintendents Association's Urban Superintendents Academy in partnership with Howard University. In January 2018, the Lawrence Public Schools School Board unanimously approved Dr. Lewis to become the Superintendent of Lawrence Public Schools. In November 2019, Governor Laura Kelly appointed Dr. Lewis to the Kansas African American Affairs Commission. The commission devises strategies to address the public policy concerns of the African American community through partnerships with state agencies, corporations and foundations. It also assists with programs, grants and research.

Mark McCormick

Mark McCormick joined the ACLU of Kansas in April 2018 as the Director of Strategic Communications. Previously, he served as the Executive Director of the Kansas African American Museum in Wichita, Kansas. Mark is a New York Times best-selling author with over 20 years of experience as a reporter, editor, and columnist. He serves as a trustee at the University of Kansas School of Journalism and has served as a professional in residence at the University of Oklahoma. He is the proud recipient of over 20 industry and community awards, including five gold medals from the Kansas City Press Club. In 2015, Mark co-authored African Americans of Wichita and in 2017, he published Some Were Paupers, Some Were Kings: Dispatches from Kansas. In 2021, Mark was awarded the Mike and Joyce Shinn Leaders and Innovators Award from the University of Kansas Black Alumni Network.

Teresa Miller

Miller comes to KHF following more than six years serving in state government in Pennsylvania, most recently as Secretary for the Department of Human Services. In this role, Miller led a department working to address health disparities and racial inequities, finding innovative ways to address social determinants of health like food insecurity, housing and employment, connecting Medicaid enrollees to work supports, redesigning employment and training programs for Pennsylvania's lowest income residents and supporting Pennsylvania's most vulnerable residents through the pandemic. As the leader of the department, Miller oversaw a staff of approximately 16,000 and a total budget of more than $45 billion. Prior to her time at Pennsylvania DHS, Miller served as the state's insurance commissioner, beginning in 2015. As commissioner, Miller renewed the department's commitment to consumer protection and re-established an emphasis on consumer education and financial literacy in partnership with other state agencies, consumer groups, and advocates across Pennsylvania. Miller led the Insurance Department through attempts to replace the Affordable Care Act and advocated across Pennsylvania and to the United States Congress in defense of the law and how it has helped more than a million Pennsylvanians directly access health coverage and countless others through its consumer protections. Before coming to Pennsylvania, Miller held leadership roles in the federal government's Centers for Medicare & Medicaid Services and was administrator of the insurance division at the State of Oregon's Department of Consumer and Business Services. Currently, Miller is serving on the Congressional Budget Office's Panel of Health Advisers, providing feedback on federal policies and legislation that affect health care consumers. A native of Oregon, Miller received a juris doctor from Willamette University College of Law and a Bachelor of Arts in Political Science and Psychology from Pacific Lutheran University.

John Nave

John Nave has been the executive vice president of the Kansas AFL-CIO since January 2018. John comes from the United Steel Workers Local 307 where he served as Goodyear union rep for the past six years and as COPE chairman for the past three years. John was also a Teamster member from 1978 to 1983 when he worked for United Parcel Service. John's extensive political history began in the early nineties working on local and state campaigns for public servants still serving at the local, and state level. Soon after expanding on his own political experience, John served as district four councilman for the City of Topeka from 2003-2007. John Nave currently sits on the Topeka Police Department Citizen's Advisory Council. The purpose of the Council is to meet with Topeka Police Chief Bill Cochran to discuss changes, new programs, and initiatives within the Topeka Police Department. It is also an opportunity for members to give feedback, whether it is good or bad, about the direction the department is headed. When John Nave was on the City Council, he was also on the Law Enforcement Partnership panel. He developed a program for the Shawnee County juvenile jail and all Corrections officers. He taught from a safety mindset that police protect the public using deadly force if necessary, and if all options are gone including de-escalation techniques. Once an officer put cuffs on an individual, you then are to protect them from all harm and perform a mental and physical assessment immediately.

Chief Gordon Ramsay

Chief Gordon Ramsay was appointed as the Wichita Police Chief in January 2016 and has served as a police officer since 1993. Chief Ramsay is nationally recognized for his work and expertise with citizens oversight boards, co-responders models, police-community relations, and the use of technology and crime reduction. Due to his work in these areas, Chief Ramsay was selected to serve as a Commissioner on the Presidential Commission on Law Enforcement and the Kansas Governor's Commission on Racial Equity and Justice. Overall, WPD has experienced a decrease in part one crimes under Chief Ramsay's leadership. In partnership with his staff, he has implemented innovative methods to reduce crime, including shot spotter technology, Operation Save a Casing, and created the first Crime Gun Intelligence Center in Kansas. Additionally, they have added several embedded case workers who assist families in crisis, caseworkers who assist with housing stabilization, and a co-responder model for mental health response. Chief Ramsay implemented Wichita's first Citizen Review Board in 2018. Under Chief Ramsay's leadership, federal grants have quadrupled in dollar amounts and are helping reduce gun violence and fund important crime reduction initiatives. Chief Ramsay is currently an executive board member with the Major City Police Chiefs Association representing the central U.S. and has his Bachelor's Degree in Criminology and Sociology and a Master's Degree in Management. He previously served as the General Chair of the Mid-Seized Agency Section of the IACP, President of the Minnesota Chiefs of Police Association and is currently an Advisory Board Member of the Council of State Governments-Justice Center and is on the Board of the Wichita area YMCA's, the Boys and Girls Clubs of South Central Kansas and Rise Up for Youth. He is a graduate of the FBI National Academy session 222. Chief Ramsay lives in Wichita with his wife of over 20 years and their two children.

Elyse Towey

Elyse Towey is an enrolled member of the Iowa Tribe of Kansas and Nebraska. She is also Otoe and Menominee. Towey graduated from Haskell Indian Nations University in 1995, received her bachelor's in elementary education from University of Kansas in 1999, and her master's degree focusing in Tribal Government and Tribal Law from University of Kansas in 2009. Towey was elected to the Executive Committee of the Iowa Tribe in 2019 and will serve a four-year term as the tribal treasurer. Her company, Independently Indigenous, is a woman owned business and she has been working for over 20 years to assist Tribal Nations and communities in building tribal sovereignty through expansion of tribal vision, design, and capacity. She has experience in Indigenous environmental and regenerative Nation building movements to re-develop ecologically, culturally, and economically thriving and resilient Native Nations.

Catalina Velarde

Catalina Velarde, JD, MBA, resides in the Kansas City metropolitan area. An immigrant and native of Mexico who became a U.S. citizen in high school, Catalina is uniquely poised to understand the perspective of the noncitizen, Latinx community, and as such, is a technical advisor to the Kansas Hispanic & Latino American Affairs Commission. Previously in private practice, Ms. Velarde focused on immigration and family law, including as a certified civil and family law mediator and guardian ad litem, using her Spanish language fluency to guide persons unfamiliar with U.S. law enforcement and justice systems. Since 2012, Catalina has served as an Adjunct Professor at UMKC School of Law, teaching Multicultural Lawyering and Spanish for Lawyers, a course focused on teaching prospective attorneys the cross-linguistic and cross-cultural nuances of serving Spanish-speaking clientele. Since 2015, Catalina has served on the Overland Park Police Department Independent Citizen Advisory Board for Racial Profiling and Nonbiased Policing. The board, which meets quarterly, reviews the findings of the investigations of OPPD's Professional Standards Unit pursuant to citizen complaints of racial profiling or biased policing. Since 2018, Catalina has been a board member at El Centro, Inc., a nonprofit corporation whose mission is to strengthen communities and improve the lives of Latinos and others through educational, social, and economic opportunities. She is also a graduate of the 2021 class of Leadership Overland Park.

Jackson Winsett

Jackson Winsett is Assistant Vice President and deputy business leader in the Treasury and Payment Services Division with oversight of the Debt Management Services programs, including the Do Not Pay program, Treasury Offset Program, and key Debt Information Management initiatives. Mr. Winsett provides product and project and relationship management oversight to ensure successful delivery of all products and services in support of the Debt programs. Mr. Winsett joined the Bank in 2015 after holding various leadership positions at Navy Federal Credit Union and the IBM Corporation. For more than 20 years, Jackson has utilized his blend of business and technical knowledge across a broad range of industries by defining and implementing technology, business and operational improvement solutions that aligned with business strategies and objectives to grow revenue and strengthen performance.

COMMISSION MEETING NOTES

Full CREJ Meeting: Subcommittee Breakout Groups

January 28, 2021

Economics Subcommittee: Breakout Group
Shannon Portillo, Chair

Commissioners Attending

- Dr. Shannon Portillo
- Dr. Brandon Davis
- D.A. Mark Dupree
- John Nave
- Jackson Winsett

Topics Discussed

The conversation focused on short and long-term goals of the subcommittee, topics the subcommittee would like to engage in future meetings, future speakers for subcommittee meetings, and future organizations to work with. The subcommittee decided their short-term goals would include focusing on housing and loss of housing due to COVID-19, the childcare crisis, and short-term economic recovery from COVID-19. Their long-term goals included a long-term piece around economic growth, focusing on how housing and homeownership contribute to the wealth gap, and ensuring students are aware of skilled labor jobs without tracking people of color into specific roles. They engaged with such topics as state funding, Kansas minimum wage in relation to racial equity, Governor Kelly's transportation package, our need for skilled jobs, job loss with COVID-19, and implications that come with having a criminal justice background.

Other items discussed:

- A potential listening session for the expungement process
- Business incentives and who should be receiving them
- Ending the border war in Kansas City
- Kansas being a right-to-work state

Actionable Items

- Invite a representative from the Governor's office to speak on their plan for the state level housing study and see how they will take race into account.
- Invite Lieutenant Governor Dave Toland and/or someone from the Kansas Department of Commerce to bounce off broader questions.
- Invite a representative from the Kansas Board of Regents to discuss data and request further data.
- Work with experts at NGA to provide data on funding in other states and provide answers on how funding can be used.

Education Subcommittee: Breakout Group
Dr. Tiffany Anderson, Chair

Commissioners Attending

- Dr. Tiffany Anderson
- Secretary DeAngela Burns-Wallace
- Dr. Anthony Lewis
- Hon. Monique Centeno
- Mark McCormick

Topics Discussed

The conversation focused on each subcommittee member's areas of interest for topics and guest speakers. The subcommittee decided to focus on teacher recruitment and removing barriers from the teaching field, pre-k through post-secondary education, and creating credential opportunities for those who do not seek out a bachelor's degree. Policies they would like to focus on include: the opportunity gap, overidentification of special education, and looking at policies that contribute to the school to prison pipeline. In terms of practices, the subcommittee decided to focus on diversity/bias related training and systemic practices for recruitment and retention of staff of color. Their overall goals are to improve equity, access, and opportunities for pre-k to post secondary systems alongside identifying the barriers that prevent equitable access.

Actionable Items

- The subcommittee would like future speakers to give examples of specific areas that are doing a good job in creating equitable education.

- As a follow up to this meeting, Dr. Tiffany Anderson will send out goals and topics to the subcommittee members for feedback.

Healthcare Subcommittee: Breakout Group
David Jordan, Chair

Commissioners Attending

- David Jordan
- Chief Gordon Ramsay
- Catalina Velarde

Topics Discussed

The conversation focused on the goals for this subcommittee to study, specific topics they would like to engage with, and speakers they would like to hear from.

Topics to Study:

- Behavioral Health
- Substance Abuse Issues
- Workforce Development
- Maternal and Child Health
- Prenatal Health
- Insurance Coverage Issues
- Mental Health
- Intrafamilial violence
- Foster Care

Actionable Items

- Look into CLASP Center for Budget Policy & Priorities for health in an early childhood space.
- Invite groups that are licensing boards from different professions, try to engage state boards and commissions.

Economics Subcommittee: Kansas Department of Commerce

February 11, 2021

Commissioners Attending

- Dr. Shannon Portillo
- Dr. Brandon Davis
- D.A. Mark Dupree
- John Nave
- Mark McCormick
- Jackson Winsett
- Catalina Velarde
- Ernestor De La Rosa

Topics Discussed

The conversation focused on the guest speakers; Stanley Adams from the Kansas Office of Broadband Development, Mike Beene from the Kansas Workforce System, and Rhonda Harris from the Office of Minority and Women Business Development.

Potential Recommendations:

- Promoting career exploration opportunities
- Promoting broadband fairness and digital inclusion
- Supporting Rhonda's bill for women and minority businesses
- The effect of criminalizing marijuana
- Racial equity within housing

Other items discussed:

- Short-term goals for the subcommittee were discussed. It was decided that they should be quick and easy wins that have gotten little attention previously, urgent barriers that need to be addressed in a timely manner and before federal money comes in, and that we should look into the framework for federal spending that may be needed long-term.
- The idea of separating goals in terms of funding and infrastructure came up in regard to extending hours of childcare, since it still remains an access issue because we do not have the services.
- The potential of creating a funding program for Kansas businesses.
- Informing high school counselors to promote career opportunities within their communities as well as four year degrees. Additionally, it is important to ensure we do not trap students of color into certificate programs instead of pursuing a four year degree.

Education Subcommittee, KSDE and School Superintendents

February 25, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Dr. Anthony Lewis
- Hon. Monique Centeno
- Mark McCormick
- Catalina Velarde

Topics Discussed

The conversation focused on the guest speakers, Randy Watson of Kansas Can-Educational Equity and Innovation, and Mike Fulton of the Shawnee Mission school district. The main topics of discussion involved ensuring that Kansas does not have implicit bias affecting grades, the school to prison pipeline, creating a statewide survey with superintendents for structural feedback, starting community surveys to create individual strategic plans, prioritizing recommendations that are low cost, and reaching out to partners outside of the school district to help in the support and stabilization of students.

Potential Recommendation Topics:

- Lessening the broadband access gap
- Funding for community transportation to help children stay at the same school if they move around homes
- Encouragement of partnerships with housing and healthcare

Other items discussed:

- Amanda Winters, the Program Director for Post-Secondary Education at NGA, presented research on diversifying the teacher pipeline, a list of equity educational pipeline models that have been tried in other states, and the strategy of successful models. She also presented research on the unique impact of the students of color debt crisis and research on early childhood access to education.

Actionable Items

- Dr. Tiffany Anderson will work with Kate Davis and her team to categorize Amanda Winters' research and find recommendations to bring back to the subcommittee.
- Include the discussion of early childhood specifically in a future meeting.
- Include the discussion of post-secondary education specifically in a future meeting.
- Work with the economic subcommittee about rent jumping and housing stabilization. This could also be a good opportunity for an economic prosperity learning session about education and employability.

Healthcare Subcommittee: KDHE and KDADS

March 11, 2021

Commissioners Attending

- David Jordan
- Ernestor De la Rosa
- Chief Gordon Ramsay
- Elyse Towey
- Catalina Velarde

Topics Discussed

The conversation focused on the guest speakers; Dr. Joan Duwve of the Kansas Department of Health and Environment, Marci Nielsen- Chief Advisor for COVID-19 Coordination for the Governor, Kasey Sorrell of the Kansas Department of Health and Environment, and Andrea Clark of the Kansas Department for Aging and Disability Services. Sweta from NGA also shared a presentation on addressing the social determinants of health to improve health outcomes. The subcommittee members reviewed topics from their previous breakout session at the 1/28 meeting. Their topics include: maternal and child health, behavioral health, ACE's and intrafamily violence, and workforce. Other areas of interest included a broader ACE's discussion, financing SDOH services, and child welfare prevention services.

Other items discussed:

- Misdiagnosis; what is the medical industry doing about the disparities that exist in the medical field. The subcommittee would like Dr. Smith to present on this subject matter for future policy recommendations.

- How does domestic violence play a part in the healthcare conversation?

Additional Resources

- https://kmmrc.org/
- https://kansaspqc.org/

Actionable Items

- Sweta from NGA will send along a resource list with case studies for social determinants of health projects to subcommittee commissioners.
- Intra Family violence, Chief Ramsay will help look for speakers.
- Add local mental health providers to the behavioral health discussion, Chief Ramsay will help in finding speakers.

Full CREJ Meeting: Kansas DEI Initiative

March 25, 2021

Commissioners Attending

- Dr. Shannon Portillo
- John Nave
- Dr. Brandon Davis
- D.A. Mark Dupree
- Dr. Tiffany Anderson
- Secretary DeAngela Burns-Wallace
- Dr. Anthony Lewis
- Mark McCormick
- David Jordan
- Chief Gordon Ramsay
- Hon. Monique Centeno
- Catalina Velarde

Topics Discussed

The conversation focused on Secretary DeAngela Burns-Wallace's presentation on DEI initiatives and report-outs from each subcommittee. The subcommittee report-outs included updates on past guest-speakers as well as future meeting topics. The full commission also decided that early childhood, workforce, housing, and finance are topics that all subcommittees are interested in and could benefit from future speakers as a full group. The commissioners agreed on having the next full commission meeting focus on early childhood and ARP.

Economics Subcommittee Report-Out Topics:

- Broadband access
- Workforce
- Tax Policy
- Housing Policy & Homeownership
- Childcare
- Transportation
- Financing

Education Subcommittee Report-Out Topics:

- Teacher Diversity
- Early Childhood
- Post-Secondary
- SRO's
- School Finance

Healthcare Subcommittee Report-Out Topics:

- Maternal and Child Health
- Behavioral Health
- ACE's and Intrafamily Violence
- Workforce

Economics Subcommittee: Governor's Council on Tax Reform

April 8, 2021

Commissioners Attending

- Dr. Shannon Portillo
- Dr. Brandon Davis
- D.A. Mark Dupree
- John Nave
- Mark McCormick
- David Jordan
- Catalina Velarde

Topics Discussed

The conversation focused on select tax policy changes from 2012-2015, income tax reform, and progressivity versus regressivity of taxes.

Potential Recommendations:

- Supporting the food sales tax rebate
- Promoting the ability to file I10's to claim earned income tax credit in the state
- A first-time homeownership credit as a way to encourage first-time homeowners
- Extending data gathering and transparency among racial and ethnic lines in regard to tax expenditure
- Implementing equity assessments on our tax distribution
- Removing specific sales tax exemptions for specific entities

Other items discussed:

- The ongoing costs of COVID-19 are staggering and may last upwards of 10 years. Going forward, the dollar amount of tax cuts in Kansas may be minimal, but they need to be targeted towards people who need them the most.
- IRS and state departments of revenue do not require filers to identify race or ethnicity, which makes understanding how racial disparities intersect with taxes a challenge. This also means that tax exemptions and credits are not broken out in terms of race.
- Most tax policy changes we may want to evaluate, such as income taxes, are more progressive with more brackets. Additional brackets are proven to be more effective at closing gaps on income levels and racial and ethnic income groups.
- Taxes are not only an issue of targeting, they also largely involve electoral politics.
- Fines and forfeitures are some of the most discriminatory and punitive kinds of revenues that are raised. They may also suppress voter participation, especially in those who have outstanding fees.
- 81% of Kansas state taxes go into a general fund
- Medicaid is a large contributor to our declining Federal dollars
- Court systems tend to rely on fines and fees to fund themselves, as well as local governments, how do we assist the legislature in taking these funds and placing them where they need to go? If we can get the local governments to rely less on the fines put into place, we could help mitigate incentives of trying to use the criminal justice system to raise money.

Actionable Items

- Working further with the Council on Tax Reform regarding equitable taxes in Kansas, they would like a CREJ Economic Subcommittee member to attend their next meeting.
- Discuss Biden's Executive Order on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government.
- An upcoming event: The Colorado Fiscal Institute Webinar on Racist Roots of Tax Policy, April 20th, 2021.
- Look further into DC and California tax policies for examples of equitable tax policies to change the tax system and try to encourage and discourage certain behaviors that have disparate impacts.

Additional Resources

- Kansas Action for Children- John Wilson, Emily Fetsch, Adrienne Olejnik, Karuva Kaseke
- Sisters of Charity of Leavenworth- Sister Therese Bangert
- This link lays out 20 different ways in which race and taxes intersect
- A resource with tax breakdown info by state
- https://www.brookings.edu/research/closing-the-racial-wealth-gap-requires-heavy-progressive-taxation-of-wealth/

Education Subcommittee: Governor's Council on Education

April 22, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Secretary DeAngela Burns-Wallace
- Chief Gordon Ramsay
- Dr. Anthony Lewis
- Catalina Velarde
- Mark McCormick

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. The meeting began with a presentation from Dr. Bill Parrett and Dr. Kathleen Budge on high performing and high poverty schools. A short Q&A followed this presentation, which then led into the Governor's Council on Education presentations.

Joint Goals Discussed:

- Future speaker on school mascots
- Discussing how history is taught in schools
- University tuition costs

Healthcare Subcommittee: Maternal and Child Health

May 6, 2021

Commissioners Attending

- David Jordan
- D.A. Mark Dupree
- Chief Gordon Ramsay
- Dr. Tiffany Anderson
- John Nave
- Ernestor De La Rosa
- Catalina Velarde
- Secretary Burns-Wallace

Topics Discussed

The conversation focused on the guest speakers; Dr. Joan Duwve of the Kansas Department of Health and Environment, Marci Nielsen- Chief Advisor for COVID-19 Coordination for the Governor, Kasey Sorrell of the Kansas Department of Health and Environment, and Andrea Clark of the Kansas Department for Aging and Disability Services. Sweta from NGA also shared a presentation on addressing the social determinants of health to improve health outcomes. The subcommittee members reviewed topics from their previous breakout session at the 1/28 meeting. Their topics include: maternal and child health, behavioral health, ACE's and intrafamily violence, and workforce. Other areas of interest included a broader ACE's discussion, financing SDOH services, and child welfare prevention services.

Potential Recommendations:

- Ensure navigation/care coordination is available in Spanish and other languages; ensure care coordination/navigations services are available statewide; suggestion that communities/school districts engage in birth education as well as home visiting; ensure these programs have adequate funding.
- Medicaid expansion
- Healthcare, Behavioral health, Dental
- Reimbursement for community health workers
- Team that is culturally responsive and trauma informed
- Office hours that are non-traditional
- Prenatal care leading to pediatric care
- Social determinants of health

Other items discussed:

- Importance of early investment in children -- first 1,000 days of children's lives are critical to long term health and earnings outcomes.
- Stroda recommends strategic funding and planning regarding home visiting.
    - School districts and public health organizations need to fully utilize navigators and home visiting resources.
- The importance of lived experience; institutionalized racism impact on health outcomes; Birth Equity Network curriculum.
- Racism as a public health crisis
- Impact of Medicaid expansion on maternal health outcomes
- Need for better data

- Need for more culturally competent workforce
- Delayed discontinuation of Medicaid has had a positive impact on health outcomes -- success by accident because of COVID
    - Because of the public health crisis, there has been no discontinuation of enrollment in Medicaid.
- Collaboration between law enforcement and health care providers.

Additional Resources

- Kansas Birth Equity Curriculum: https://redcap.kumc.edu/surveys/?s=C7PAHM8W3P

Full CREJ Meeting: Early Childhood/Childcare

May 20, 2021

Commissioners Attending

- Dr. Shannon Portillo
- John Nave
- Dr. Brandon Davis
- D.A. Mark Dupree
- Dr. Tiffany Anderson
- Secretary DeAngela Burns-Wallace
- Dr. Anthony Lewis
- Mark McCormick
- David Jordan
- Chief Gordon Ramsay
- Hon. Monique Centeno
- Catalina Velarde

Topics Discussed

The conversation focused on our guest speaker and the discussion around the July 1st report. Each subcommittee came prepared with their outlined recommendations and read them aloud to the entire group. Commissioners then voted as a group on recommendations and discussed what would be needed from each subcommittee in the upcoming weeks before the report is due.

Economics Subcommittee: Federal Legislation and ARPA

June 3, 2021

Commissioners Attending

- Dr. Shannon Portillo
- Dr. Brandon Davis
- D.A. Mark Dupree
- John Nave
- Mark McCormick
- David Jordan
- Catalina Velarde

Topics Discussed

The conversation was around the guest speakers' presentations and continuing to discuss recommendations for the July 1st report. The subcommittee focused on refining the recommendations that have already been made and discussing workload for each committee member. Members were delegated due dates and made aware of the July 1st report timeline.

Other items discussed:

- How to finance our recommendations
- Collaborating with the education subcommittee on promoting certificate programs

Education Subcommittee: School Mascots and Post-Secondary Education

June 17, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Secretary DeAngela Burns-Wallace
- Chief Gordon Ramsay
- Mark McCormick
- Dr. Shannon Portillo
- David Jordan
- Dr. Anthony Lewis

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. Guest speakers included Professor Shawn Watts, Charmine Chambers, and Scott Smathers. Kate Davis created a "Potential Mascot Suggestions" document throughout the meeting as the commissioners discussed the issue at hand. The rest of the meeting was spent discussing and reviewing recommendations for the final report.

Actionable Takeaways:

- Future speaker on school mascots
- Discussing how history is taught in schools and educating students on appropriate behaviors
- Discuss university tuition costs

Healthcare Subcommittee: Behavioral Health

July 1, 2021

Commissioners Attending

- David Jordan
- Ernestor De La Rosa
- Catalina Velarde
- Chief Gordon Ramsay

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members relating to Behavioral Health in Kansas. Guest speakers included Nia West-Bey and Isha Weerasinghe from the Center of Law and Social Policy in Washington D.C., Michelle Ponce from the Association of Community Health Centers, Tim Deweese from the Johnson County Community Health Center, and Kari Bruffett from the Kansas Health Institute, Amittia Parker from the Georgetown Center of Community Health and Safety.

Actionable Takeaways:

- Develop legislation that expands Medicare in Kansas.
- Expand telehealth access and codify regulations in Kansas.
- Increase access to mental health in schools.
- Increase mental health funding in Kansas.

Full CREJ Meeting: Update on First Report Items

July 15, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Dr. Shannon Portillo
- Ernestor De La Rosa
- Dr. Anthony Lewis
- Dr. Brandon Davis
- Jackson Winsett
- John Nave
- Mark McCormick
- Hon. Monique Centeno
- David Jordan

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the commission and guest speakers, as well as an update on the commission's December 2020 Report. Guest speakers included Darin Beck from the Kansas Law Enforcement Training Center (KLETC) and Gary Steed from the Commission on Peace Officer Standards and Training (CPOST), and an update on the report's rollout.

Actionable Takeaways:

- Increase public accessibility to the report and improve feedback mechanisms.
- Connect CPOST with Tribal Nations to improve report roll-out and benefit CPOST'S vetting process.
- Implement software to improve investigation procedures.
- Consider increasing Goodtime Credits.
- Consider legislation to reform the state's prison system.

Economics Subcommittee: Housing

July 29, 2021

Commissioners Attending

- Dr. Shannon Portillo
- Mark McCormick
- Dr. Brandon Davis
- John Nave
- D.A. Mark Dupree

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. Guest speakers included Michelle Ewert and Morgan Lawrence from Washburn University Law School.

Actionable Takeaways:

- Create housing policy to support low income populations in Kansas.
- Account for housing disparities in Kansas Housing Policy that makes homeownership unattainable.
- Develop housing program to address historical inequities.
- Reassess the appraisal and loan approval process in Kansas.
- Reassess housing policies specific to tenants in court procedures.
- Create legislation focused on energy efficiency upgrades.
- Increase loan availability through grants, stipends, etc.

Education Subcommittee: Housing and School Partnerships

August 12, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Catalina Velarde
- Secretary DeAngela Burns-Wallace
- John Nave

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. Guest speakers included Carrie Higgens and Regina Franklin from the City of Topeka, Trey George from the Topeka Housing Authority, Sarah Sharp from the United Way.

Actionable Takeaways:

- Increase resources available to students affected by impact avenues.
- Utilize language in legislation that directly refers to the economic impact housing has on education access to families, through the generational report.
- Increase access to housing to improve access to education.
- Consider utilizing Housing Authority's 2% offline to further collaborate with education reforms in Kansas.
- Promote language regarding collective impact actions to increase access to emergency housing vouchers or grants.

Healthcare Subcommittee: ACEs and Interfamily Violence

August 26, 2021

Commissioners Attending

- David Jordan
- Mark McCormick
- Teresa Miller
- Dr. Anthony Lewis
- Chief Gordon Ramsay
- Ernestor De La Rosa
- Catalina Velarde

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. Guest speakers included Francisca Jimenez from Russell Childhood Development Centers, Kathy Ray from the Kansas Coalition for Domestic Violence, and Monica Murnan from Greenbush.

Actionable Takeaways:

- Allocate state funding to further improve development and domestic violence resource centers.
- Consider developing policies that maximize the benefits of Medicaid in Kansas.
- Consider agency collaboration between law enforcement and health resource centers.
- Provide resources to expand multicultural resources in the workforce and overcome language barriers in healthcare.
- Improve access to technology that expands the use of language interpreters in Kansas Healthcare.
- Improve language access.

Full CREJ Meeting: Universal Equity Policies and Family Planning

September 9, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Dr. Shannon Portillo
- David Jordan
- Dr. Brandon Davis
- Chief Gordon Ramsay
- Teresa Miller
- D.A. Mark Dupree
- DeAngela Burns
- Mark McCormick
- Ernestor De La Rosa
- Dr. Anthony Lewis
- Hon. Monique Centeno

Topics Discussed

The conversation focused on the guest speakers; Dr. Janice Underwood from the Commonwealth of Virginia and Angela Feller LeMire from the Colorado Department of Public Health and Environment.

Potential Recommendations:

- Develop and utilize a Health Equity Commission Group.
- Remove racist and discriminatory language from existing state legislation.
- Increase funding for state family planning programs.
- Develop a DE&I plan that explicitly outlines 5 goals.

Other items discussed:

- Short-term goals for the State of Kansas were discussed that focused on the development of legislative support groups. The recommendation for these groups was made with the intent to place a specific emphasis on the verbiage of state legislation and its references and discussion of people of color.
- The idea of revising the existing family planning structure in the state to account for demographic disparities that affect its accessibility.
- The potential creation of a plan like the ONE Virginia Plan to aid state entities and subcommittees in achieving their goals.

Economics Subcommittee: Wages and High-Cost Lending

September 23, 2021

Commissioners Attending

- Dr. Shannon Portillo
- Teresa Miller
- Dr. Brandon Davis
- D.A. Mark Dupree
- John Nave
- Jackson Winsett
- Mark McCormick

Topics Discussed

The conversation focused on the pitfalls of the Payday Loan system in the State of Kansas, and more specifically the implications related to the system of loan borrowing and repayment amongst the demographic that they are intended to serve. The conversation then shifted to a discussion of minimum wages and their subsequent effects on individuals and counties across the state.

Other items discussed:

- Existing payday loan reforms in Colorado and other states.
- Existing reform measures that are actively taking place in Kansas.
- Reality of minimum wage in reference to inflation and implementation.
- Demographic differences related to minimum wage.

Actionable Items

- Adopt a payday loan reform that does not eliminate them from the status quo, but instead makes them a realistic fit and beneficial resource in the lives of the demographic they serve.
- Review existing legislation pertaining to payday loans and provide support for future reforms and legislation.
- Establish a minimum wage that is indexed for inflation.

Education Subcommittee: Post-Secondary Education and Juvenile Justice

October 7, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Dr. Shannon Portillo
- Mark McCormick
- Hon. Monique Centeno
- D.A. Mark Dupree

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. Guest speakers included Kansas Board of Regents Chair Cheryl Harrison-Lee, CEO and President Blake Flanders, Judge Kellie Hogan and Retired Judge Jim Burgess. The rest of the meeting was spent discussing and reviewing recommendations for the December Report.

Actionable Takeaways:

- Increase the amount of financial aid available to students entering and actively in post-secondary education.
- Continue discussion on the cost of university tuition
- Discuss possible changes in the education system for underprivileged students.

Healthcare Subcommittee: Healthcare Workforce

October 21, 2021

Commissioners Attending

- David Jordan
- Ernestor De La Rosa
- Mark McCormick
- Chief Gordon Ramsay
- Catalina Velarde

Topics Discussed

The conversation focused on the Healthcare Workforce in Kansas and the presentations of guest speakers, Christina Friedt from the Northwest Portland Area Indian Health Board, Lucia Jones-Herrera from United Health Care Community and State, Kansas, Rachel Showstack from Wichita State University, and Geovannie Gone from Genesis Family Health.

Other Topics Discussed:

- Existing legislation prevents DACA Recipients and other immigrants from obtaining licensure that allows them to practice in the medical field despite their ability to obtain and complete the necessary education.
- A discussion pertaining to a long-term solution to support immigrant families with the resources to communicate with their community effectively, specifically in the healthcare and other professional settings.
- The role of healthcare workers and their ability to provide a more empathetic level of care was discussed by the presenter and subcommittee members. Specifically, a discussion focused on the importance of empathetic health workers in Kansas took place.
- The importance of Dental Therapists in Tribal Communities and other minority populations.

Actionable Items

- Draft and enact a piece of legislation that overrules the prohibitions made by the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1966.
- Begin supporting Spanish Language Education for bilingual children in the State of Kansas.
- Rachel Showstack from Wichita State University provided the following recommendations as a part of her presentation on language access in the State of Kansas:
    - For State Agencies:
        - Disseminate information to healthcare institutions
        - Improve management of reimbursements for interpreting
        - Create language access department within state Medicaid office of KSDE
        - Develop an accessible system for patients to file complaints
    - For Legislation:
        - Enact State versions of TITLE VI or ACA Section 1557
        - Require all healthcare interpreters to be qualified with proper certification.
        - Require that healthcare institutions have language access plans.
    - For Budget:
        - Funding for individuals to get interpreter training or for universities/nonprofits to provide it, medical Spanish at high schools

        - Infrastructure and training for video remote in addition to telephone
        - Public education and outreach: rights of patients & responsibilities of providers.
    - For Local Government:
        - Build capacity to disseminate public health messaging to residents who speak minoritized languages
        - Disseminate messages in Spanish and other languages spoken locally
        - Consider appropriate modalities and literacy levels
    - For Research:
        - Investigate current process for Medicaid reimbursements
        - Assess language access needs in each service area
        - Conduct comparative effectiveness study on a language access intervention

Lucia Jones-Herrera from the United Health Care Community provided the following recommendations for sustainability:

- Ensure that stakeholders understand the role and value of Community Health Workers:
    - Community
    - Clinical
    - Payers
    - State
- Funnel funds to community-based organization to support community-based programs.
- Work with clinical partners to understand how to work with Community Health Workers to close gaps in care and achieve optimal clinical outcomes.
- Incentivize payers and clinical partners to work with community-based organizations.
- Technical assistance to CBOs to partner with health payers/providers.
- Do not allow or settle with the idea that Community Health Workers cannot exist if providers are not the ones prescribing the care.
- Avoid payment models that are based on pay per hourly work.

Education Subcommittee: Teacher Diversity and Training

October 28, 2021

Commissioners Attending

- Dr. Tiffany Anderson
- Hon. Monique Centeno
- Ernestor De La Rosa
- John Nave

Topics Discussed

The conversation focused on guest speakers and a discussion of topics and recommendations from the subcommittee members. The meeting began with a presentation from Sherri Schwanz, Angie Powers, and Jamila Walton on the work of Kansas National Education Association (KNEA) and their current initiatives. A short Q&A followed this presentation.

Other Topics Discussed:

- Teacher Diversity
- The Kansas NEA Just Imagine Justice Initiative
- An Honest Approach to Education
- Policies that limit public school education curriculum

Actionable Items:

- Incentivize second-language fluency for Kansas Educators
- Increase pathway opportunities for individuals employed in school education while providing funding for these pathways.
- Collaborate with other educational agencies for equity training and to increase recruitment efforts.
- Provide incentives to promote teachers engaging in mentor/mentee opportunities.
- Potentially develop and incentivize a pipeline to increase teacher retention in Kansas, specifically focusing on hiring educators in their own neighborhoods.

Economics Subcommittee: Maximizing Federal Funding

November 4, 2021

Commissioners Attending

- Dr. Shannon Portillo
- D.A. Mark Dupree
- John Nave
- Teresa Miller
- Mark McCormick

Topics Discussed

The conversation focused on the guest speakers and a discussion of topics and recommendations from the subcommittee members. Guest speakers included Donna Ginther from the University of Kansas and Adrienne Olejnik from Kansas Action for Children. The rest of the meeting was spent discussing and reviewing recommendations for the December Report.

Actionable Takeaways:

- Do away with restrictive policies on TANF.
- Allocate financial resources from the federal government to preserve existing families and avoid children entering foster care.
- Provide income support for families to avoid falling into the foster care system.
- Potentially close the coverage gap
- Increase pregnancy income eligibility level.
- Extend Medicaid benefits to resident immigrants, specifically pregnant women and children.
- Re-emphasize the resources that are already publicly available.
- Extend post-partum coverage to a full 12 month period for those on Medicaid.

Full CREJ Meeting: Review December Report

November 18, 2021; In Person

Commissioners Attending:

- Dr. Shannon Portillo
- Dr. Tiffany Anderson
- David Jordan
- Dr. Brandon Davis
- Chief Gordon Ramsay
- Teresa Miller
- Mark McCormick
- Dr. Anthony Lewis
- Hon. Monique Centeno
- DeAngela Burns-Wallace
- D.A. Mark Dupree
- Ernestor De La Rosa

Topics Discussed:

The conversation focused on the approval of the sub-committees' recommendations in preparation for the upcoming CREJ December Report. The presentation in today's meeting was given by Commissioner Teresa Miller and focused on the mission and work of the Kansas Health Foundation.

Other Topics Discussed:

- The distinction between health and healthcare, and how these individual areas are influenced by the demographic identities of individuals with marginalized identities.
- Geographical location of marginalized individuals determines their level of susceptibility to poor health.
- The correlation between historically redlined areas and a decreased life expectancy.

Actionable Items

- Explore partnerships to expand policy in an effective and direct manner.
- Engage in the criminal justice reform to better understand the connection between systemic racism and health disparities in marginalized populations.

Agenda Number: 11

Meeting Date: 5/10/2022

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

Item Title: Recognition of 2022 US Senate Youth Recipients

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2022 US Senate Youth program Kansas delegates at the May board meeting. The delegates and alternates will receive certificates of recognition.

2022 Kansas Delegates

- Gerrit Dangermond, Oskaloosa High School, Oskaloosa USD 341
- Will Rues, La Crosse High School, La Crosse USD 395

2022 Kansas Alternates

- Kevinh Nguyen, Seaman High School, Seaman USD 345
- Andrew Phalen, Lawrence High School, Lawrence USD 497

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

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

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

Agenda Number: 12

Meeting Date: 5/10/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Update on the Upcoming 2022 Summer Academies

From: Scott Smith

Dr. David Fernkopf from the CSAS team will provide a glimpse into some of the themes and content covered in the Summer Academies. He will be joined by CSAS program managers who can also speak about the professional development goals for teachers that will be provided during the two-day academies.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date: 5/10/2022
Randy Watson		Randy Watson	

Item Title:

Act on Recommendations to Establish Native American Advisory Council

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations 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.

Explanation of Situation Requiring Action:

The Kansas Advisory Council for Indigenous Education Working Group would consist of multiple institutions (the Kansas State Board of Education, the Kansas Department of Education and the Kansas Board of Regents) working towards the long-term goal of establishing a more permanent and formal advisory council for Indian education as members would collaboratively work towards improving learning systems to better serve American Indian students, families, communities and nations in Kansas. The advisory council would prioritize relationship building, research and learning on relevant topics.

Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG)
Language for Feedback - **Draft 5.4.22**

Introduction

In light of recent discussions with various Indian education stakeholders in Kansas, we are proposing the establishment of a Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG) to act as a temporary advisory body to the Kansas State Department of Education (KSDE), Kansas Board of Education (KSBOE), and Kansas Board of Regents (KBOR) for areas of reform related to American Indian[1] Education as described below.

KACIE-WG is a symbol of good faith dialogue between multiple institutions working towards the long-term goal of establishing a more permanent and formal advisory council for Indian education as we collaboratively work toward improving our learning systems to better serve American Indian students, families, communities, and nations in Kansas. No organization or institution mentioned in this document is legally bound to the decisions made by this working group. As described below, this working group is prioritizing relationship building, research and learning on relevant topics, and will make recommendations to various institutions as we explore how we might transition to a more permanent and formal advisory council in the future.

KACIE-WG Short- and Long-Term Goals

The short-term goals (approximately 6 months - 1 year) of this group will be to:

1. Build relationships between KSDE, KSBOE, KBOR, and American Indian stakeholders in Kansas (Native Nations in and out of state, Bureau of Indian Education institutions, Title VI and Johnson O'Malley Coordinators, etc.). This can be done in both formal and informal ways and should consider cultural differences related to how relationship building occurs in different communities. If relationships develop appropriately, this will ideally create conditions for the development of mutually beneficial formal agreements (MOAs/MOUs) between institutions.
2. Identify funding streams to create a fulltime coordinator position for Indian education initiatives in Kansas with attention to long-term sustainability and advise on relevant job descriptions and postings.
3. Create recommendations for Indian education reforms in Kansas that may be feasible to accomplish in a short-term manner (6 months - 1 year), as it relates to A) reform of standards and other relevant curricular infrastructures; B) creation of relevant professional development opportunities, pathways and materials; C) data infrastructure reforms; D) partnership building with Indian education stakeholder

[1] Regarding language and terminology, we recognize that this document utilizes a variety of terms such as Indigenous, Native American, American Indian, Tribe, Native Nation, etc. Some of these terms are associated with federal laws, policies, and bureaucracies such as the Office of Indian Education, Bureau of Indian Education, and Tribal Education Agencies/Departments (TEAs/TEDs), etc. However, we also recognize that the Kansas Association for Native American Education (KANAE) has historically used the term Native American, and certain academic fields of study more often utilize the term Indigenous. In consultation with American Indian education leaders in our state, we believe this working group will be the ideal place for us to determine the most appropriate language for our work in Kansas moving forward.

institutions; E) Indigenous language learning in schools for credit, with affiliated pathways to professional educator certification; F) removal of American Indian mascot and branding.

4. Research Indian education advisory councils and state level infrastructures found in other states, and develop a structure that suits Kansas, as well as relevant Indian education stakeholders in this state. This working group will then create an infrastructure for a Kansas Advisory Council for Indigenous Education (KACIE) and establish a strategic direction for this new council (see long term goal below).

The long term (approximately 1-2 years) goal of KACIE-WG will be:

5. Establish a Kansas Advisory Council for Indigenous Education (KACIE) to advise KSDE, KSBOE, and KBOR on matters related to American Indian education. This working group will be built in a manner the resembles what we currently believe will be the eventual structure of this formal advisory council (details below); yet, with time to conduct research on how other states are approaching this work it is anticipated that it will shift as we all learn together. Once the advisory council is established, the working group will dissolve, and the working group will transfer responsibility the newly established KACIE. This new advisory council will serve as formal mechanism for co-governance on matters related to American Indian education in Kansas and will allow Native nations to have influence over the education of their citizens.

KACIE-WG Representative Make Up

KACIE-WG will be composed of the following, with an expectation that the group itself will have the authority to modify its working infrastructure by way of majority vote as they move forward. The primary actions available to this group will be to issue recommendations to KSDE, KSBOE, and KBOR, and any of their affiliated institutions. Additionally, in this working group format, there will be a need to stay open to specialists and content matter experts sharing their expertise or perspectives in these meetings. Yet, the following representatives will have the authority to vote on advisory statements.

- **Voting Representatives (12 total)**
    - One representative from each of the four tribes currently residing in Kansas (4) – to be appointed by each respective nation.
    - Three American Indian community representatives (3), such as existing Title VI Indian Education directors, Johnson O'Malley program leaders, District leaders in American Indian communities, community center leaders, Indian education professional organizational leaders, etc. Two of these three must be actively working in a Kansas school district, with consideration of representation from larger metro schools serving American Indian students – To be nominated by any of the four tribal representatives and appointed after approval from 3/4 vote from those four tribal representatives.

    - One representative from the Bureau of Indian Education (BIE) (1) – to be appointed by the BIE, Kickapoo Nation School, and/or Haskell Indian Nations University.
    - One representative from KSDE (1), such as a KSDE employee, or someone contracted or named by KSDE to engage in Indian Education specific initiatives – to be appointed by KSDE.
    - One representative from KSBOE (1) – to be appointed by KSBOE
    - One representative from KBOR (1) – to be appointed by KBOR
    - One regent university and/or community college representative (1) – to be appointed by KBOR

- **Chair**
    - The representatives for the four tribes (4), as well as the KSBOE (1) and KBOR (1) representatives will nominate chair candidates from amongst the committee, which must be approved by 2/3 vote amongst those 6 representatives.

- **Non-Voting Representatives:**
    - One honorary position from a federally recognized tribe residing in Nebraska or Oklahoma, with histories and connections to Kansas (1) – To be nominated by the chair and appointed after approval from a majority vote from the four tribes currently residing in Kansas.
    - One honorary position from the Kansas Legislative or Executive Branches of Government (1) – to be nominated by the Joint-Committee on State-Tribal Relations and appointed after approval from a majority vote from the four tribes currently residing in Kansas.

Meetings

This working group will meet at least once a month in the first 6 months after its creation and will then decide to continue this meeting schedule or change the meeting frequency according to group preference (such as quarterly). The working group will decide the feasibility of in-person and/or online meetings, and choose what best suits them.

Web Presence

This group will receive a web presence within KBOE, KSDE, and KBOR infrastructures, and recommendations from this group will be made public within these infrastructures, along with other relevant business associated with the group (celebratory moments, photos, news and resources relevant to the groups business, etc.).

Agenda Number: **14**

Meeting Date: **5/10/2022**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Educator Shortage Information and Teacher Licensure Discussion

From: Shane Carter

The Teacher Licensure Team will discuss 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, staff will provide an update on the TEAL (Temporary Emergency Authorized License) utilization, and provide future options for consideration.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Jay Scott		Randy Watson		

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 232 DeSoto and USD 446 Independence.

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 232 DeSoto
USD 446 Independence

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.

Agenda Number: 16

Meeting Date: 5/10/2022

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

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

From: Tamra Mitchell

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 April, the ARC met and took its action on the accreditation recommendation for 20 public systems and a redetermination for 1 system.

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.

Holy Spirit Catholic School

These 20 systems plus the system for redetermination will be brought forth as an action item at the June 2022 State Board meeting. KSDE accreditation staff will share the ARC's review process, system findings and accreditation status recommendations.

Accreditation Summary

Date: 09/23/2021

System: D0108 Washington Co. Schools (0000)

City: Washington

Superintendent: Denise O'Dea

OVT Chair: Darrell Kohlman

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 the Foundational Structures in place to meet KESA requirements. The system and OVT report indicated that 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 district has implemented a tiered framework of support for all students. K-12 is utilizing Fastbridge testing data to determine the students' tiers. K-6 has implemented Tiger Reading and Math for MTSS groups. These students are progress monitored every two weeks to determine the effectiveness of the interventions. Students meeting a goal are returned to Tier 1 and Tier 2-3 are monitored and new interventions adjusted. Beginning in the Fall of 2021, the FastBridge screener was expanded to 7-12. A team reviews data to identify students in need of support.

Family, Business, and Community Partnerships
The system and OVT Chair reported that the overall culture has improved through engaging all stakeholders with regular use of USD 108 social media accounts (website, Facebook, Twitter, Instagram, and Live Feed). Face-to-face meetings with DLT, Booster Club, Site Council, PTO, Parent Advisory, Rotary Club and Chamber updates, Classroom to Careers in K-6, Student-Led Conferences, Trinity Churches Fifth Quarter, and Work-Study placements within their community were also reported.

Diversity, Equity, and Access Support
The OVT report verified that students receive classroom support through a K-6 School Counselor, and a 7-12 School Counselor to assess individual needs. An At-Risk Coordinator is also used to address academic and soft skill needs. Spanish-speaking families in the system are supported with translated materials and translated School Reaches communications.

Communication and Basic Skills
The OVT chair and system reported that the curriculum follows the ELA standards and K6 is currently working toward Standards-Based Grading along with utilizing the Second-Step conflict resolution. Additionally, the system supports a building-phase structure with the FastBridge SAEBRS data that focuses on communication skills. An example of how the system communicates with parents and students is brag emails and a D/F list are sent.

Civic and Social Engagement
The structures in civic and social engagement are supported by the systems curriculum. The system and OVT chair provided evidence which includes K-6 Tiger Pals, Anti-bullying Second Step curriculum, Stand-Up to Bullying, and Great Kindness Challenge activities, as well as 7-12 Community Clean-up Day and Washington County Government Day.

Physical and Mental Health
The OVT chair and system reported supporting mental health through the K-6 Second Step program, D.A.R.E., KSU Extension class with Ms. Nutritious and Delicious Time, daily recess, and PE class. Students in 7-12 grades are required to take two PE credits as well as one Health credit in grade 9. Current 7-12 students need assessments are driving a proposed SEL curriculum by bringing in outside presenters with resources and tools to create awareness and reflection on the importance of personal mental health. For students in grades 7-12, a conscious effort is being made to include student leadership that provides assessment and feedback to implement steps of support. the system's high attendance rate was used as evidence to indicate students' needs, both mentally and physically, are being met.

Arts and Cultural Appreciation
The system and OVT chair reported that students are able to participate in several programs and competitions throughout the year. Students in grades 7-12 are required to have one Fine Arts credit as a graduation requirement. Additionally, students in grades 7-12 are able to participate in musicals and plays, music/band concerts, Veterans' Day programs, art contests, and fine-arts spring showcases. An after-school program provides students in grades 7-12 with opportunities to attend field trips to a variety of museums and fine art events. Students in grades 7-12 are able to participate in the International Club, which meets throughout the year to celebrate and experience various customs and cultures around the world. K-6 students receive 30 minutes of music every day; grades 5-6 include band instruction. 7-12 as the opportunity to enroll in numerous musical opportunities, as well as participate in Youth for Music, Honor Band, and KMEA. The evidence shows that the creation of three new events/programs is giving students more opportunities to be involved with the arts

Postsecondary and Career Preparation
The OVT chair and system reported that a Careers to Classroom program and an after-school program at the K-6 level; Power Zone have been implemented. For sixths grade students, the system has implemented strategies that focus on Jobs/Leadership. In grades, 7-12 students utilize Xello for Individual Plans of Study that allow for numerous opportunities for career reflection. The Junior class participates in a Career Research program that offers students the experience of focusing on possible future careers. The Master Schedule offers additional options such as concurrent credit opportunities, enrichment through Accelus for postsecondary options, staffs an independent learning lab, facilitates workplace experience and job shadowing, and provides the opportunity for field trips to various community businesses through TigerTime. The system reported an increase from 62.5% postsecondary effectiveness at the beginning of the cycle to a 64.7% effectiveness rate in 2019.

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

ARC Comment

USD 108 will build a supportive network of interpersonal relationships between teacher-students, school-community, and teacher-family, to improve student engagement by better understanding personal characteristics and fostering civic responsibility.

The system's goal to develop deeper student relationships resulted in the process of developing steps to implementing programs and activities to help students make connections with each other and staff while at school. The system has hired an elementary counselor to strengthen our students' development in character education and conflict resolution by having weekly in-class lessons and small

group lunch meetings. in order to provide students with the opportunity to start their day in a calm manner to create a feeling of belonging, Soft Start was implemented. The elementary school also participates annually in Stand Up to Bullying Week and The Great Kindness Challenge. Students are able to engage in games and activities that promote participating in a kinder world. In an attempt to celebrate each student, birthday lunches have evolved to include celebrating students' ½ birthdays with a special table and decorations.

In the Jr./Sr. High School, Tiger Time was developed to teach students SEL and soft skills. An At-Risk Coordinator was hired in order to address and improve communication, academic, and social/emotional needs with individual students. Additional efforts to increase students' exposure and experiences include creating a bowling team, annual play/musicals have been performed, and The Infinity Project hosting open library hours. According to the system and OVT, each of these opportunities provides students with occasions to connect to each other, staff members, and the community in a meaningful manner.

The system has learned that the students believe they belong in the school community and like being at school. According to the KCTC, in 2018, the students who responded "no" to the question, "I feel safe at school" was 17.6%. In 2021, 10.5% of students responded "no" to the same question. The system's attendance rate remains steady at a high 96.5% rate. Despite the interruption the COVID pandemic caused, the system's chronic absenteeism has decreased from 10.3% at the start of this cycle to 4.2%

According to the OVT, reflecting on the FastBridge data at the elementary level, the students' engagement with classroom instruction in math has seen a slight decrease. The system attributes this to the disruption of the COVID Pandemic and the increased focus on reading strategies. The reading scores have shown a slight increase despite the COVID disruptions. The system's Post-Secondary Effectiveness rate continues to be above the predicted effectiveness rate. The system believes this is because of the intentional goal of building a supportive network of relationships that focused on students.

Family Relationships-To begins the process of developing family relationships, the system implemented weekly and monthly newsletters for parents and students, elementary students' monthly birthday lunches with families, and various family nights (math, PowerZone, and Open House). Student-led conferences brag emails, and weekly emails to families of students who are failing classes were also added.

Community Relationships - In an effort to strengthen the relationship within the system's community, different strategies were implemented to build community involvement across grade levels. Classroom to Career partnerships that pair an individual classroom with a community business was implemented at the K-6 level. The11th and 12th graders have partnered with community businesses to learn work-related skills through a work-study program. After home football games, local churches have combined efforts to provide a safe environment for students in grades 7-12 to relax and socialize. The after-school programs, Powerzone, and The Infinity Project have built partnerships with the community businesses and individuals to allow field trips, programs, and assemblies for students and their families. The system believes they have had a positive impact on the community and its students. Parents and community members are involved with the school system. Most stakeholders understand that they have an important role to play in the success of students.

Staff Relationships – To build staff relationships, the system has begun celebrating staff members' birthdays with monthly potluck treats. The system has also partnered with the coffee bar located in our local pharmacy. Each Friday they deliver drinks to the school that staff members have pre-ordered and daily gifts are given to recognize Education Week.

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 - Implement a multi-faceted approach for identifying and connecting with students in order to improve student success skills.

The system set a goal to improve student skills by implementing a variety of strategies. One of the main focuses in this goal area was to establish a universal free preschool program for all 4-year-olds in the system. The system was able to succeed in developing a preschool program for all 4-year-olds in the system. This preschool program continues to grow and has become an integral part of the student support services. Data to support the goal includes the Kansas English Language Proficiency Assessment (KELPA). Data shows a significant improvement in the "Progress Not Demonstrated" category. In 2017, 75% of students fell into that category, and by 2021 the number was down to 28.5%. In addition, the district has a significant portion of the ELL population scoring in Levels 2 and 3 of proficiency. The system ELL population has grown from 1.2% in 2017 to 5.8% in 2021. The system expects to see continued growth in this demographic

The SEL surveys were given to the 3rd - 6th-grade students in the fall of 2020-fall 2021. The Second Step data was unavailable to correlate, so the elementary team developed their own survey tool to monitor students' success in their soft skills. The results show that over 85% of these students get along with their peers and over 75% of students feel their classmates listen to them when they share. The goal of listening to your peers showed an increase of 10%. When reflecting on state assessment data from 2017-to 2021, the system saw various trends between content areas. In math, the percentage of students in levels 3 and 4 increased from 19.9% to 26.2%. ELA, on the other hand, showed a decrease from 36.4% to 29.3%. In science, the number of students in levels 3 and 4 increased from 37.8% to 38.9%. The system recognizes that their reading skills will need to be addressed in the next cycle. The increase in math and science scores is showing up not only in state assessment scores but also in the classroom. High school staff has noted that students are moving through with stronger math skills.

The system will continue to use SEL curriculums, FastBridge, SAEBRS, iReady, Kansas State Assessment data, math, reading, and behavior interventions, and Structured Literacy with tiered systems of support. By reviewing the assessment data, the system plans to adjust its goals to meet the needs of its students and community.

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 embraced the KESA process and has influenced the system in numerous ways by helping them identify, monitor, and address specific concerns within their system. Some of the ways this system was influenced were by having staff use design thinking, pilot new ideas, pivot when ideas did not pilot well, and collect data while piloting. From this data collection process, support systems are being put into place, students' individual and class needs are a focus, and staff is given opportunities to reflect and grow as educators.

This system is supported by the school board through financial means. According to the OVT and system reports, supported changes have come from additional professional development through changes to the system calendar. Resource allocations in the system have been adjusted to provide an elementary counselor, an ELL coordinator, and a secondary at-risk program. The creation and funding for a preschool have occurred and increased participation in the Parents as Teachers program.

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 embraced the State Board Outcomes and made changes to ensure students are successful.

Board Outcomes

Social-Emotional Growth	According to the OVT and system's report, grades 3-6 were given an SEL survey. In 2021, 85% of elementary students feel positive about their relationships with peers and teachers. Grades 7-12 were given time to complete SAEBRS within FastBridge. This data was in the first year of the collection phase and will be used to build possible curriculum implementation for the JHHS.
Kindergarten Readiness	Before the current KESA cycle, there was no preschool for all eligible four-year-olds, and Parents as Teachers was at a limited capacity of 10 slots. The only readiness check was the Kindergarten Roundup held for incoming families. The system has implemented a 4-year old preschool program for all students four years old. Incoming preschool and kindergarten students are screened using Ages and Stages Questionnaires. The system also provides Parents as Teachers support for 20 children living within the system's boundaries, ages 0-3.
Individual Plans of Study	Students 7-12 within an Advisory time framework work on an array of activities that reference IPS- Xello, Dreamwakers, and FastBridge testing. Future implementation for 7-12 will continue to focus on increasing student access to post-secondary options with continued outings to businesses within the community, college visits, PBL, implementation of Senior Work Week, and increased volunteer opportunities for our students. The need for this increase is evidenced by feedback from students about the number of experiences available to them. As students who have had these opportunities, their abilities to make course selections that are personalized and tailored to meet their needs have increased within the XELLO platform. This increases their focus on a post-secondary plan and allows for exposure to options that the student might want to explore. Strategies are employed to achieve future career goals of Individual Plans of Study.
High School Graduation Rate	ARC Comment: The OVT and system reported the following High School Graduation rates: 2015-100% 2016-92.5% 2017-84.4%- this was one student 2018-100% 2019-100%. 2018, 2019, 2020 Washington County High School Graduation rate has been 100%. The 5-year average graduation rate (for years 2015-2019) is 95%.

Postsecondary Success	Washington County High School's 5 Year effectiveness average is 66%. Two years ago the effectiveness rate was 64%. USD 108's predicted range for Postsecondary Success is 57.4% - 60.4%. Last year the system received the copper distinction for being academically prepared for the postsecondary. The system is considered "Above Average" in the state of Kansas on Post-Secondary Success.

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

ARC Comment

The OVT and system report provided evidence that stakeholder groups were involved. The system has one site council that helps shape their conversations. Feedback was obtained from several stakeholder groups through the system's Redesign process through K-6 SEL surveys, student interest surveys, staff surveys, parent surveys, and community surveys. The improvement process was communicated through staff meetings and in-services, school to parent emails, and presentations to various community groups and organizations.

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

ARC Comment

The OVT report indicated that the system was responsive to the Outside Visitation Team throughout the accreditation cycle.

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

ARC Comment

According to the OVT, the system has shown fidelity in reporting to their local board, reports were completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with the local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and the process is evaluated through the use of data, a feedback loop exists. The OVT indicated that it was very apparent during their visits that the process involved all staff and was not a top-down model of school improvement.

ARC Recommendation

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

Justification

The system completed the implementation of the KESA process with fidelity. The system is beginning to use data to make necessary changes for revising and providing a successful learning environment for all students. The system was responsive to the feedback provided by stakeholder groups which improved communications.

Strengths

All buildings and staff use the same verbiage when they discuss the school/district improvement process
Intentionality and focus on the implementation of responses to the needs of students and staff for growth and improvement to occur.
Both the climate and culture of the system have improved dramatically during the KESA process.

Challenges

Developing and implementing an ELA curriculum across the district with a focus on improvement in reading skills.
Need to continue to improve in the collection of data as well as use the data to help drive improvement and continue to be intentional with interventions and resources.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Washington Co. Schools USD 108

101 West College, Washington, KS 66968
(785) 325-2261
usd108.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Denise O'Dea**

Demographics

369 Students

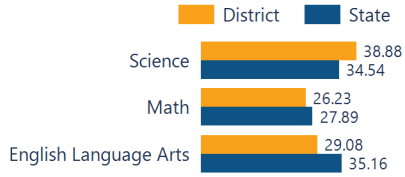
- African American 0.54%
- Hispanic 10.03%
- Other 1.63%
- White 87.80%

District Kansans Can Star Recognition

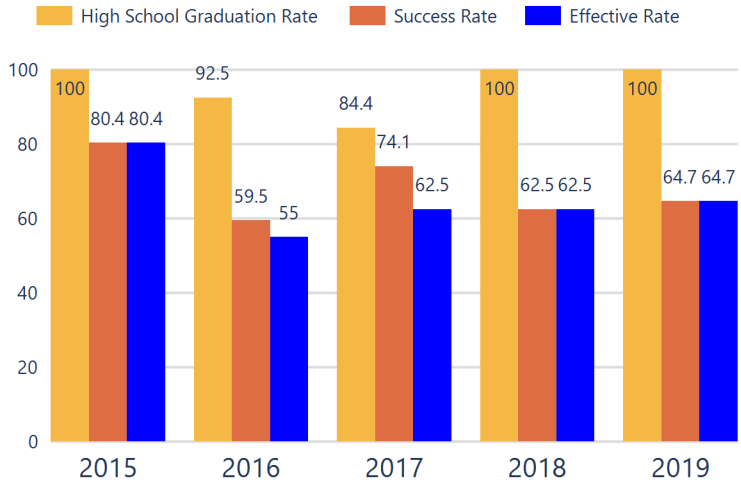
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
95.0%

Five-Year Success Avg
69.5%

Five-Year Effective Avg
66.0%

95% Confidence Interval for the Predicted Effectiveness Rate
57.4 - 60.4%

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.

92.3% State: 88.1

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

96.5% 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.

4.2% 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.

0.6% 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.

$14,454
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Washington Co. Schools USD 108

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	30.33	28.08	25.31	N/A	N/A	N/A	30.19	28.57	22.22
Level 2	44.38	40.44	37.97	N/A	N/A	N/A	43.56	42.34	38.88
Level 3	19.66	26.96	29.11	N/A	N/A	N/A	20.79	27.04	30.55
Level 4	5.61	4.49	7.59	N/A	N/A	N/A	5.44	2.04	8.33

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.32	39.32	34.88	N/A	N/A	N/A	42.45	38.61	30.30
Level 2	42.69	33.70	32.55	N/A	N/A	N/A	43.39	40.59	39.39
Level 3	16.85	24.71	30.23	N/A	N/A	N/A	12.26	19.80	30.30
Level 4	1.12	2.24	2.32	N/A	N/A	N/A	1.88	0.99	0.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	56.66	73.33	83.33	N/A	N/A	N/A	71.42	63.63	42.85
Level 2	36.66	26.66	16.66	N/A	N/A	N/A	25.00	22.72	50.00
Level 3	6.66	0.00	0.00	N/A	N/A	N/A	3.57	13.63	7.14
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

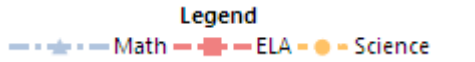
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

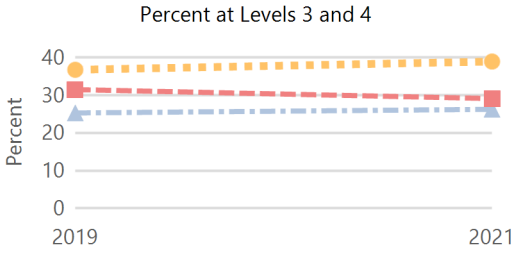
HISPANIC STUDENTS

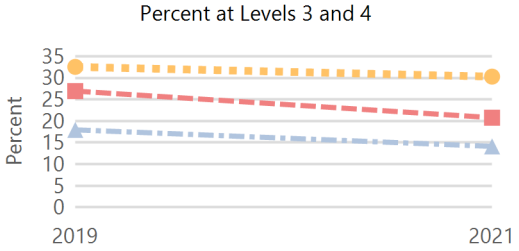
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	55.00	N/A	N/A	N/A	N/A	68.00	58.33	N/A
Level 2	40.00	25.00	N/A	N/A	N/A	N/A	32.00	29.16	N/A
Level 3	10.00	10.00	N/A	N/A	N/A	N/A	0.00	12.50	N/A
Level 4	0.00	10.00	N/A	N/A	N/A	N/A	0.00	0.00	N/A

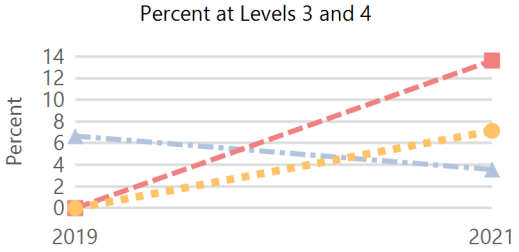
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

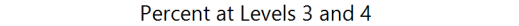
Academically Prepared for Postsecondary Success











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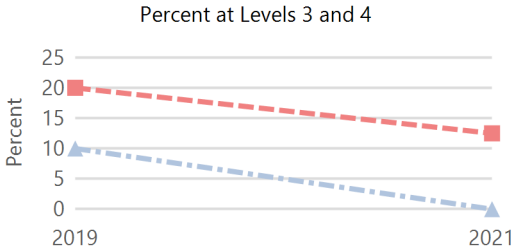
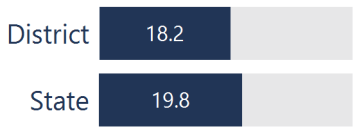


ACT Performance (2021 School Year)

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.



Accreditation Summary

Date: 04/21/2022

System: D0207 Ft Leavenworth (0000)

City: Fort Leavenworth

Superintendent: Keith A. Mispagel

OVT Chair: Dan BrungardtExecutive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support: In USD 207 through the five-year cycle, each school has established and maintains a comprehensive academic Tiered System of Supports aligned districtwide. Each building provides a structure and process to support individual student success in their Tiered Framework of Supports. Master schedules at both the elementary and secondary levels includes dedicated Tier I, Tier II, and Tier III times.

Family, Business, and Community Partnerships: By the nature of its existence, USD 207 largest community partner is the United States Army. The school and the post are essentially tied together supporting each other. Within this system, stakeholder engagement is extremely high.

Diversity, Equity, and Access: USD 207 may be the most culturally diverse school district in Kansas due to the international partners that are served at Fort Leavenworth. Fort Leavenworth hosts four academic schools in the Command and General Staff School located on Fort Leavenworth. This school serves not only the United States Army but also Sister Services and Interagency Personnel. USD 207 not only needs to be able to support different ethnicities but also nationalities. District staff prepares yearly for this unique rotating population. Measures are put into place to evaluate students upon arrival, meet with parents at the beginning of the year to set goals and collaboratively help the students, continue to measure progress, and meet with parents again to communicate growth.

Communication and Basic Skills: Fort Leavenworth Elementary schools are community schools each based in local neighborhoods. The majority of Pre-K 3 & 4 students arrive by parent transportation which gives staff the opportunity to have daily communication with family members. Those parents who walk home with their children have an opportunity to speak with teachers after school. Additionally, PreK teachers incorporate a variety of welcome and goodbye songs/rituals to connect with our students.

Civic and Social Engagement: Civic and Social engagement is a meaningful part of the education system at USD 207. With the majority of their student's population turning over each year it is important that students and their family belong to a community even if their time in that community is short.

Physical and Mental Health: During this KESA cycle, a new SEL core curriculum of The Leader in Me was

implemented in all schools. Each classroom now provides direct instruction and improved support for social-emotional learning and mental health. Each school has an established school counselor providing individual, small group, and whole group instruction. Additionally, physical education teachers provide valuable instruction with improved sensory-motor school-wide programs. School nurses in each school support growth and development instruction with classroom teachers in primary grade levels providing nutritional health instruction.

Arts and Cultural Appreciation: Art and culture appreciation can be seen everywhere throughout all of the USD 207 schools. It is embedded in their daily activities, it is something students see and participate in without even knowing it is occurring.

Post Secondary and Career Preparation: Fort Leavenworth USD 207 serves only students in PK through 9th grade by statute. Even though there is not a high school as part of their system they still focus on developing postsecondary success with a strong foundation in the elementary and middle grades. The strong foundation involves exploration of personal growth and leadership leading to future career opportunities and success.

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

ARC Comment

Goal 1 - Over the course of the first accreditation cycle, USD 207 educators will grow in their pedagogical skills through professional development opportunities designed to increase academic achievement for all students as demonstrated through multiple measures including State Assessments, and Local Assessments

During the last five years, USD 207 developed a District Guiding Coalition with the goal of updating all curriculum maps and developing new pacing guides. ELA curriculum resources were updated for grades K-9 in Fall 2018. Realignment of job functions occurred in Fall 2018 in order to support an instructional coaching model across all buildings. Spring 2021 state assessment results showed that Fort Leavenworth USD 207 was awarded the Silver Star award in the category of "Students Academically Prepared for Postsecondary." The Silver Award was the highest given in this category and Fort Leavenworth was the only recipient in the State of Kansas. The metric for this recognition is based on the percent of all students, across all grade levels, scoring at levels 3 and 4 on Kansas state assessments in Math, English Language Arts, and Science and is a combination of all grades in all three assessed subjects.

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

ARC Comment

Goal 2 - Over the course of the first accreditation cycle, USD 207 educators will provide a safe and supportive learning environment designed to promote a collaborative culture encouraging and empowering students across the district as demonstrated through implementation of TLIM supporting SECD Model Standards, Kansas Communities that Care surveys, and student behavioral data.

Results for Goal 2 are reflected in positive growth in student data. During all five years of the KESA cycle, all schools district-wide reviewed their behavioral data and developed targets for student learning. Impact of the KESA Goal #2 - Relationships - Results in the data show office disciplinary behavior referrals decreased 48.9% across all schools. The secondary level saw a significant decrease of 51.5% at the junior high. Additionally, student self-reported data showed a slight increase of +2 to +3% in schools in their satisfaction with their needs being met by their teacher and their school in K- 9 student surveys.

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

Through the five-year cycle, each school has established and maintains a comprehensive academic Tiered System of Supports aligned district-wide. Foundational work began in SY 2016 with each building's Guiding Coalition members, building administrators, and district administrators professionally learning together through a year-long series of district-provided Response to Intervention (MTSS) professional development and comprehensive book study. Members targeted individual building successes and areas for growth at the building and district. The guiding coalition members shared information at the building level through scheduled professional learning times, including district PD, building PD, and PLCs. The resulting growth throughout this KESA cycle is evident in the schools.

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

Fort Leavenworth School District is unique in the challenge of annual student turnover related to military orders of active-duty soldiers. Each year, over 50% of district students are new to USD 207, coming to Fort Leavenworth from districts across the country and the world. This unique challenge of frequent turnover requires district teachers and staff to create consistency, instructional best practices, frequent use of data to drive instruction and achieve individual student growth. Because of the more than 50% student turnover each year, through this 5-year cycle of KESA Accreditation, we approximate having less than 10% of students still here from the beginning in 2016.

Board Outcomes

Social-Emotional Growth	Social-emotional growth has increased for students over the full KESA cycle. This is seen in reduced behavior referrals across the district in every school. As stated previously, the percentage of office referrals decreased 48.9% across all schools during this KESA cycle. The secondary level saw a significant decrease of 51.5% at the junior high. The impact of our core SEL curriculum of "The Leader in Me" has resulted in many positive opportunities for students.
Kindergarten Readiness	The goal of Kindergarten Readiness is to ensure that each child enters Kindergarten socially, emotionally, and academically prepared for success. Over this KESA cycle, the ASQ-3 and ASQ:SE2 was implemented for all kindergarten students. Since that time we have seen an increase in the percentage of students participating in each building. By the second year of administering the ASQ, all buildings reached 100% participation with only one building in the fifth year reaching 97% participation.

Individual Plans of Study	Growth has also occurred within the IPS system. While the district does not have a four-year high school, examples can be cited such as moving from a basic level of IPS development to an advanced level and students developed an IPS plan using Career Cruising during the first four years of the 5-year cycle. Students now use the Xello platform to create their IPS and utilize the Learning Inventory assessment within Xello to determine their learning styles. Students utilize Xello to complete the Career Path.
High School Graduation Rate	No graduation rate data is available for Fort Leavenworth. By state statute, USD 207 is a K-9 school district. The district does offer advanced math and foreign language classes as well as a variety of other learning opportunities for students to help them be on track to graduate.
Postsecondary Success	USD 207 does not have a Postsecondary rate but they are very proud to have received the Commissioner's Silver Star Award for Academically Prepared for Postsecondary Success for 2021.

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

ARC Comment

USD 207 promotes stakeholder engagement in schools that promote positive healthy behaviors among children and adolescents. The staff at USD 207 promote stakeholder engagement so students feel supported by their parents and community.

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

ARC Comment

The OVT reported the USD 207 team was very responsive to OVT Team and Chair. There was open communication throughout the process and information flowed continuously with each individual school through the use of Google Folders. There were no issues.

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

ARC Comment

The strength of USD 207 can be found within their staff and the building/district/BOE leadership. Fort Leavenworth staff are very proud of the District's Silver Award for Academically Preparing their students for post-secondary success. The have defined their success based upon their student 's success. There were no issues in regards to fidelity to the KESA process and timelines.

ARC Recommendation

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

Justification

USD 207 Fort Leavenworth strives to prepare its students beginning with its' youngest learners. The district is committed to providing quality preschool education to three and four-year-old children during this KESA cycle with a newly established program located in all elementary schools. PK – 9th-grade students are engaged in academic preparation utilizing a comprehensive academic Tiered System of Supports aligned district-wide. A data-based decision-making framework/process was established during this KESA cycle including an evidence-based curriculum (all tiers) for reading, math, and social-emotional behavioral skills. A system-wide assessment plan with researched-based screeners in reading and math along with dyslexia screenings supports the academic preparations for their students.

Strengths

USD 207 has a strong and caring staff. This is evidenced by the time and effort that staff members spend analyzing individual student's data and then building solutions for their success. The KESA team would encourage USD 207 to continue setting aside time for staff to review student data and professional development that supports student achievement.

Challenges

Fort Leavenworth School District is unique in the challenge of annual student turnover related to military orders of active-duty soldiers. Each year, over 50% of district students are new to USD 207, coming to Fort Leavenworth from districts across the country and the world. This unique challenge of frequent turnover requires district teachers and staff to create consistency, instructional best practices, frequent use of data to drive instruction and achieve individual student growth. Because of the more than 50% student turnover each year, through this 5-year cycle of KESA Accreditation, we approximate having less than 10% of students still here from the beginning in 2016. Through KESA five-year process the team has been impressed in the way that staff has continued to process student progress and take ownership of their program. Through this process curriculum and instruction has become more defined and is more student needs focused. The goal would be that the district stays focused on student learning/student outcomes. Quality Instruction needs to be congruent with student success. Which makes it very important that the district continues to monitor student success and make adjustments at the classroom level and/or the individual level when needed. What an instructor teaches is important, but even more important is assessing what the student learned.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Ft Leavenworth USD 207

207 Education Way, Building 332, Fort Leavenworth, KS 66027-1425
(913) 651-7373
https://www.usd207.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-9**
Superintendent: **Keith A. Mispagel**

Demographics

1,358 Students

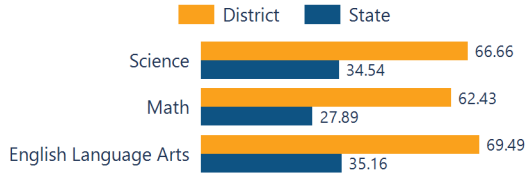
- African American 7.66%
- Hispanic 15.32%
- Other 11.63%
- White 65.39%

District Kansans Can Star Recognition

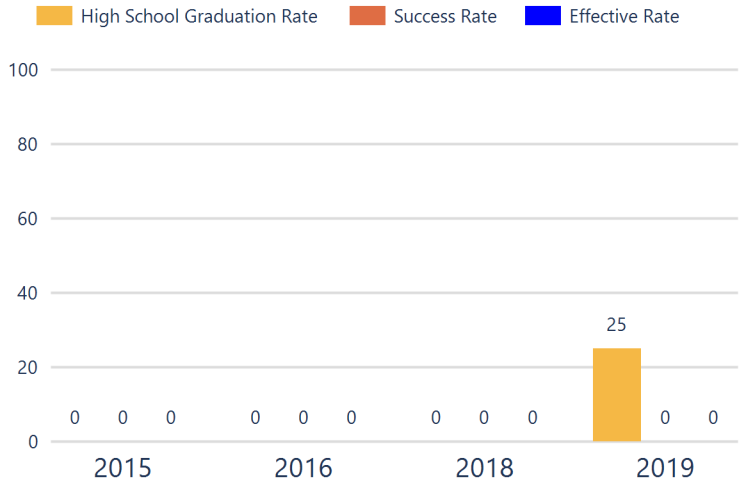
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary		✶		
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **9.1%**

Five-Year Success Avg **0.0%**

Five-Year Effective Avg **0.0%**

95% Confidence Interval for the Predicted Effectiveness Rate **%**

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

0.0% State: 88.1

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

96.9% 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.

4.7% 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

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.

$12,846
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Ft Leavenworth USD 207

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	6.05	8.27	12.66	N/A	N/A	N/A	8.29	8.11	13.75
Level 2	26.30	23.63	20.66	N/A	N/A	N/A	29.27	22.38	19.58
Level 3	39.87	43.60	36.66	N/A	N/A	N/A	35.17	42.14	30.00
Level 4	27.76	24.48	30.00	N/A	N/A	N/A	27.26	27.35	36.66

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	11.25	15.00	15.78	N/A	N/A	N/A	17.14	14.28	20.00
Level 2	30.00	28.75	21.05	N/A	N/A	N/A	37.14	34.28	26.66
Level 3	38.75	38.75	42.10	N/A	N/A	N/A	34.28	40.00	40.00
Level 4	20.00	17.50	21.05	N/A	N/A	N/A	11.42	11.42	13.33

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.03	39.80	44.11	N/A	N/A	N/A	33.33	31.52	26.92
Level 2	30.09	24.27	29.41	N/A	N/A	N/A	30.10	28.26	23.07
Level 3	26.21	25.24	20.58	N/A	N/A	N/A	21.50	29.34	23.07
Level 4	11.65	10.67	5.88	N/A	N/A	N/A	15.05	10.86	26.92

AFRICAN-AMERICAN STUDENTS

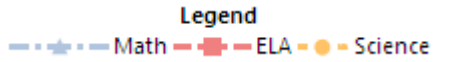
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.04	10.34	11.11	N/A	N/A	N/A	21.66	11.86	42.85
Level 2	26.08	25.28	19.44	N/A	N/A	N/A	45.00	42.37	0.00
Level 3	36.95	49.42	52.77	N/A	N/A	N/A	25.00	42.37	35.71
Level 4	23.91	14.94	16.66	N/A	N/A	N/A	8.33	3.38	21.42

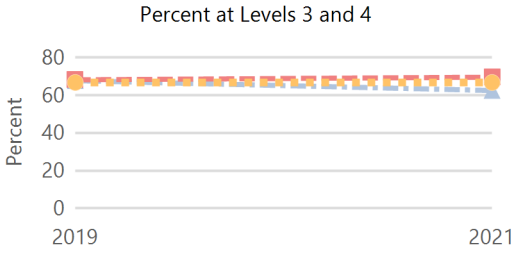
HISPANIC STUDENTS

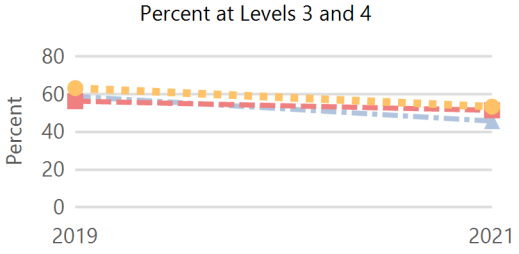
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.29	12.40	17.07	N/A	N/A	N/A	12.40	10.83	29.26
Level 2	36.49	30.23	29.26	N/A	N/A	N/A	31.00	25.83	17.07
Level 3	36.49	37.20	29.26	N/A	N/A	N/A	31.78	45.00	29.26
Level 4	19.70	20.15	24.39	N/A	N/A	N/A	24.80	18.33	24.39

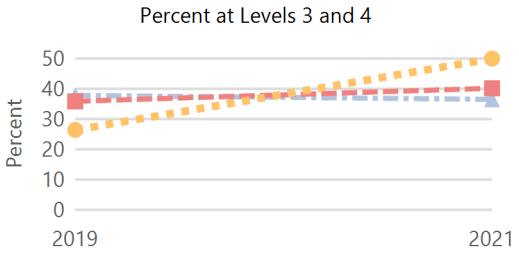
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

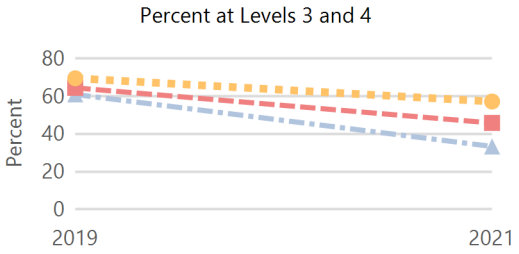
Academically Prepared for Postsecondary Success

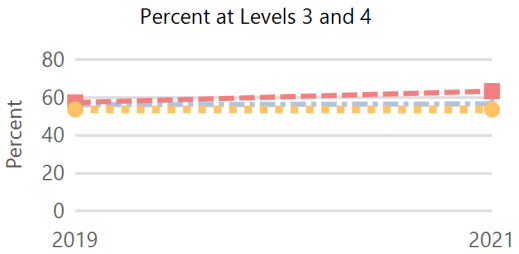












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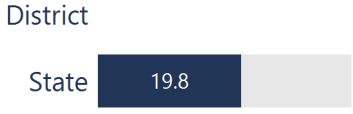


Accreditation Summary

Date: 04/07/2022
System: D0212 Northern Valley (0000)
Superintendent: Ken Tharman
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.

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 Framework of Support- The system has a tiered framework of supports in place for all students and use data to determine student intervention/tiers. The system's tiered framework of supports structure and process addresses diversity in student needs and abilities. The system has tiered support teams in place at the schools and have developed additional opportunities for collaboration between teachers each level. Tier II and Tier III levels regularly progress monitor between benchmark tests.
Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders on a regular basis and is embedded in the overall system culture. The system reports collaborations with community groups, business partnerships and have processes in place to ensure communication. Throughout this improvement cycle the system engaged staff, site councils, and board members in developing and discussing progress towards goals on a regular basis.
Diversity, Equity, and Access –The system has incorporated all student group needs, and these are represented in the improvement process. The system has embedded cultural diversity within the instruction and supports for students and families. The system has also incorporated family groups in grade school, a breakfast club in middle school, and seminar time in high school to allow stakeholders to express needs. Intentional efforts are made to address identified concerns.
Communication and Basic Skills- During this improvement cycle the system has ensured that curricula were in place to support structures in communication and basic skills. For example, the system purchased technology to increase accessibility during the pandemic and processes were implemented that allowed for continued progress monitoring and feedback even when remote learning was in place.
Civic and Social Engagement- The system has relevant structures in place for civic and social engagement. The system has many student organizations and groups participate in community service activities. In addition, staff assist students who are challenged to organize and lead a service project outside of what is done through the organizations.
Physical and Mental Health- There is evidence the system has curricula in place that support the structures in Physical and Mental Health. The system has demonstrated a commitment to supporting the mental and physical well-being of students and staff. Examples include, physical education program opportunities at all levels, an increased stakeholder membership on the wellness committee, implementation of a walking program during lunch, mental health first aid training of staff, and an integration of several speakers throughout the year on mental health topics to support staff and students.

Arts and Cultural Appreciation – The system has evidence that curricula is in place that support the structures in Arts and Cultural Appreciation. The system appreciates and supports fine arts and world languages. The system reports that fine arts programs are offered at all grade levels. The board has supported the system in the hiring of new staff that have improved the curriculum offerings and increased access to culturally diverse resources and content.
Postsecondary and Career Preparation- There is evidence the system has curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 52.8% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 43.0-46.7%. During this improvement the system has made intentional efforts in postsecondary and career preparation. Efforts include implementation of an IPS process through seminars grades 5-12.

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: Relationships
Goal 1: The system will create a more positive environment through the implementation of a character education program and communications.
The system implemented programming and systematic communications in the efforts to create a more positive environment, which has attributed to a decrease in office referrals. The middle school assigns students points for behavior referrals. In 2017-18 the middle school reported an average of .9 behavior points per student which has decreased to .1 in 2020-21. At the high school in 2017-18 there were 48 behavior incidents involving 11 students. This number has decreased to 2 incidents involving 2 students in 2020-21. Climate surveys were also used to seek input evaluate internal and external communications with teachers, staff, community members, parents, and students. Finally, student-led conferences and family nights were implemented as a component of the character education plan. Evidence was documented that this goal was identified based on the needs analysis, contains strategies and activities that were implemented, and has produced reasonable results. 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.

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: The system will provide purposeful lessons that guide students through career awareness to career advancement.
Beginning in grade 5 the created a seminar period that was used to focus on the implementation of an IPS process, lessons, and documentation structures. This time was also devoted to character education, college preparation, and ACT prep. The system made efforts to isolate individualized areas of interests in conjunction with student skills. In 2016 the system had 57% of eligible juniors take the ACT. This increased to 90% in 2022 to date. The system also reports that district professional days were dedicated to topics and discussions relating to their KESA goals and State Board Outcomes. Evidence was documented that this goal was identified based on the needs analysis, contains strategies and activities that were implemented, and has produced reasonable results. 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 2020-21 KSDE accountability report indicates a 52.8% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 43.0-46.7%.

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 that they work effectively with their 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 are in place. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. Structures/supports include but are not limited to the purchase of technology to transition K-12 to a one-to-one environment, implementation of a 5-12 IPS process, development of evidence-based practice committees to ensure that students receive the highest level of instruction, and the board's involvement to ensure that they understand and support system goals and provide the system with additional opportunities to build stronger relationships with stakeholders.

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

ARC Comment

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. One of the system's goals was to create a more positive environment through the implementation of a character education program and communications. The system implemented programming, systematic communications, and data collection process to ensure growth. The system's efforts where rewarded with decreased referrals, a decreased number of students involved in behavior incidents, increased input from stakeholders, and increased responsiveness to stakeholder needs or concerns.
Kindergarten Readiness	Evidence indicates that the system has demonstrated growth in kindergarten Readiness. The system has also implemented and continues to monitor ASQ completion data in order to personalize student learning and supports. The system reports that they were able to get parents complete the ASQ for 100% of students enrolled in both their 4-year-old preschool and kindergarten. The system has also created a Kindergarten Readiness committee to work with parents and utilize the information collected to increase the system's responsiveness to student and parent needs.

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. One of the system's goals was to provide purposeful lessons that guide students from career awareness to career advancement. Action steps for this goal included the implementation of an Individual Plans of Study (IPS) process, structures, documentation system, and supports that allow students to develop an IPS that truly prepares them for their future. At the beginning of this improvement cycle the system did not have an IPS process, structures, documentation system, or supports in place. At the end of this cycle the system is able to report that they have been able to fully implement the process, structures, documentation system, and supports that allow students grades 5-12. Evidence was documented that this goal was identified based on the needs analysis, contains strategies and activities that were implemented, and has produced reasonable results. The 2020-21 KSDE accountability report indicates a 52.8% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 43.0-46.7%. The system also earned a Kansas Can Star Recognition award of copper for postsecondary success.
High School Graduation Rate	The KSDE graduation reports indicate that the system has outperformed the state in graduation rate all years except one. The system has less that 130 students enrolled PK-12 and frequently has a graduating class below 10 students. Even 1 student can have significantly affected the system's graduation rate. Throughout this improvement cycle the system has monitored, analyzed, and documented their growth efforts in supporting all students in graduating. The system graduated 100% of their 2020 4-year cohort group earning them a Kansas Can Star Recognition award of gold.
Postsecondary Success	The 2020-21 KSDE accountability report indicates a 52.8% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 43.0-46.7%. The system also earned a Kansas Can Star Recognition award of copper for postsecondary success. During this improvement the system has made intentional efforts in postsecondary and career preparation. Efforts include implementation of an IPS process through seminars grades 5-12.

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

ARC Comment

There is a system-wide practice in place of engaging all stakeholders on a regular basis, and this practice is embedded in the overall culture. The system demonstrated consistent gathering and analyzing of data, and makes adjustments based on stakeholder survey feedback data. Community members are involved in the KESA process through their representation on several committees such as building site councils, district site councils, the wellness committee, and the board of education representatives.

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

ARC Comment

The OVT reported that the system was extremely responsive to feedback and advice. Over the course of the cycle, their OVT chair and team have changed due to a number of factors but they have actively sought out advice and have considered and implemented suggestions made but the OVT. More importantly, the system has actively sought out input from their students and patrons regarding their goals and strategies. The parents and students that took part in the visit, shared examples of how they are part of the process as did the Board member who attended the OVT visit. The OVT team was impressed by how well the system used the IPS as the centerpiece of their improvement process, in doing so they are building better relationships between the district, parents, students and the community.

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 improvement efforts were aligned with their local board's strategic plan and building level goals. The system completed OVT visits throughout the improvement cycle and adjustments were made based on OVT recommendations, and system monitored data.

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. During this improvement cycle, the system has outperformed the state in graduation rate all years except one, has performed above its confidence interval for predicted postsecondary effectiveness rate, outperformed the state in all assessment areas for all years except one year in science, outperformed the state in attendance rates, chronic absenteeism and has earned a KSDE Kansans Can Star Recognition awards for graduation and postsecondary success. A successful high school graduate in this system is the result of intentional work towards the state board outcomes. Academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement efforts are woven throughout that work.

Strengths

During this improvement cycle, the system has outperformed the state in graduation rate all years except one, has performed above its confidence interval for predicted postsecondary effectiveness rate, outperformed the state in all assessment areas for all years except one year in science, outperformed the state in attendance rates, chronic absenteeism and has earned a KSDE Kansans Can Star Recognition awards for graduation and postsecondary success. A successful high school graduate in this system is the result of intentional work towards the state board outcomes. Academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement efforts are woven throughout that work. postsecondary.

Challenges

The system identified areas for growth during the next improvement cycle. Next steps include conducting a needs assessment, focusing on the State Board Outcome areas to determine system goals, and implementing intentional efforts. The system is well aware that due to their size every student 's progress has a substantial effect on the system's data. They plan to continue closely monitoring every student to ensure academic growth, graduation, and postsecondary success. Areas to note in the next cycle include student science assessment scores, ACT results, and dropout rates.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Northern Valley USD 212

512 W Bryant, Almena, KS 67622
(785) 669-2445
www.nvhuskies.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Ken Tharman**

Demographics

127 Students

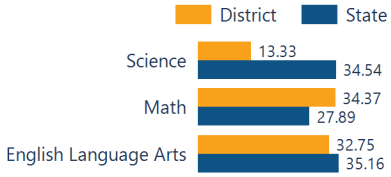
- African American 2.36%
- Hispanic 7.87%
- Other 1.57%
- White 88.19%

District Kansans Can Star Recognition

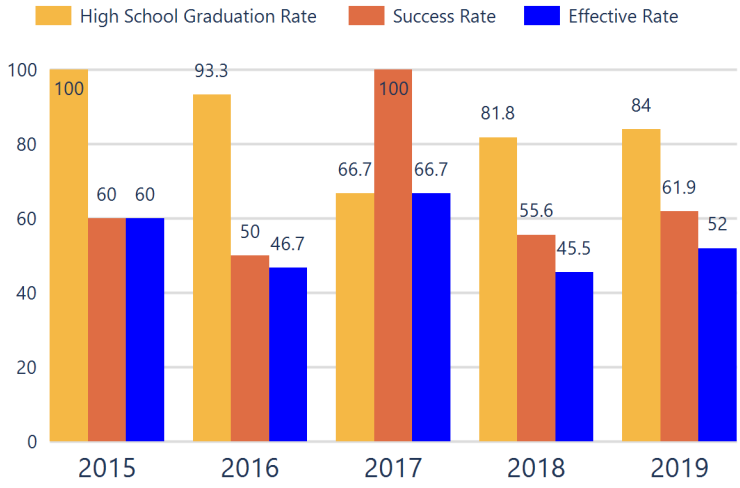
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **87.5%**

Five-Year Success Avg **60.3%**

Five-Year Effective Avg **52.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **43.0 - 46.7%**

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.

57.1% State: 88.1

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

97.1% 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.

2.9% 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.

$15,510
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Northern Valley USD 212

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	27.63	31.57	33.33	N/A	N/A	N/A	26.56	27.58	50.00
Level 2	44.73	46.05	27.27	N/A	N/A	N/A	39.06	39.65	36.66
Level 3	21.05	18.42	33.33	N/A	N/A	N/A	32.81	18.96	10.00
Level 4	6.57	3.94	6.06	N/A	N/A	N/A	1.56	13.79	3.33

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	42.85	26.66	N/A	N/A	N/A	41.93	32.14	N/A
Level 2	30.95	38.09	20.00	N/A	N/A	N/A	29.03	32.14	N/A
Level 3	19.04	19.04	46.66	N/A	N/A	N/A	29.03	28.57	N/A
Level 4	7.14	0.00	6.66	N/A	N/A	N/A	0.00	7.14	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	50.00	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	41.66	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	8.33	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	N/A	N/A

AFRICAN-AMERICAN STUDENTS

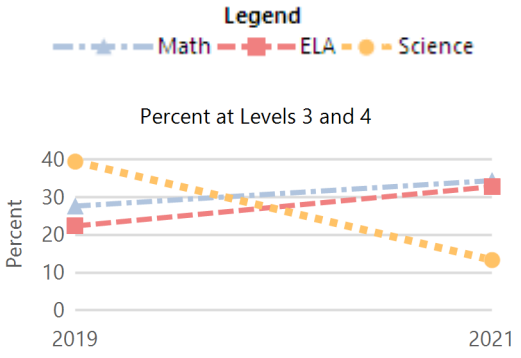
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

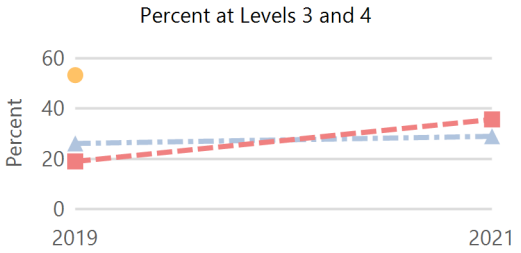
HISPANIC STUDENTS

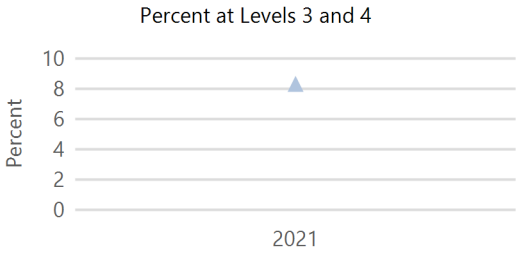
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success







Percent at Levels 3 and 4

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

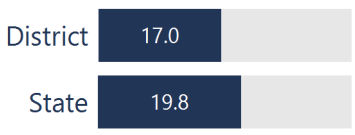
Percent at Levels 3 and 4

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

ACT Performance (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.



Accreditation Summary

Date: 04/20/2022

System: D0227 Hodgeman County Schools (0000)

City: Jetmore

Superintendent: Doug Chaney

OVT Chair: Kim Batman

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. The 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 the system began the cycle as emerging according to the KSDE rubric and was able to grow to the implementation phase. Each level has implemented screeners and a monitoring assessment schedule. Each level has intervention time incorporated into their schedules, has dedicated staff, a process to analyze collected data, and has provided evidence through student growth measures of system growth

Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders that occurs on a regular basis and is embedded in the overall culture. The OVT and system report a focus on business and postsecondary partnerships, and have processes in place to communicate with building leaders, staff, families, and their community. The OVT and system also report the system began the cycle as emerging according to the KSDE rubric and was able to grow to the transitioning phase. The system provided evidence of multiple parent involvement events, business partnerships that connect students with community businesses, and examples of communication avenues utilized to connect with families, businesses, and community members.

Diversity, Equity, and Access – The system has incorporated all student group needs and they are represented in the improvement process. The system's and schools' cultures are reflected in the vision and improvement process. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the transitioning phase. To address equity, chrome books and internet routers are now provided to all students in need. The system also provides parents with the Parent Institute publication called Parents Make a Difference which highlights grade-level academic and social skills. District-wide interventions are provided such as the reading K-12 supports, math 4-12 supports, and EL supports.

Communication and Basic Skills- There is evidence the system has curricula in place that support the structures in communication and basic skills. The OVT and system report that the system began the

cycle as emerging according to the KSDE rubric and was able to grow to the implementing phase. The system has aligned its communication and basic skill instruction to KSDE standards. Information and technology literacy is taught K-6, financial literacy and consumer literacy lessons have been aligned to math and social studies standards K-12, and Ag Business, Business, and Family Consumer Science classes are now offered.

Civic and Social Engagement- There is evidence the system has curricula in place that support the structures in civic and social engagement. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the implementing phase. The OVT and system report the system has implemented several structures and opportunities for civic and social engagement. Examples include, but are not limited to student councils, mock elections are held in the 5th grade, 4th grade has a food, all 18-year-old students are registered to vote, and students participate in outside activities such as 4H, church activities, and other extracurricular activities. The system has developed a strong partnership with the Long Term Care facility for activities involving students and residents.

Physical and Mental Health- There is evidence the system has curricula in place that support the structures in Physical and Mental Health. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the transitioning phase. The OVT and system report a system committed to supporting the mental and physical well-being of students and staff. Examples include, but are not limited to a full-time counselor, implementation of SECD standards, and the system partners with Compass out of Dodge City for additional family and student support. The system has incorporated the SAEBERS screener used for K-12 in 2021-2022 and has provided evidence of utilizing the data collection and analysis to determine student supports. Also, support is provided by a school psychologist, and outside resources are made available. Physical education is offered daily K-12, breakfast and lunch are served daily and physical movement is encouraged in classrooms through such activities as brain breaks.

Arts and Cultural Appreciation – There is evidence the system has curricula in place that support the structures in Arts and Cultural Appreciation. The OVT and system report system appreciation and support for fine arts and world languages. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the transitioning phase. The system employs one full-time band/vocal teacher, one full-time para for band/vocal, and two art teachers with one focusing on graphic design. Students attend vocal festivals at local colleges, attend college classes on campus, and participate in several contests. Students attend the FHSU Industrial Arts Fair and participate in strong drama, forensics, and scholar's bowl programs.

Postsecondary and Career Preparation- There is evidence the system has curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 61% 5-year effective average which slightly exceeds the KSDE predictive effectiveness rate of – 57.3-60.2%. The OVT and system report intentional efforts in postsecondary and career preparation. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the implementation phase. The system has implemented STEM activities, Xello, and local college programs for HVAC, diesel mechanics, cosmetology, and electrical for education and industry certifications. The system also has IPS electronic portfolios 7-12, seven approved pathways available for students, and an increase from two to seven students attending the tech program at Dodge City Community College (DCCC). Students attend educational workshops at Southwest Plains Regional Service Center (SWPRSC) in ag, health sciences, and vocations.

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: Responsive Culture: Leadership

Goal 1: By the spring of 2022, USD 227 will increase responsive culture in the area of leadership inside an action plan, learning communities, and professional learning to improve student growth, and success will be measured by an increase in student achievement scores with a target of 75%+ at or above grade level using the STAR reading assessment.

Evidence is assuredly documented that system goal 1 was identified based on the needs analysis. It contains strategies and activities that were implemented and produced reasonable results. System goal 1 is measurable and is complex enough to challenge the system throughout its continuous improvement process/cycle. The system has provided evidence supported by data that demonstrate 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, ultimately having successful high school graduates. Each K-6 class is reading at grade level or above based on average scores through the STAR reading assessment. At the beginning of the cycle, the elementary started with 51% of the students at or above grade level. Data winter 2022 shows 63% at or above grade level. The junior and high schools began the cycle at 46% of students at or above grade level and winter 2022 data was 54% at or above grade level. While reading data reveals no classes have reached the target goal; the system demonstrated growth and is on a path that should yield additional improvement.

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: KESA Relationships: Families

Goal 2: By the spring of 2022, USD 227 will increase relationships in the area of family engagement inside an action plan in areas, such as planning, resources, and communication with success being measured by 90%+ attendance at parent teacher conferences and to maintain 95%+ student attendance in all schools.

Evidence is assuredly documented that system goal 2 was identified based on the needs analysis. It contains strategies and activities that were implemented and produced reasonable results. System goal 1 is measurable and is complex enough to challenge the system throughout its continuous improvement process/cycle. The system has provided evidence supported by data that demonstrate 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, ultimately having successful high school graduates. The system was able to earn a 90% rate of attendance at parent-teacher conferences and maintain a 95% student attendance level. The system also prioritized increasing communication through various platforms such as SeeSaw, Remind, Google Classroom, Google Meet, the district website, the ADT alert system, and parent-teacher conferences.
District surveys were also sent and analyzed by staff. Results shared include: 83% felt that they are updated on student progress. 70% felt that the school communicates policies clearly. 74% feel comfortable voicing concerns. 81% feel the school provides programs that support their child's learning when extra support is needed. 74% feel that their child can comfortably ask their teacher for help.

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 the effective implementation of its continuous improvement plan are in place. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. These key groups have supported the ongoing process of school improvement. Structures/supports include but are not limited to allocating resources, time, staff, and professional development days. The system has learned the need for a BLT and a DLT, utilizing staff professional development time to communicate KESA goals and visions with the entire staff so they are involved in the KESA process, data and action plans, etc.

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 has 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. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the transitioning phase. The OVT and system report a system committed to supporting the mental and physical well-being of students and staff. Examples include, but are not limited to a full-time counselor, implementation of SECD standards, and the system partners with Compass out of Dodge City for additional family and student support. The system has incorporated the SAEBERS screener used for K-12 in 2021-2022 and has provided evidence of utilizing the data collection and analysis to determine student supports. Also, support is provided by a school psychologist and outside community resources are made available.
Kindergarten Readiness	Evidence indicates that the system has demonstrated growth in kindergarten readiness. The system has documented growth through the implementation and continued monitoring of ASQ completion data in order to personalize student learning and supports. During 2018-2021: ASQ-3 and ASQ:SE2 data were collected from 73% of the students. Concerns were reported to be low after looking at the data, and whole group instruction with interventions was provided as needed. The ASQ will continue to be used to assess students entering kindergarten and will continue to be a form of communication and assessment for students and families.

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. The system has implemented Xello and electronic portfolios for all students grades 7-12. Teachers have been trained, lessons have been implemented during seminar time in small groups, speakers have been provided, and evidence was demonstrated that students have multiple postsecondary exploration experiences. and knowledge of all opportunities.
High School Graduation Rate	The 2020-21 KSDE accountability report indicates that the system's most recent 4-year adjusted cohort graduation rate for 2019 is 94.1%. This rate exceeds the state at 88.1%. Throughout this improvement cycle, the system has monitored, analyzed, and documented its growth efforts in supporting all students in graduating. The system has also exceeded the state's graduation rate throughout this cycle. In a district of this size, it is crucial to monitor the graduation trend and not just one year because of its size. In a small district data shows fluctuation depending on the year and the number of students in each class. One student greatly changes the graduation rate.
Postsecondary Success	There is evidence the system has curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 61% 5-year effective average which slightly exceeds the KSDE predictive effectiveness rate of 57.3-60.2%. The OVT and system report intentional efforts in postsecondary and career preparation. The system is seeing an upward trend. The OVT and system report that the system began the cycle as emerging according to the KSDE rubric and was able to grow to the implementation phase. The system has implemented STEM activities, Xello, and local college programs for HVAC, diesel mechanics, cosmetology, and electrical for education and industry certifications. The system also has IPS electronic portfolios 7-12, seven approved pathways available for students, and an increase from two to seven students attending the tech program at DCCC. Students attend educational workshops at SWPRSC in ag, health sciences, and vocations.

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. Feedback was obtained through multiple modalities such as Google Classroom, Google Meet, and Seesaw. Communication with parents has increased and parents are more willing to communicate with teachers. The system reported that surveys are sent out as needed to staff and also to parents when their input is needed.

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

ARC Comment

The OVT reports that the staff was very receptive in whatever guidance they offered. When the OVT needed data to support they system's goals, the system supplied it willingly. There was never any push back on suggestions or recommendations and it was obvious that teachers and DLT members were working hard to do what was necessary to help all students succeed.

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 and 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. The system plans to continue to involve all staff members, allow time for collaboration, find time to analyze data to increase student learning, and continue to work towards increasing attendance at high school parent-teacher attendance.

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 system has created and utilizes its partnerships to create additional opportunities for students.
The system also is strong in the areas of community engagement, stakeholder involvement, communication, and technology.

Challenges

The system identified areas for growth during the next improvement cycle. The next steps include identifying ways to facilitate increased two-way communications with parents, increasing the number of staff involved in analyzing data, and involving parent groups to analyze data.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Hodgeman County Schools USD 227

401 Douglas, Jetmore, KS 67854-0398
(620) 357-8301
www.usd227.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Doug Chaney**

Demographics

301 Students

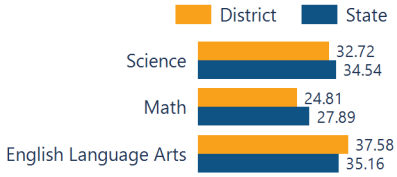
- African American 0.33%
- Hispanic 4.65%
- Other 3.32%
- White 91.69%

District Kansans Can Star Recognition

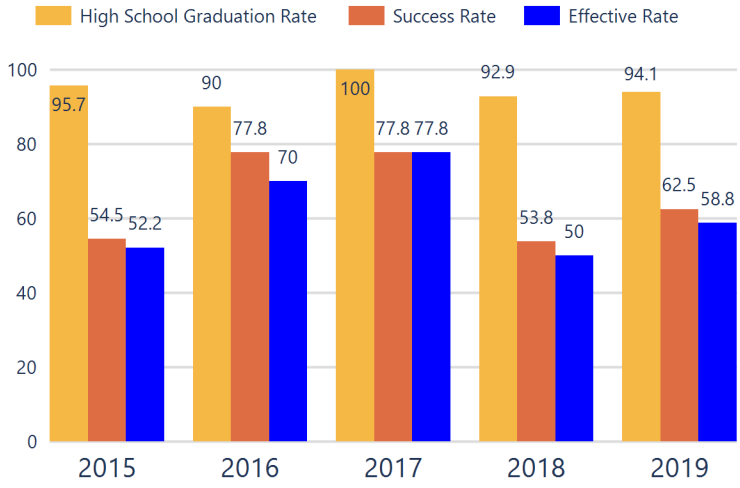
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94.0%**

Five-Year Success Avg **65.1%**

Five-Year Effective Avg **61.2%**

95% Confidence Interval for the Predicted Effectiveness Rate **57.3 - 60.2%**

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.

96.3% State: 88.1

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

96.7% 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.

7.3% 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

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.

$13,975
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Hodgeman County Schools USD 227

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	26.79	22.36	24.32	N/A	N/A	N/A	22.69	19.85	38.18
Level 2	44.44	35.52	31.08	N/A	N/A	N/A	52.48	42.55	29.09
Level 3	23.52	35.52	36.48	N/A	N/A	N/A	21.27	31.20	27.27
Level 4	5.22	6.57	8.10	N/A	N/A	N/A	3.54	6.38	5.45

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.48	25.92	26.92	N/A	N/A	N/A	33.33	29.16	50.00
Level 2	50.00	38.88	30.76	N/A	N/A	N/A	43.75	52.08	22.22
Level 3	12.96	31.48	38.46	N/A	N/A	N/A	18.75	12.50	16.66
Level 4	5.55	3.70	3.84	N/A	N/A	N/A	4.16	6.25	11.11

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.82	64.70	N/A	N/A	N/A	N/A	52.63	52.63	N/A
Level 2	29.41	29.41	N/A	N/A	N/A	N/A	31.57	36.84	N/A
Level 3	11.76	5.88	N/A	N/A	N/A	N/A	15.78	10.52	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

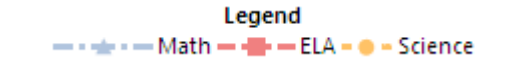
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

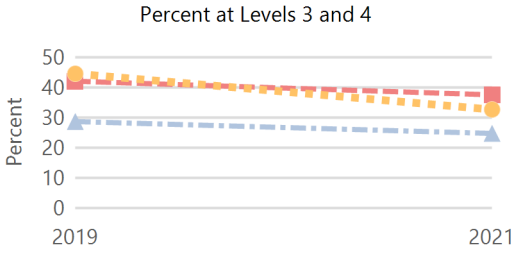
HISPANIC STUDENTS

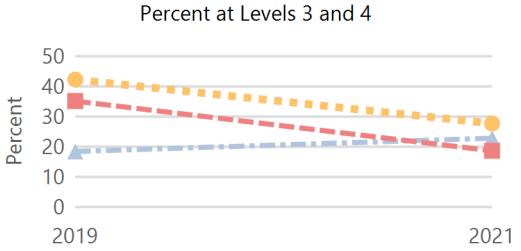
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

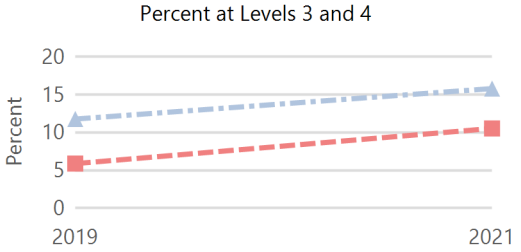
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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

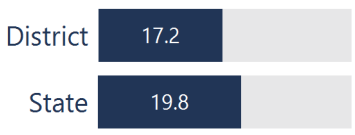
Percent at Levels 3 and 4

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

ACT Performance (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.



Accreditation Summary

Date: 03/22/2022

System: D0268 Cheney (0000)

City: Cheney

Superintendent: David Grover

OVT Chair: Mindy Bruce

Executive Summary/AFI

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

   ARC Comment

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

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

   ARC Comment

   All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality. The system has strong processes in place to evaluate data, assessments, curriculum needs, and professional development needs.

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

   ARC Comment

   Cheney's goal to increase relationships with students from their perspective was designed to be both measurable and intentional. Practices ranging from student involvement to family engagement were both embedded and specific PreK-12.

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

   ARC Comment

   The goal focused on relevance included two perspectives - individual student knowledge and educational planning for future success. Both had individual performance indicators identified and assessment cycles fully developed. Evidence of implementation and growth measurement were present.

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 learned the value of collective efficacy and how important and effective it can be when all stakeholders are traveling on the same road toward the same goal. Continuous improvement and goal setting have become habitual, and it’s a habit they aren’t looking to break any time soon. The influence of the KESA continuous improvement process on the system’s ability to sustain core values, mission, and/or vision has proven to be very successful. The core values as a district have remained constant throughout the process and their mission remains intact: Educating minds (purpose),

Connecting Hearts (SEL), Changing Lives (lifelong impact). The system acknowledges that the KESA process has many moving parts, but when all parts are turning in the same direction, the sustainability of core values, mission, and vision is not a chore, but the norm. All professional development, curriculum decisions, and management tasks were focused on the KESA goals. The KESA goals drove the way Cheney did business.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	They use SRSS to measure social-emotional growth. They also have purchased the curriculum Character Strong for grades 6-12, which helps their counselors focus on the SEL needs of all students.
Kindergarten Readiness	They have two sections of 3-year-old preschool and two sessions of four-year-old preschool. They have a very focused effort to educate parents about being kindergarten ready and what that requires. They use ASQ3 and ASQ:SE2 for screening. In addition, they do have a kindergarten roundup screening time. Educating parents of children 0-5 years old is being worked on.
Individual Plans of Study	The students, 8th-12th grade, all have an IPS. In addition, there is a very aligned expectation of all staff, for guest speakers, field trips, job shadows, mock interviews, service-learning, and internship opportunities. In addition, there are many certificate opportunities for students as well as many partnerships with post-secondary institutions.
High School Graduation Rate	Cheney USD 268 received a gold star for graduation rate, a silver for postsecondary success, and a bronze for being academically prepared. They had the highest success average in the state at 88.2% in 2019. Their graduation rate is in the mid-90% as well.
Postsecondary Success	Cheney's post-secondary effective rate is one of the highest in the state at 80.4 percent for the class of 2019. This has a strong correlation to how Cheney is getting kids involved in the interest of their students through IPS and with their work-based learning and industry certifications. All seniors were involved in a job shadowing day where they could go and shadow a job that interested them. Cheney has seen an increase in the number of industry certificates students receive before graduation. In 2019-2020, 90 certificates were earned compared to 118 certificates that were earned in the 2021-2022 school year.

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

ARC Comment

Cheney USD 268 does a great job of gathering feedback from all stakeholders. They sent out surveys to

their parents asking them what topics they would like to know more about and what topics might be beneficial to them as a parent. This then drove the parent nights that they set up at the high school level. They had around 50 show up to the first parent nights and then had around 80 in attendance at the second parent night. They also gather feedback by visiting parents in their homes. This allows for them to have individual conversations at the parent's house instead of the parent coming into the school. The counselors also work with the local library on topics that parents are requesting materials for regarding social-emotional learning. They now have an area in the library that gives families resources for mental health education.

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

ARC Comment

The OVT reported that the system was an amazing group to work with. It was stated that the system genuinely sought guidance and wanted to improve. They look for feedback and ideas to share and to improve instruction for their students.

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

ARC Comment

Evidence of the system reporting to their local board was available, KESA reporting was done in a timely manner, and a system plan with action steps and goals that drives academic improvement priorities is evident. The system's plan is aligned with the local board strategic plan and all buildings have an aligned action plan to the system goals. OVT visits were conducted and improvement priorities and processes were evaluated through the use of data and feedback loops.

ARC Recommendation

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

Justification

Cheney clearly took the spirit of the KESA Accreditation process to heart and used it to its fullest ability to the improvement of the system and to the benefit of their students and families.

Strengths

Cheney USD 268 has done an exemplary job on developing and carrying out a very strong 5-year accreditation plan. They are in compliance with the state board, they have provided evidence of growth in student performance and relationship growth. They have set goals that are intentional and well-embedded into their system. The data they have gathered shows they are making strong progress within their accreditation plan.

Challenges

They have a strong foundation in a number of skills and the data shows that they are making positive gains in their relationship and relevance goals. When districts are strong to begin with, staff can question why there is a need to improve. They need to be purposeful in the goals they will continue to focus on as they move forward into the next accreditation cycle.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Cheney USD 268

100 W 6th Ave., Cheney, KS 67025
(316) 542-3512
www.usd268.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **David Grover**

Demographics

777 Students

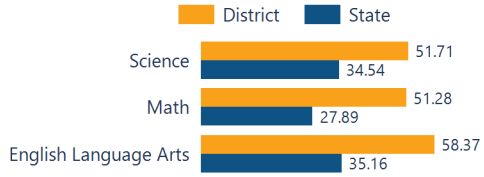
- African American 0.00%
- Hispanic 6.44%
- Other 4.38%
- White 89.19%

District Kansans Can Star Recognition

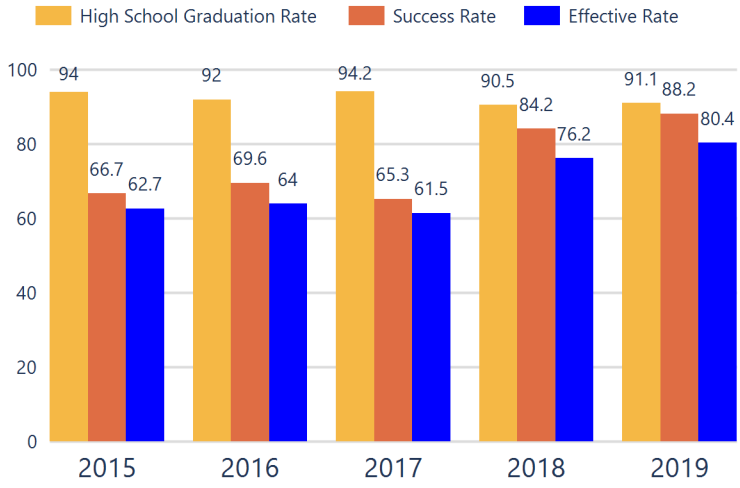
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
92.4%

Five-Year Success Avg
74.8%

Five-Year Effective Avg
69.1%

95% Confidence Interval for the Predicted Effectiveness Rate
57.7 - 61.7%

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).
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- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

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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.

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CHRONIC ABSENTEEISM
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DROPOUT RATE
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District ESSA Expenditures Per Pupil

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$13,247
State: $12,863

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KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Cheney USD 268

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	19.30	19.80	21.87	N/A	N/A	N/A	14.50	13.12	23.56
Level 2	39.10	30.19	33.75	N/A	N/A	N/A	34.19	28.49	24.71
Level 3	29.20	37.87	30.62	N/A	N/A	N/A	30.56	41.06	35.05
Level 4	12.37	12.12	13.75	N/A	N/A	N/A	20.72	17.31	16.66

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.69	30.69	35.71	N/A	N/A	N/A	21.59	17.10	13.33
Level 2	51.48	34.65	26.19	N/A	N/A	N/A	44.31	31.57	36.66
Level 3	10.89	32.67	30.95	N/A	N/A	N/A	25.00	39.47	43.33
Level 4	6.93	1.98	7.14	N/A	N/A	N/A	9.09	11.84	6.66

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	64.91	52.63	72.72	N/A	N/A	N/A	56.89	53.57	60.00
Level 2	29.82	33.33	13.63	N/A	N/A	N/A	32.75	17.85	28.00
Level 3	5.26	14.03	13.63	N/A	N/A	N/A	5.17	14.28	12.00
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	5.17	14.28	0.00

AFRICAN-AMERICAN STUDENTS

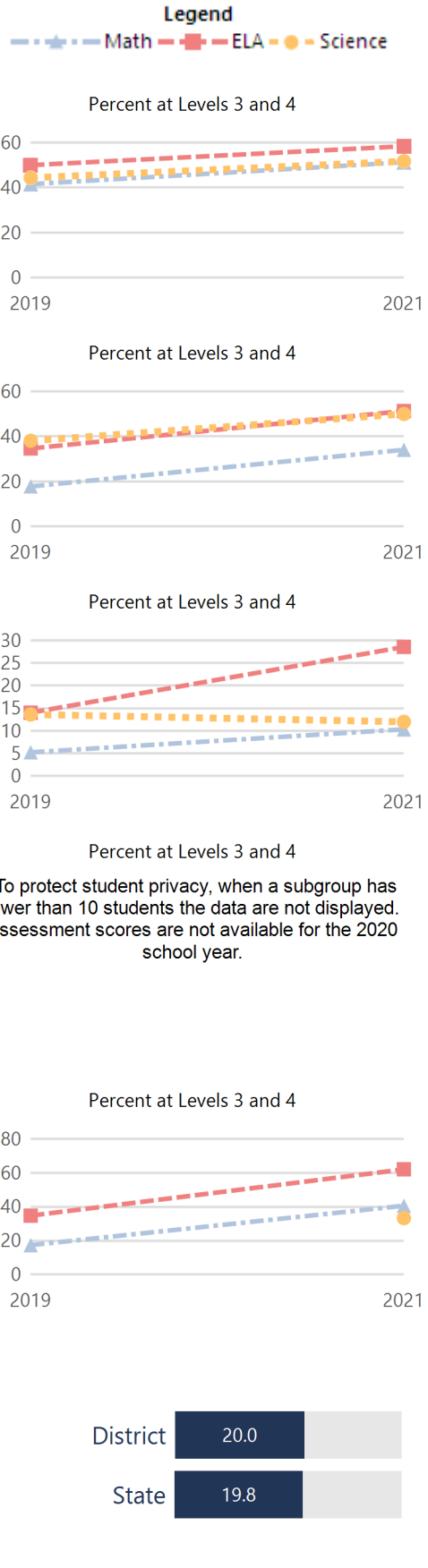
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.47	34.78	N/A	N/A	N/A	N/A	28.12	17.24	38.88
Level 2	39.13	30.43	N/A	N/A	N/A	N/A	31.25	20.68	27.77
Level 3	13.04	30.43	N/A	N/A	N/A	N/A	21.87	37.93	27.77
Level 4	4.34	4.34	N/A	N/A	N/A	N/A	18.75	24.13	5.55

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

Academically Prepared for Postsecondary Success



ACT Performance (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.

Accreditation Summary

Date: 04/20/2022

System: D0272 Waconda (0000)

City: Cawker City

Superintendent: Jesse Janssen

OVT Chair: Denise O'Dea

Executive Summary/AFI

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

ARC Comment

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

ARC Comment

Of all of foundational areas, some are assuredly addressed, while others are generally addressed.
Tiered Framework - Assuredly
Family, Business, and Community Partnerships - Assuredly
Diversity, Equity, and Access - Generally
Communication and Basic Skills - Generally
Civic and Social Engagement - Generally
Physical and Mental Health - Generally
Arts and Cultural Appreciation - Assuredly
Postsecondary and Career Preparation - Assuredly

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

ARC Comment

Goal: Relationships - Waconda USD 272 will increase family and community involvement in order to develop positive relationships by meeting three out of the four following benchmarks by the end of the 5-year KESA process.

The goal was supported by several benchmark statements that were measurable. Each benchmark was reported on. Data was shared for each benchmark. The first benchmark was to implement 3 strategies to foster family and community involvement. This was completed. The second was to use technology to increase family communication. The third was to increase the number of parents attending parent-teacher conference. While the district did not meet their goal the number of parents attending conferences increased. The final benchmark saw incremental growth in how parents felt about communication from the school.

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

ARC Comment

Relevance - Waconda USD 272 will Increase the use of technology over the course of the five-year KESA process to enhance instruction and communication with the school system by meeting the following benchmarks:

To meet this goal the school did a one-to-one adoption and upgraded their technology use. Social media was also used to enhance communication and learning.

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

ARC Comment

USD 272 has demonstrated the sustainability of its continuous improvement process through the following:
The hiring of a full-time social worker to help implement the MHIT program and social-emotional initiatives was vital.
Adjustment of building schedules to allow time for implementation of MTSS at the junior high level.
Addition of monthly Early Release time, so staff in all buildings can review data being collected during the KESA process and then make plans and adjustments for activities, etc., that will promote improvement.
Financial allocations to provide one-to-one Chromebooks and effective technology to be implemented within the classrooms (projectors, HDMI wireless, laptops, document cameras, iPads, etc.).
Although there have been administration changes during the 5-year cycle, the District Leadership Team, through their dedication to the KESA process, was able to maintain momentum and continuity without skipping a beat. This says a great deal about the staff buy-in for the KESA process and bettering the district as a whole for USD 272.

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 is showing progress in these areas.

Board Outcomes

Social-Emotional Growth	Waconda USD 272 believes the social-emotional well-being of the students affects not only the educational process but ultimately the success of the student following graduation. To measure Social-Emotional Growth, Lakeside Elementary School (Grades PK-5) uses SRSS-IE survey data, Tipton Community School uses SRSS-IE survey data, and Lakeside Junior-Senior High School utilizes KCTC survey data. To facilitate interpersonal and intrapersonal development, schools in the district implemented several strategies and programs based on survey results.
Kindergarten Readiness	There was 100% participation in Kindergarten Readiness Snapshot as well as the ASQ 2 and 3. Due to the high number of students participating the district was able to be responsive to the needs of the students.

Individual Plans of Study	Individualized Plan of Study programs at LJSH have advanced from having minimal impact on the process of secondary and post-secondary planning in year one to the addition of Career Cruising on a limited basis in year two, and the rollover and full adoption of Xello in years three through five. Coupled with Xello are career exploration activities, including a focus on secondary and post- secondary planning. The pre-enrollment process is a notable area of growth, as students and parents have access to the LJSH Enrollment Handbook, which outlines CTE Pathways, electives, and general education courses. A Google Form pre-enrollment process has been established that includes parental input and approval. Family engagement has been increased through the addition of student-led conferences, where students meet with their KESA group leader and parents to present their online portfolios. The system has also extended their IPS to include plans for their 13th and 14th school year.
High School Graduation Rate	The graduation rate has stayed consistent with it being above 90% the last four years. (2018-95%, 2019-94%, 2020-90.9%, 2021-95.2%)
Postsecondary Success	USD 272 understands the importance of providing students with the skills necessary to have a successful future. One of the avenues for supporting this success is through postsecondary opportunities. Throughout the course of this KESA cycle, the 5-year Effective Rate Avg. has continually increased and is currently standing at 51.6% in 2021 which is well above the predicted effectiveness rate of 41.4-46.3%. The work done with building relationships and relevance has supported the increase in our effective rate. The effectiveness rate continues to increase even though it has not been met. There are 24 pathways in place for the HS. Students are able to take classes from North Central Technical School, Butler Community College, and Cloud Community College.

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

ARC Comment

Parent and student feedback on surveys have been utilized to secure feedback and gather data. However, the district has found that small group and one-on-one discussion yield the best results. Student buy-in has been improved through surveys at the secondary level. The system has (pick one: assuredly, generally or not evidently) followed the KESA process with an expected level of fidelity. Look at fidelity of implementation section of OVT report to answer this question.

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

ARC Comment

The OVT reports "District 272 has done a remarkable job from Year 1 to Year 5 and focusing on the RIGHT things. They have seen some change during this KESA cycle, with their third superintendent in that time and several changes in the building leadership as well. The Outside Visitation Team firmly believes they are on the right track, and we are so proud of the progress they have made during this period. There are great things for kids happening in this district. "

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

The OVT reports "District 272 has done a remarkable job from Year 1 to Year 5 and focusing on the RIGHT things. They have seen some change during this KESA cycle, with their third superintendent in that time and several changes in the building leadership as well. The Outside Visitation Team firmly believes they are on the right track, and we are so proud of the progress they have made during this period. There are great things for kids happening in this district. "

ARC Recommendation

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

Justification

- A high number of students in levels 3 and 4.
- Students are improving their ACT scores.
- CTE programs continue to expand.
- More students enrolling in college courses.
- School improvement efforts are throughout the district.

Strengths

- Dedicated to doing what is best for their students and community.
- Have a confident leader who acknowledges mistakes.
- District leadership team is strong.

Challenges

Areas for Growth

- Work to improve effectiveness level
- Continue to improve graduation rate.
- Continue to monitor state assessment results.
- The MTSS process will continue to be reviewed.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Waconda USD 272

708 Locust, Cawker City, KS 67430
(785) 781-4328
http://www.usd272.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Jesse Janssen**

Demographics

309 Students

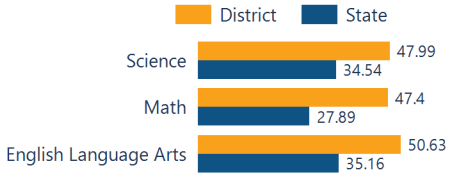
- African American 1.29%
- Hispanic 0.65%
- Other 3.56%
- White 94.50%

District Kansans Can Star Recognition

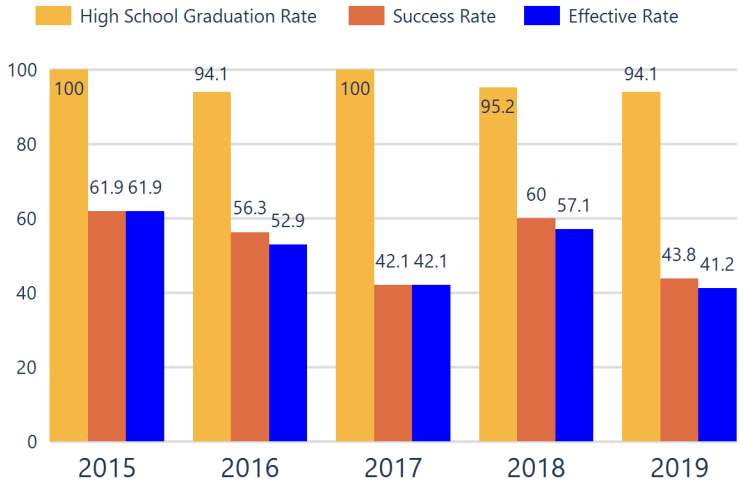
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **96.8%**

Five-Year Success Avg **53.3%**

Five-Year Effective Avg **51.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **41.4 - 46.3%**

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.

95.2% State: 88.1

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

97.0% 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.

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

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.

$17,626
State: $12,868

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Waconda USD 272

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	14.01	14.74	14.28	N/A	N/A	N/A	9.74	13.63	25.33
Level 2	38.21	30.76	42.85	N/A	N/A	N/A	42.85	35.71	26.66
Level 3	26.11	39.74	30.35	N/A	N/A	N/A	29.22	40.25	29.33
Level 4	21.65	14.74	12.50	N/A	N/A	N/A	18.18	10.38	18.66

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.36	23.68	23.07	N/A	N/A	N/A	12.90	20.96	31.03
Level 2	46.05	34.21	46.15	N/A	N/A	N/A	54.83	43.54	27.58
Level 3	21.05	34.21	23.07	N/A	N/A	N/A	22.58	30.64	27.58
Level 4	10.52	7.89	7.69	N/A	N/A	N/A	9.67	4.83	13.79

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.03	37.03	27.27	N/A	N/A	N/A	33.33	41.66	50.00
Level 2	37.03	25.92	45.45	N/A	N/A	N/A	41.66	25.00	35.71
Level 3	11.11	29.62	27.27	N/A	N/A	N/A	20.83	25.00	7.14
Level 4	14.81	7.40	0.00	N/A	N/A	N/A	4.16	8.33	7.14

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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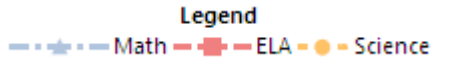
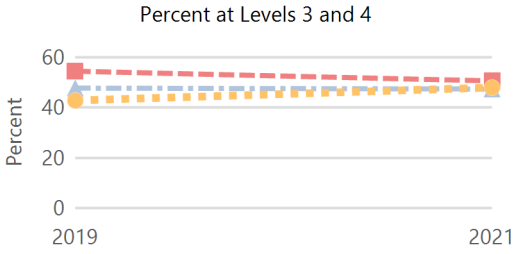
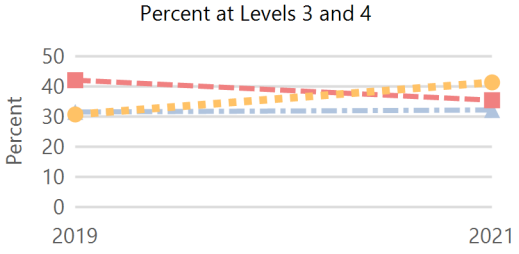
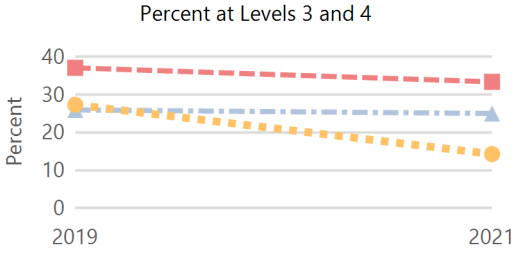
Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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ACT Performance (2021 School Year)

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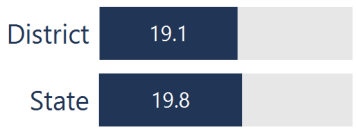


Accreditation Summary

Date: 03/14/2022

System: D0320 Wamego (0000)

City: Wamego

Superintendent: Greg Mann

OVT Chair: Sherrie Martinie

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

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 system has worked with TASN and Kansas MTSS to assure that a MTSS structure and process are in place for reading, math, and behavior. The OVT and system report that the system's MTSS process addresses diversity in student needs and abilities through implementation of Kagan structures to ensure access to learning for all students.
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 communicate weekly with building leaders, staff, families, and their community. The OVT and system also report a strength of the current administration is to prioritize listening, responding, and building relationships with all stakeholders.
Diversity, Equity, and Access -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 a focus on carefully curated content, questions, and examples to ensure equitable representation. The system has also fully implemented a PK-12 SEL curriculum that addresses diversity and equity.
Communication and Basic Skills- There is curricula in place that support the structures in communication and basic skills are evident. The OVT and system report a strong commitment to communication and basic skills. The system implemented a new ELA curriculum that emphasizes high quality writing and expectations. Listening skills and debate is a focus and the system utilizes the new strategic plan and systemwide professional learning protocol.
Civic and Social Engagement- There is curricula in place that support the structures in civic and social engagement are evident. The OVT and system report that as a result of the KSDE Star Recognition program and the K-12 Social Studies professional learning committee's work that the system has implemented several structures and opportunities for civic and social engagement. Examples include, but are not limited to a partnership with the area chamber to support a Peer Chamber that supports community activities, a student council that demonstrates servant leadership, elementary food drives, and implementation of support for the Honor Flight Network that supports local veterans in every way to ensure a one in a lifetime trip to visit the Washington DC memorial.
Physical and Mental Health- There is 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. The health, performance, and physical education department have worked to align instruction to content standards, review resources to teach health, and met regularly in vertical PLCs to align vocabulary, instructional practices, and expectations K- 12.

The system implemented a PK-12 SEL curriculum, partnered with TASN and Pawnee Mental Health on the School Mental Health Initiative (SMHI), partnered with Pawnee Mental Health to provide 1-2 counseling sessions to staff, school-based therapy is provided at the elementary level, an additional counselor was hired for the secondary level, and the district has provided the funds to update curriculum and equipment to meet the system's needs.
Arts and Cultural Appreciation – There is 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 system added a world language course opportunity was added at the high school, demonstrated a commitment to providing art and cultural opportunities for students, and provide stipends for staff to support student opportunities.
Postsecondary and Career Preparation- There is curricula in place that support the structures in Postsecondary and Career Preparation are evident. The 2020-21 KSDE accountability report indicates a 53.5% 5-year effective average which falls between the KSDE predictive effectiveness rate of 52.8-56.4%. The OVT and system report intentional efforts in postsecondary and career preparation. Efforts include counselor efforts to assist students with the FAFSA, connection with postsecondary institutions, completion of the IPS process, electronic portfolios, offering multiple CTE pathway opportunities, creating community/business internships, and partnering with higher education to offer concurrent credit 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 – (Relationships)

DISTRICT: By 2022, USD 320 will implement a dynamic Strategic Plan, based on KESA, and focused on Redesign and Kansas MTSS.

HIGH SCHOOL: By 2022, Wamego High School will build student relationships by increasing engagement and teaching SECD skills in Advisory/Seminar.

MIDDLE SCHOOL: (1) By 2022, Wamego Middle School will increase positive relationships with families/community and faculty/staff at WMS through effective communication and positive interaction opportunities. (2) By 2022, Wamego Middle School will increase positive connections and relationships between all Wamego Middle School faculty/staff with all students.
WEST ELEMENTARY SCHOOL: By 2022, West Elementary will cultivate student voice and choice and development of leadership skills in a system-wide collaborative environment.

CENTRAL ELEMENTARY SCHOOL: By 2022, Central Elementary School will develop a collaborative relationship with parents and community partners to support families and students.

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 provided evidence of the actions taken at both the system level and individual building levels of implementation of the district strategic plan based on KESA and focused on Redesign and Kansas MTSS. throughout the improvement cycle. As a result of the work over the last 5 years all stakeholders are now beginning to engage in meaningful conversations that drive instruction and overall success of their students. The strategic plan was broad enough to address the entire district as a system, while

specific enough to ensure action. Growth data generated to monitor progress on the relationships goals (both at the system and the building levels) was their barometer.

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

ARC Comment

4. Goal 2 – (Relevance)

DISTRICT: By 2022, USD 320 will implement a system-wide professional learning protocol, based on KESA, Redesign, and Kansas MTSS.

HIGH SCHOOL: In order to increase postsecondary success, each Wamego High School student will create an individual plan of study (IPS) by 2022.

MIDDLE SCHOOL: [NOTE: Both goals were in relationships.]

WEST ELEMENTARY SCHOOL: By 2022, all West Elementary students will read grade level text fluently, accurately, and with proficient comprehension by the end of fifth grade.

CENTRAL ELEMENTARY SCHOOL: By 2022, all Central Elementary students will read grade level text accurately by the end of second grade.
The OVT and system report

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.

After this improvement cycle the system is able to analyze the professional learning in its entirety, examine current practices, and make adjustments to professional learning as needed. Their improvement effort in aligning the system and providing one document allows the system to efficiently and swiftly shift efforts as their needs change. For example, when analyzing the district professional learning protocol that was implemented, a gap in professional learning was identified. As a result, the district created and implemented a 16-week mini-PD was implemented. While a comprehensive plan provides the information needed for the district and each building, the magnitude of the document continued to be carefully reviewed throughout the process.

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

ARC Comment

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 systemic in supporting the successful ongoing process of school improvement. Structures/supports include but are not limited to a structured strategic planning process, a documented and monitored growth measures matrix, administrative

coaching, BLT. BSC, KSU-CPSI Administrator roundtables, curriculum resource evaluation cycle, DLT, DSC, Framework for learning, KELI, a hired KESA consultant, new teacher mentoring, PLC frameworks. Redesign, participation in the regional curriculum director cadre, participation in a regional principals ' cadre, regional superintendent council, TASN/MTSS, TASN/SMHI, and We Grow Wamego committee.

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 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 systemic in supporting the successful ongoing process of school improvement. Structures/supports include but are not limited to a structured strategic planning process, a documented and monitored growth measures matrix, administrative coaching, BLT. BSC, KSU-CPSI Administrator roundtables, curriculum resource evaluation cycle, DLT, DSC, Framework for learning, KELI, a hired KESA consultant, new teacher mentoring, PLC frameworks. Redesign, participation in the regional curriculum director cadre, participation in a regional principals ' cadre, regional superintendent council, TASN/MTSS, TASN/SMHI, and We Grow Wamego committee.

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 a Tier 1 core SECD curriculum K-12 was implemented. With the implementation of these curriculums, staff received training, programs and processes were aligned K-12, and survey data was collected and monitored from parents and students to make needed adjustments.
Kindergarten Readiness	Evidence indicates that the system has demonstrated growth in kindergarten Readiness. The system has documented growth through the development of the We Grow Wamego team, KinderCamp, and PreKindergarten Parent/Teacher conferences. The system also has implemented and continues to monitor ASQ completion data in order to personalize student learning and supports. In combination, these data points assist the system and teachers become more adequately prepared to meet the needs of all students entering Kindergarten students.
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. The system joined the IPS PLN sponsored by KSDE through Smoky Hill Education Center and attended regular meetings with IPS consultants. The system formed an IPS district team to assist in providing recommendations to move the implementation of IPS forward. The system has committed to implementing a K-12 IPS scope and sequence. Currently it has been implementation is in place for grades 4-12.

High School Graduation Rate	The 2020-21 KSDE accountability report indicates that the system's most recent 4 year adjusted cohort graduation rate for 2019 is 91.8%. This rate exceeds the state at 88.1%. Throughout this improvement cycle the system has monitored, analyzed, and documented their growth efforts in supporting all students in graduating. The system has also exceeded the state's graduation rate throughout this cycle.
Postsecondary Success	The 2020-21 KSDE accountability report indicates a 53.5% 5-year effective average which falls between the KSDE predictive effectiveness rate of 52.8-56.4%. The OVT and system reports intentional efforts in postsecondary and career preparation. Efforts include counselor efforts to assist students with the FAFSA, connection with postsecondary institutions, completion of the IPS process, electronic portfolios, offering multiple CTE pathway opportunities, creating community/business internships, and partnering with higher education to offer concurrent credit opportunities.

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. Data was provided for multiple stakeholder surveys throughout the cycle and adjustments made based on the feedback were documented. The system demonstrated how all stakeholder groups were represented, involved, and provided input regarding the system 's improvement process.

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

ARC Comment

The OVT reported that the system's standard practice was to submit the system annual report and artifacts to the OVT for initial review, conduct the system OVT, Engage in conversation with the OVT at the end of the OVT meeting, receive and review written feedback via the OVT Annual Report, and outline steps for improvement based on the OVT Annual Report

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 improvement 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 system developed a strong improvement plan that contained action steps, growth measures, and stakeholder feedback. The system provided evidence of growth throughout the improvement cycle.

Challenges

The system identified areas for growth during the next improvement cycle. Next steps include using the State Board Outcomes as the improvement exemplar, use each SBO Star Rubrics as the district needs assessment, using the rubrics to develop 2 district goals, and developing a process for regular, consistent, organized document storage.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Wamego USD 320

1008 8th Street, Wamego, KS 66547-9520
(785) 456-7643
www.usd320.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Greg Mann**

Demographics

1,564 Students

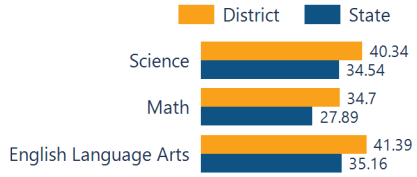
- African American 0.83%
- Hispanic 5.95%
- Other 5.24%
- White 87.98%

District Kansans Can Star Recognition

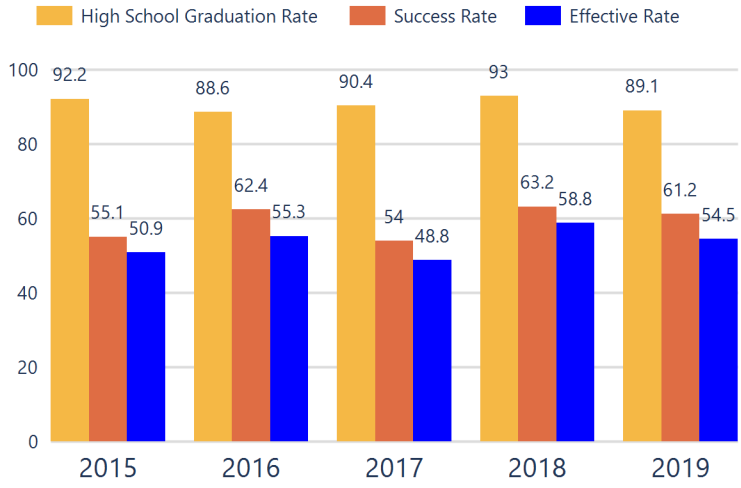
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				✶
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **90.7%**

Five-Year Success Avg **59.0%**

Five-Year Effective Avg **53.5%**

95% Confidence Interval for the Predicted Effectiveness Rate **52.8 - 56.4%**

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.

91.8% State: 88.1

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

94.8% 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.

12.9% 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.

0.5% 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.

$11,469
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Wamego USD 320

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	25.03	24.44	31.34	N/A	N/A	N/A	25.23	22.18	32.34
Level 2	41.55	35.50	28.35	N/A	N/A	N/A	40.04	36.41	27.29
Level 3	23.79	31.44	27.46	N/A	N/A	N/A	21.32	31.67	28.18
Level 4	9.61	8.59	12.83	N/A	N/A	N/A	13.38	9.72	12.16

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.71	44.73	55.84	N/A	N/A	N/A	41.89	41.57	44.30
Level 2	43.85	30.52	27.27	N/A	N/A	N/A	37.98	35.95	26.58
Level 3	11.22	22.10	15.58	N/A	N/A	N/A	12.29	16.85	24.05
Level 4	3.20	2.63	1.29	N/A	N/A	N/A	7.82	5.61	5.06

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	61.61	60.39	69.04	N/A	N/A	N/A	58.33	53.43	61.36
Level 2	29.29	26.73	21.42	N/A	N/A	N/A	28.03	29.77	25.00
Level 3	6.06	9.90	4.76	N/A	N/A	N/A	8.33	12.21	9.09
Level 4	3.03	2.97	4.76	N/A	N/A	N/A	5.30	4.58	4.54

AFRICAN-AMERICAN STUDENTS

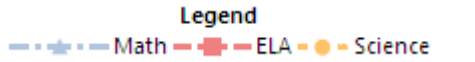
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

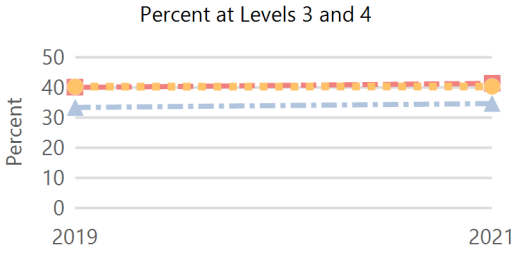
HISPANIC STUDENTS

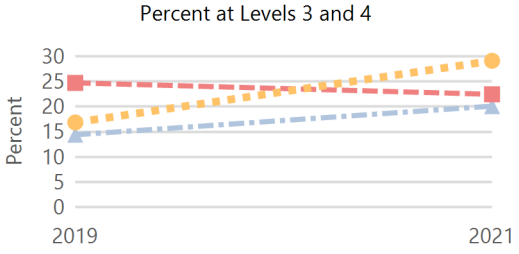
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.09	36.58	44.44	N/A	N/A	N/A	48.07	40.38	36.00
Level 2	45.23	39.02	16.66	N/A	N/A	N/A	28.84	26.92	24.00
Level 3	9.52	14.63	27.77	N/A	N/A	N/A	13.46	28.84	36.00
Level 4	7.14	9.75	11.11	N/A	N/A	N/A	9.61	3.84	4.00

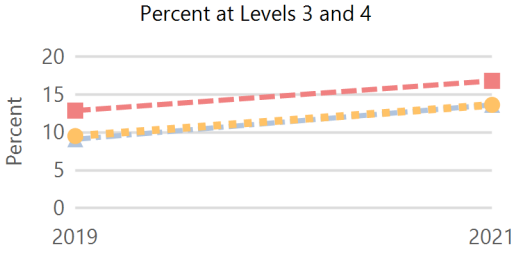
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



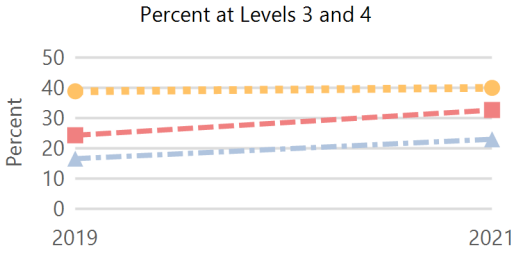






Percent at Levels 3 and 4

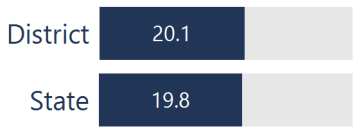
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (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.



Accreditation Summary

Date: 04/19/2022

System: D0348 Baldwin City (0000)

City: Baldwin City

Superintendent: Paul Dorathy

OVT Chair: Verneda Edwards

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support: The district continues to work hard implementing tiers of instruction in all buildings for all learners during the foundational piece of learning as well as those students needing additional support. As the district is still refining the structure of MTSS in Baldwin, intentional changes have occurred. The district has hired teachers to support the MTSS process. By 2022-2023 school year, there will be a person at each building.

Family, Business, and Community Partnerships: Covid created a disruption to business as usual for USD 348. The district rose to the occasion by hosting informal listening sessions with patrons, allowing them to talk about educational issues beyond just the virus and masks. By doing this, the board and district learned there were areas that needed communication, dealing with issues the community didn't understand. There were positives that came from these meetings. Some of the positives were creating and utilizing surveys to capture information from patrons, having zoom conversations with parents including hosting IEP meetings via zoom. During this time, businesses became more interested in being part of the district. There was an increase in businesses who wanted to partner with schools and support CTE.

Diversity, Equity, and Access: During the summer of 2020, the school board voted to form a committee-comprised of board members and district administrators to confront issues of diversity, equity, and inclusion and to study ways to bring a commitment to equal opportunity and treatment for all closer to reality. The Diversity and Inclusion Committee began its work by discussing a broad range of topics connected to maintaining a culture of equity in our district. The USD #348 school board acknowledges that the struggle to end racism is an ongoing effort, and one that requires constant vigilance.

Communication and Basic Skills: The District has developed or is developing curriculum materials and a scope and sequence for all grade levels and all content areas.

Civic and Social Engagement: USD 348 continues to develop schoolwide programs that support the discussion of current events and democratic processes.

Phyical and Mental Health: This is an area that the system has spent a great deal of time on, and they are seeing the benefits of their work. Currently, the district has policies, practices, and professional

learning in place that support programs and services to help students understand and manage their personal health including social, emotional, mental, and physical wellness.

Arts and Cultural Appreciation: All students in grades PreK-12 have access and opportunities to participate in a standards-based fine arts education.

Post Secondary and Career Preparation: The data provided by the district demonstrated that the district has been making gains in the last couple of years. The district is close to meeting their effectiveness rate. One concern the district has is that several of their students enter the military. There is not a place to translate this on postsecondary success.

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

ARC Comment

Goal 1 - USD 348 will provide meaningful opportunities for staff and students to increase relationships with each other, our families, and the community.

The district has made significant gains in communicating and working with parents and the community. This needs to be continued. Also, the OVT recommends that the district continue to refine their current goal.

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 348 will implement a 21st Century Skills curriculum to include foundational, problem-solving, and personal skills for teaching and learning.

The goal for academic achievement also needs to continue. Some gains have been made. However, the gains need to be more consistent. The district must continue to look at instructional strategies, the tiers of MTSS, and curriculum materials to ensure alignment. The OVT recommended that the district continue to refine its current goal and academic achievement needs to continue to be a priority.

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 OVT stated, "There have been some changes during the KESA process with staff and administrators. Next year, the district will have a new superintendent. The current principals are vested in the continuous improvement work of the system. It was obvious as we talked to district and building administrators, as well as the district leadership team, that staff and parents had been involved throughout the process. The team was able to articulate the work that was being done and are committed to moving the foundation work that has been done forward."

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

ARC Comment

All the Baldwin School District curriculum is aligned with
state standards. The programs selected for instruction are research-based and were selected utilizing

the results from local data such as state assessments, ACT, FastBridge Math and Reading Scores, Kansas Communities that Care, and SAEBRS. Teachers meet on a regular basis to review various data points and adjust instruction, as needed. Baldwin offers their students Advance Placement and Honors courses as well as concurrent enrollment opportunities. Graduation requirements meet and exceed the state requirement.

Board Outcomes

Social-Emotional Growth	As reported earlier in this report, data demonstrates that progress has been made in Social-Emotional Learning. The district has worked hard to monitor and improve students' mental health. Their efforts have yielded positive results.
Kindergarten Readiness	Since the beginning of the KESA cycle the return rate for the ASQ survey has increased significantly. The Baldwin School district saw a 20% return rate in the first year, and the current rate is 71% of parents and guardians completing and returning the ASQ and the ACES surveys. The Parent-as-Teacher's (PAT) program has worked very hard to increase the number of surveys returned. To build relationships, the PAT program has worked hard to expand their services. The program sponsors several opportunities for families to meet in a variety of settings.
Individual Plans of Study	The district is in the 5th year of implementing student IPS. Starting out with using plans written on cardstock, moving to Career Cruising, and finally, transitioning to Xello has been a journey. All this change occurred during the pandemic. Tying the IPS to student-led conferences has helped with conversations between parents and kids. The district feels that this has helped most with kids who are going to college. Additional work needs to be done with students who are wanting to take a non-traditional pathway.
High School Graduation Rate	There has been an improvement in high school graduation rates. Prior to KESA, there has been some fluctuation of the graduation rate but the district is taking steps to support learners earning their diploma. The district has been tracking students who did not graduate in the last 5 years. The school is trying to put measures in place to help students who are at risk of graduating. One of the measures in place is to allow students to graduate with fewer than 24 credits.
Postsecondary Success	The district has been making gains in the last couple of years. The district is close to meeting their effectiveness rate. One concern the district has is that several of their students enter the military. There is not a place to translate this into post-secondary success.

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

ARC Comment

Like all districts, the Baldwin School District had to discover new ways to interact with parents and the community. Traditional methods of communication, such as regular communication from each building, gave way to the use of technology and social media. The district relied on surveys to gather information from peers, the board hosted listening tours to hear patron concerns, and teachers learned and used apps such as SeeSaw to share activities occurring in schools. The Primary and Intermediate

Center regularly shared school goals and data with their site council and encouraged them to provide input and feedback.

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

ARC Comment

Baldwin School District was very responsive to working through the KESA process and meeting with members of the OVT. During the pandemic, the OVT chair and assistant superintendent met twice a year to review student data and discuss the process. The system realized at about the third year of the KESA process they needed to make some changes. The team was responsive to wanting to improve. The pandemic hurt the system in the fact that data collection was disrupted. It was a gift in the fact that the system was able to spend time reflecting on what they had been doing and if it was resulting in the improvements the system wanted to see. The district is aware that their goals need to be tightened in the next cycle. They are also focused on student improvement by adding critical staff, implementing different progress monitoring tools, and adding ION, a data tracking system. ION allows each school to monitor all student scores and can instantly see an individual's growth over time. As new leadership comes on board and the community has an opportunity to refine the current strategic plan the district will be in a great position to continue moving forward.

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

ARC Comment

USD #348 strived to meet the fidelity of the KESA process. The district took the process seriously. It was felt by the OVT that the district worked to improve during the five-year process. Because of changes that were put in place during the first cycle, the district attempted to meet the changes as they occurred. One was the tightening of their goals.

ARC Recommendation

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

Justification

The OVT felt that Baldwin has followed the intent of the process and learned along the way. Improvement is being seen on the assessments that have been given. Based on what is in place, the OVT believes the district will continue to improve academically.

Strengths

One clear area of strength for the district was its willingness to continually reflect on what was working and what needed to change. At the beginning of the process, each building seemed to be working on their own goals. By the end of the process, the district had come together as a system. The schools began working together as a system. Multiple systems of supports (MTSS) were put into place in each building for reading, math, and behavior. The district began using common language during the KESA process. Data were reviewed from each building. Changes to the curriculum were made with new reading and math curriculums put into place, advisory periods were added, and requirements for graduation were reviewed

Challenges

The OVT recommends that the district continues to refine their current goals. Academic achievement needs to continue to be a priority. Specific targets for these goals is recommended. An expansion of career pathways needs to continue. This work is being done and will be a challenge given their size and location.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Baldwin City USD 348

715 Chapel Street, Baldwin City, KS 66006-0067
(785) 594-2721
usd348.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Paul Dorathy**

Demographics

1,290 Students

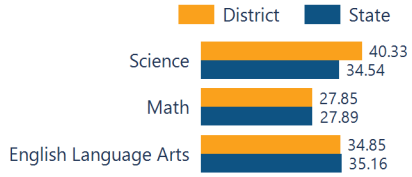
- African American 1.09%
- Hispanic 4.26%
- Other 7.29%
- White 87.36%

District Kansans Can Star Recognition

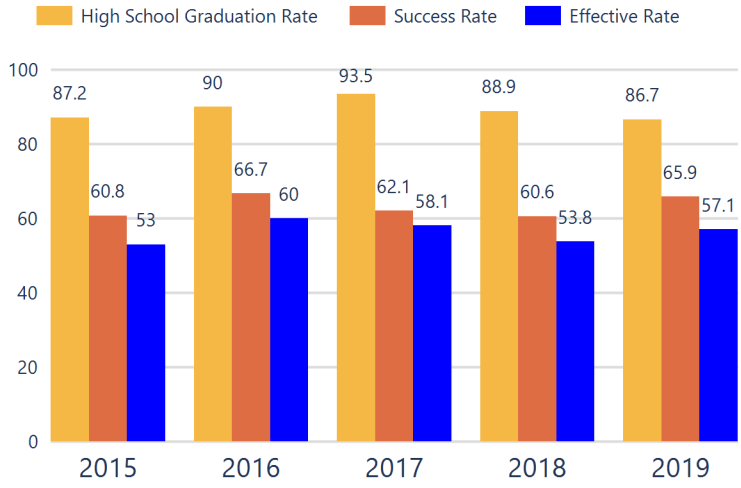
	Gold	Silver	Bronze	Copper
Social-Emotional Growth		✶		
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement			✶	
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **89.1%**

Five-Year Success Avg **63.1%**

Five-Year Effective Avg **56.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **58.5 - 61.7%**

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).
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- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

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

89.3% State: 88.1

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

97.2% 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.

4.2% 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.

1.6% 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.

$11,955
State: $12,868

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Baldwin City USD 348

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	19.86	20.91	25.39	N/A	N/A	N/A	25.07	24.18	25.42
Level 2	44.83	38.73	26.66	N/A	N/A	N/A	47.06	40.94	34.23
Level 3	26.57	32.17	35.87	N/A	N/A	N/A	21.55	26.40	26.10
Level 4	8.72	8.17	12.06	N/A	N/A	N/A	6.30	8.45	14.23

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.13	35.00	35.71	N/A	N/A	N/A	30.93	34.07	39.74
Level 2	48.40	39.09	34.52	N/A	N/A	N/A	49.17	40.22	30.76
Level 3	19.17	22.72	22.61	N/A	N/A	N/A	18.78	22.34	21.79
Level 4	2.28	3.18	7.14	N/A	N/A	N/A	1.10	3.35	7.69

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	56.25	58.03	54.34	N/A	N/A	N/A	45.68	45.04	33.33
Level 2	32.14	27.67	21.73	N/A	N/A	N/A	37.06	34.23	29.16
Level 3	8.92	11.60	19.56	N/A	N/A	N/A	12.06	15.31	14.58
Level 4	2.67	2.67	4.34	N/A	N/A	N/A	5.17	5.40	22.91

AFRICAN-AMERICAN STUDENTS

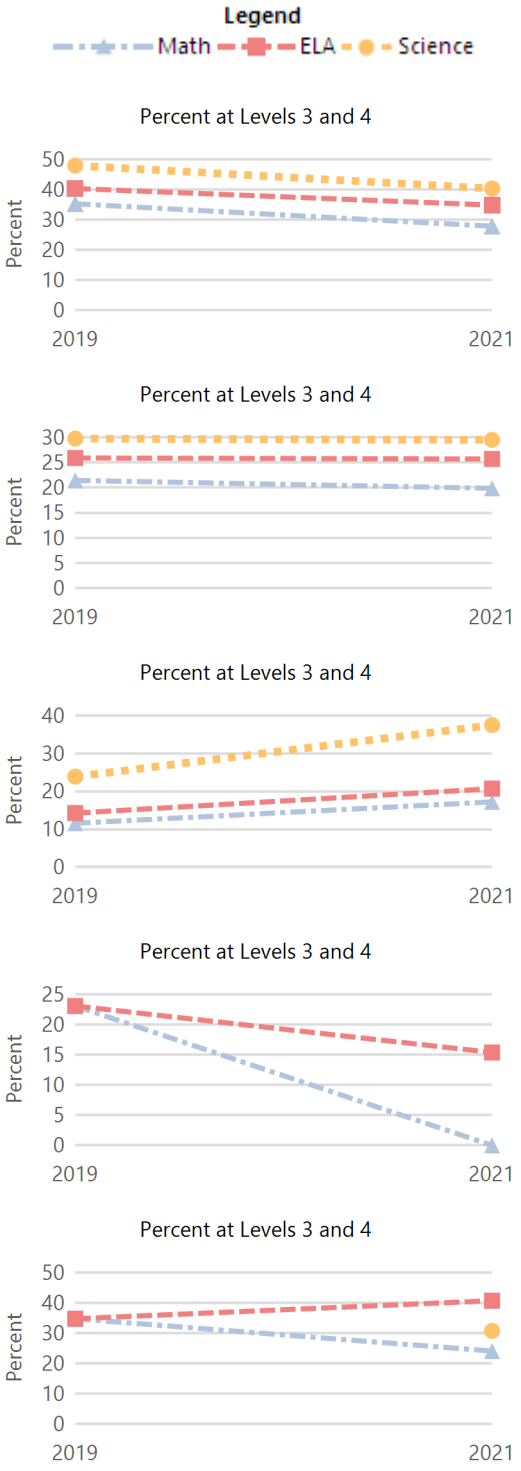
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.07	46.15	N/A	N/A	N/A	N/A	42.85	53.84	N/A
Level 2	53.84	30.76	N/A	N/A	N/A	N/A	57.14	30.76	N/A
Level 3	23.07	15.38	N/A	N/A	N/A	N/A	0.00	15.38	N/A
Level 4	0.00	7.69	N/A	N/A	N/A	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	21.73	21.73	N/A	N/A	N/A	N/A	24.13	22.22	30.76
Level 2	43.47	43.47	N/A	N/A	N/A	N/A	51.72	37.03	38.46
Level 3	30.43	30.43	N/A	N/A	N/A	N/A	20.68	37.03	30.76
Level 4	4.34	4.34	N/A	N/A	N/A	N/A	3.44	3.70	0.00

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

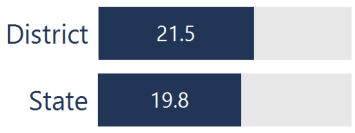
Academically Prepared for Postsecondary Success



ACT Performance (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.



Accreditation Summary

Date: 09/10/2020

System: D0380 Vermillion (0000)

City: Vermillion

Superintendent: Dean Dalinghaus

OVT Chair: Denise O'Dea

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support: A tiered system of support is in place at the elementary level. They have extended it to the junior high and will extend it to the high schools in 2022-2023.

Family, Business, and Community Partnerships: USD 380 utilizes the school website, social media accounts, automated communication system, and electronic billboards to communicate with families and community. Additionally, the district relies on the Board of Education, site council, and school Booster Clubs who all provide more opportunities for community and family partnerships.

Diversity, Equity, and Access Support: Though the population has little diversity (minimal ethnic diversity, but with some socioeconomic diversity), they understand the importance of incorporating culturally relevant topics and studies into the curricular resources. This includes cultural studies and exposure to cultural experiences.

Communication and Basic Skills: During the cycle, an amalgamation of methods has been employed for sharing information and engaging stakeholders in collaborative dialogue. Monthly community meetings were held with the superintendent to discuss various school topics as well as hosting District Site Council meetings at various times during the year.

Civic and Social Engagement: Students and staff have an abundance of opportunities to practice and learn the value of civic engagement from the primary through high school levels at Vermillion Schools. In addition to these activities, the K-12 Social Studies curricula are vetted for high- quality civics components with authentic application and connection.

Physical and Mental Health: Vermillion retained a full-time social worker in the Fall of 2018 alongside the procurement of a grant to support the creation of a community advocate position. In the fall of 2020, the nurse positions in the K-12 buildings were increased from 20 hours per week to full-time, and medical aides were added to the Pre-K facility. These additions were made to meet the mental and physical needs of students and staff. The newly added social worker has been able to provide many different interventions to meet the needs of all students and staff. Some examples of interventions are Check-In Check-Out, lunch groups, personal counseling conversations, and more.

Arts and Cultural Appreciation: The district has certified Art, Instrumental, and Vocal Music programs.

Vermillion students have the opportunity to travel to arts and cultural events such as Phantom of the Opera, Wicked and, and Cirque Zuma Zuma theater productions. Vermillion performs up to two theatrical performances per school year in addition to numerous musical concerts and community performances. During the five year cycle, opportunities have been developed to provide students with varied cultural experiences starting with an intense analysis of the curriculum and resources used within classes.

Post Secondary and Career Preparation: Diverse career exposures begin as low as PreK and continue through elementary grades. Students in 7th-12th grades utilize Career Cruising, a website that helps students explore career interests and colleges. Career exploration includes wages, skills, education, and certifications needed for each career. Students are also able to use Career Cruising to research college costs and class schedules along with taking a virtual tour of some campuses.

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 - They will improve interpersonal relationships among staff as well as school-community, teacher-student, and teacher-parent relationships by intentionally getting to know one another and devoting quality time to better understand personal qualities/attributes of others while fostering a trusting relationship.

USD 380 engaged the community with on-going communication and increased community involvement in the schools. To support staff relations, PLC's were implemented with increased collaborative time during the pandemic indicating a responsive culture. In supporting relationships with students, the system increased social-emotional supports, implemented relationship-building activities, and instituted KAGAN structures to support structured and positive interactions between students. Professional development was aligned to these measures including student relationship building scenarios, communicating through barriers, and Trauma-Informed Teaching/Learning. Data measures suggest improvement with a 29% decline in discipline referrals, a 36% increase in staff collaboration, and a 24% increase in student relationships building activities.

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 - USD 380 will increase student engagement by increasing the use of interactive strategies that promote student involvement and self-directed initiative.

The system addressed all areas of their goal in a systematic format. Beginning with instructional changes, such as KAGAN structures, studying Teach Like a Pirate, and implementing both STEM and Project-Based Learning activities. They formed partnerships to support these learning changes as evidenced by the connection with Starbase. Finally, the staff increased their real-world connections to lesson content along with creating an Adulting Day with community support and participation to create relevant learning opportunities. This stemmed into additional events such as Shark Tank Day where students create innovation solutions or projects to present to local business people. Professional learning supported these efforts including studying the Brain Science of Lesson Cycle, Schema Theory, SAMR technology model, and project- based learning. Data supports the systems improvement in these areas: 59% increase in the usage of engaging activities, 38% increase in lessons application students' lives, 48% increase in the use of lesson hooks, 42% increase in projects, 70% increase in student-led learning, and a shift from Substitutive technology usage to Redefinition on the SAMR model.

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 local Board of Education has demonstrated tremendous support of the KESA Continuous Improvement Process as demonstrated by approval of social-emotional screeners and curricula, with a particular interest in the screening data to support curricular adoptions. The BOE also encouraged and supports the addition of the Social Worker, Community Advocate, and the expansion of nursing staff. They also demonstrated full support of increased PLC and collaboration time during the 2021- 2022 school year as noted by the approval of weekly early release schedule to accommodate such collaboration. Board members regularly attend and actively participate on district committees, attend the OVT meetings, and request monthly KESA updates during regular board meetings.

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

ARC Comment

USD 380 meets the KSDE and Kansas Board of Regents requirements as they pertain to course offerings. Vermillion provides cross-curricular foundational knowledge in core subjects based on real-world scenarios. In addition to KSDE requirements, a Personal Finance Literacy course is also required for graduation at USD 380. The district also requires all freshmen to complete a Career and Life Planning course. All 7-12 students are also enrolled in an advisory time to develop their IPS as well as receive individual academic coaching. During PLC's, teachers discuss academic concerns to remediate deficit areas.

Board Outcomes

Social-Emotional Growth	USD 380 has fully implemented an SEL screener, curricula, and evaluation process of the data to make responsive changes. Beginning in the Fall of 2019, they began using the Strengths and Difficulties Questionnaire, a behavioral and emotional screening system. From the first to second year of implementation, there was a 2% increase in the number of students being identified as "at risk" based on the results of these screeners. Through analysis, it was determined that this was from the increased anxiety surrounding quarantines. The district also experienced the loss of a student, which had a profound impact on all of their communities. As a result, the neighboring counselors and social workers were brought in to be available to anyone in need. The DLT also determined that improved SEL curricula were necessary to improve their education on self-regulatory skills.
Kindergarten Readiness	Vermillion USD 380 has had a vital four-year-old early childhood program for more than 20-years. Twelve years ago, this program expanded to include three-year-olds. These students segue into their early childhood program for their longstanding Parents as Teachers program, which received national recognition as a Blue-Ribbon Affiliate in 2021. This comprehensive early childhood program has always been a foundational instructional component that jumpstarts the K-12 years of their students providing them with the essential foundation needed for long-term success.

Individual Plans of Study	Students in grades 7-12 have an individual plan that is developed with the assistance of their counselor and academic advisor during their seminar block. Students in 7th and 8th grade engage in Interest Inventories and explore careers that align with their interests and passions. High school students narrow their selections and begin intensive research into their field of interest considering postsecondary programs or apprenticeships that relate to this field. If postsecondary programs are necessary, students explore programs of study, expected costs, and funding sources such as scholarships and completing the FAFSA. students have added sample projects of their work including a current resume and cover letter.
High School Graduation Rate	The five-year graduation average is 98.5%, which is a 0.9% increase from last year, and a 1.4% increase from two years ago. The DLT believes this is indicative of the efforts that are made to connect with families and students, providing individualized support, and ensuring that students can remain engaged in courses that support their postsecondary interests. This demonstrates a connection between the strong relationships formed and the impact of the system from increasing the efforts to provide relevance and meaningful instruction.
Postsecondary Success	Vermillion has seen a trend where a portion of students will begin at a post-secondary institution, but a portion of those students do not complete a post-secondary degree or certificate program. There are also situations where students will complete their post- secondary plan but will take additional years to complete their degree program. These USD 380 graduates have been contacted on ways in which to improve in preparing them for post-secondary success. The team was successful in contacting and/or identifying the status of 80% of graduates from the past five years.

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

ARC Comment

Each USD 380 building has a site council consisting of administration, teachers, parents, community members, and business owners. Many community members are on a Career and Tech Educational (CTE) advisory board to volunteer time and expertise. Community members provide guidance that assists each CTE teacher with renewal of the pathway through the Kansas State Board of Education. Frankfort and Centralia are small towns and have many community members who are involved in several elements that affect their district. Many of their parents serve as leaders in their community, such as city council, fair board, and the fire department. The community has been, and continues to be, deeply invested in their school system providing support, guidance, and countless contributions to the vitality of the schools.

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

ARC Comment

The OVT reported that the system has been extremely receptive to feedback and implemented many of the OVT suggestions over this process, which are detailed below. This is a system that has taken full advantage of the benefits afforded by the KESA process to improve their systemic structures to ensure

continuous improvement.

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

ARC Comment

USD 380 has used the KESA process to analyze their system, identify gaps, and create actionable plans that have a true impact on the improvement of their district.

ARC Recommendation

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

Justification

The Vermillion staff now believe that by asking better questions, they have created more meaningful data. As a district, they have pivoted from just gathering data to using the data in a way that positively affects instruction. This is real systemic change.

Strengths

In Vermillion, USD 380, the staff are now aware of and are buying into the school improvement process. There are many processes in place to ensure the continued growth of USD 380.

Challenges

The district is getting a new Superintendent on July 1, this will be the 3rd person in that position since the current five-year cycle began. The district needs to continue putting forth the effort they currently are doing to ensure the school improvement process.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Vermillion USD 380

209 School Street, Vermillion, KS 66544-0107
(785) 382-6216
www.usd380.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Matt Rogers**

Demographics

573 Students

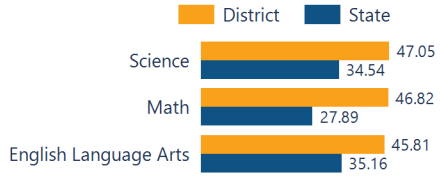
- African American 0.87%
- Hispanic 0.52%
- Other 3.49%
- White 95.11%

District Kansans Can Star Recognition

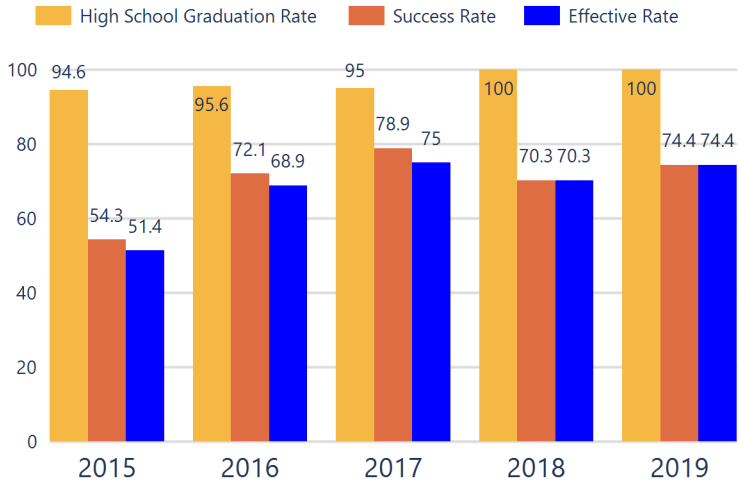
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
97.0%

Five-Year Success Avg
70.3%

Five-Year Effective Avg
68.2%

95% Confidence Interval for the Predicted Effectiveness Rate
60.6 - 64.9%

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.

97.5% State: 88.1

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

96.3% 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.

6.0% 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.

0.9% 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.

$11,378
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Vermillion USD 380

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	12.00	11.27	13.88	N/A	N/A	N/A	11.70	17.05	16.91
Level 2	39.27	36.72	36.11	N/A	N/A	N/A	41.47	37.12	36.02
Level 3	34.54	41.45	40.74	N/A	N/A	N/A	33.11	35.78	33.82
Level 4	14.18	10.54	9.25	N/A	N/A	N/A	13.71	10.03	13.23

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.14	18.57	30.00	N/A	N/A	N/A	16.92	26.15	10.52
Level 2	44.28	38.57	36.66	N/A	N/A	N/A	46.15	35.38	47.36
Level 3	31.42	37.14	30.00	N/A	N/A	N/A	26.15	32.30	36.84
Level 4	7.14	5.71	3.33	N/A	N/A	N/A	10.76	6.15	5.26

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.48	37.93	26.66	N/A	N/A	N/A	35.55	42.22	36.36
Level 2	27.58	31.03	26.66	N/A	N/A	N/A	44.44	33.33	54.54
Level 3	17.24	24.13	26.66	N/A	N/A	N/A	13.33	15.55	9.09
Level 4	20.68	6.89	20.00	N/A	N/A	N/A	6.66	8.88	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		
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Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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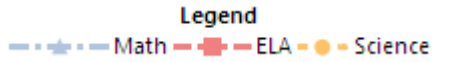
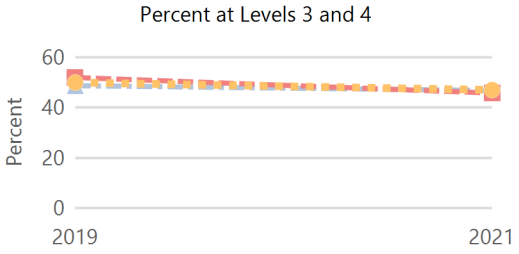
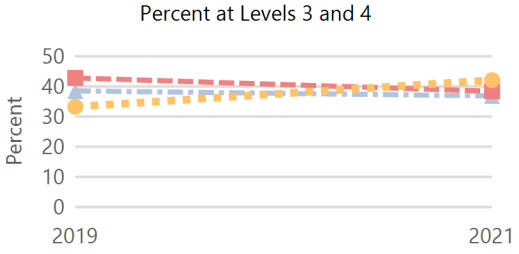
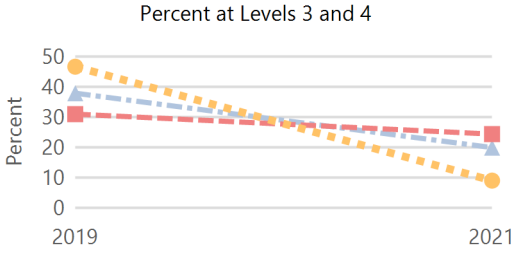
Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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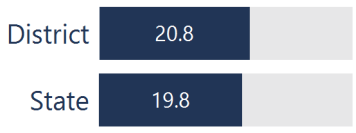


Accreditation Summary

Date: 03/23/2022

System: D0395 LaCrosse (0000)

City: La Crosse

Superintendent: Bill Keeley

OVT Chair: Jen Stelter

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- At the beginning of the cycle the system did not have a formalized system of supports. Through intentional efforts supports have been formalized for monitoring reading, math, and social emotional skills. Both qualitative and quantitative measures have been purchased and implemented on a regular basis. Processes have been streamlined, interventions have been developed, and data is being collected. The system disseminates and analyzes benchmark assessment results at each grade level to determine instructional adjustments, classroom supports, and interventions needed.
Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders on a regular basis and is embedded in the overall culture. The system has developed multiple business partnerships, community partnerships, and have processes in place to communicate with those partners. The system has put structures in place to provide students exposure to future employers and through multiple positive interactions are able to develop employability skills.
Diversity, Equity, and Access – The system has incorporated all student group needs, they are represented in the improvement process. The system's and schools' cultures are reflected in vision and improvement process.
Communication and Basic Skills- The system has evidence of curricula in place that support the structures in communication and basic skills. Teachers are provided professional development to support instruction, planning time to map curriculum, and instructional coaches to assist with quality instruction. The system disseminates and analyzes benchmark assessment results at each grade level to determine instructional adjustments, classroom supports, and interventions needed.
Civic and Social Engagement- The system has evidence of curricula in place that support the structures in civic and social engagement. The system has provided evidence of how students are sharing skills and knowledge through actions intended to improve communities, state, nation, world and self. The system has implemented several structures and opportunities for civic and social engagement. Examples include, but are not limited to community service opportunities embedded at every grade level, volunteering and supporting community activities, food bank donation projects, blood donation drives, visits and projects with the local nursing homes, and multiple interactions with local governmental officials.
Physical and Mental Health- The system has evidence of curricula in place that support the structures in physical and mental health. At the elementary level all students receive 30-45 minutes of physical education each day, the system has added a SEL family group structure, the system has added the SRSS

social emotional screener, and a K-12 licensed social worker has been hired to provide social emotion support for students. At the middle and high school levels the system received a BCBS grant that they use to provide students with milk after activities, weekly mental and physical wellness check-ins have been incorporated into the schedule, instruction on social emotional concepts have been added, and additional student athletic opportunities have been added.
Arts and Cultural Appreciation – The system has evidence of curricula in place that support the structures in Arts and Cultural Appreciation. The system demonstrates an appreciation and support for fine arts and world languages. At the elementary level all students receive 20 minutes of vocal music each day, they receive multiple teacher-led art project opportunities throughout the year, and multicultural representations are embedded within the curriculum recourses. At the middle and high school levels the students have access to art classes, band classes, vocal music classes, performing arts classes, foreign language classes, school plays, field trips, and competitions.
Postsecondary and Career Preparation- The 2020-21 KSDE accountability report indicates that the system's 5-year effective average of 55.1% outperforms the KSDE predictive effectiveness rate of 40.8-45.9%. The system has also earned KSDE Kansans Can Star Recognition awards for Academically Preparedness for Postsecondary, High School Graduation, and Postsecondary Success. The system has curricula in place that support the structures in Postsecondary and Career Preparation are evident. Examples of structures include, but are not limited to the Partnered Learning and Community Engagement (PLACE) project for grades 7-12, Family Led Education days, PreACT, ACT and Workkeys assessment offerings, Xello IPS program, CTE offerings, work study placements, and concurrent class offerings at local postsecondary institutions.

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

ARC Comment

Goal 1: The system's goal was the improve relationships with families and stakeholders through the implementation systemwide communication structures.
Evidence is (assuredly) documented that system goal 1 was identified based on the needs analysis, contains strategies and activities that were implemented, and produced reasonable results.
Examples of evidence included but was not limited to; 1) annual pre and post engagement surveys, 2) development of multiple processes, publications, and platforms to increase their reach, and 3) data analysis from social media platforms. The system changed the way they reached out to families and stakeholders to engage them in the educational process. Impact of this goal was also demonstrated through the system's ability to identify needs and provide additional resources to families in their community.

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 2: The system's goal was to identify the needs of incoming kindergarteners, implement developmental preschool screenings, and provide families with resources and supports needed to preschoolers that will increase kindergarten readiness.
Evidence is (assuredly) documented that system goal 2 was identified based on the needs analysis, contains strategies and activities that were implemented, and produced reasonable results.
At the beginning of the improvement cycle the system did not have any formal process for identifying PK needs and since their system does not provide a district preschool opportunity, teachers were not able to understand individual student needs until they started kindergarten. The system believed that they could affect student readiness for school much earlier. During this improvement cycle the system built a partnership with an early childhood center, hired a kindergarten teacher/academic coordinator, implemented developmental screenings, developed preschool resources and structured communications to preschool parents, and implemented the ASQ-3 and ASQ-SE parent questionnaires

to develop a complete picture of each incoming kindergartener in order for the system to meet their individual needs. 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 the State Board Kindergarten Readiness Outcome.

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 are in place. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. These key groups have supported the ongoing process of school improvement. Structures/supports include but are not limited to hiring a K-12 licensed social worker, hiring of an Academic coordinator to guide instruction and academic monitoring, hiring an additional kindergarten teacher, invested in a 1:1 iPad/Chromebooks initiative, internet upgrades, and purchase and implement standardized benchmark screeners.

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. During this improvement cycle, the system has out preformed the state's goal in graduation, outperformed their confidence interval for predicted postsecondary effectiveness, and received KSDE Kansans Can Star Recognition awards for Academically Preparedness for Postsecondary, High School Graduation, and Postsecondary Success.

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 has put curricula in place that support the structures in metal health. At the elementary level the system has added a SEL family group structure, the SRSS/SIBBS social emotional screener, and social emotional lessons in place to support students. At the middle and high school levels the system weekly mental and physical wellness check-ins have been incorporated into the schedule, instruction on social emotional concepts have been added, the SRSS/SIBBS emotional screener has been implemented, CCC Framework lessons incorporated, implementation of the CAMP program to prepare students for civic engagement, speakers, "Make a Difference Day" and a K-12 licensed social worker was hired to support students. SRSS/SIBBS data was used to supports students, identify needed adjustments to supports, and to implement tier 2 and 3 interventions.

Kindergarten Readiness	Evidence indicates that the system has demonstrated growth in Kindergarten Readiness. The system has documented growth through the addition of early childhood screenings and implementation and monitoring of ASQ data in order to personalize student learning and supports. Through their focus, added processes, and partnership with the Hays Area Children's Center, the system was able to provide parents with needed resources, education on developmental milestones, and age-appropriate activities.
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. The system's goal was to provide a personalized education for every middle and high school student. Action steps for accomplishing this goal include offering a multitude of elective courses, dual credit courses, and 7 CTE pathways. At the beginning of this improvement cycle the system implemented the KIPS program offered through SWPRSC and then switched to Career Cruising/Xello. The full implantation process was stalled due to COVID shutdowns, but the system persisted and was able to realize full implementation of the new system during the 2021-22 school year.
High School Graduation Rate	Throughout this improvement cycle the system has monitored, analyzed, and documented their growth efforts in supporting all students in graduating. The 2020-21 KSDE accountability report indicates that the system's earned a graduation rate of 96% which outperformed the State's with a graduation goal of 95%.
Postsecondary Success	The 2020-21 KSDE accountability report indicates that the system's 5-year effective average of 55.1% outperforms the KSDE predictive effectiveness rate of 40.8-45.9%. The system has also earned KSDE Kansans Can Star Recognition awards for Academically Preparedness for Postsecondary, High School Graduation, and Postsecondary Success. The system has evidence that curricula are in place that support the structures in Postsecondary and Career Preparation. Examples of structures include, but are not limited to the Partnered Learning and Community Engagement (PLACE) project for grades 7-12, Family Led Education days, PreACT, ACT and Workkeys assessment offerings, Xello IPS program, CTE offerings, work study placements, and concurrent class offerings at local postsecondary institutions.

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

ARC Comment

The system demonstrated increased and consistent gathering and analyzing of data, and made adjustments based on stakeholder feedback. The system demonstrated how all stakeholder groups were represented, involved, and provided input regarding the system's improvement process. The system has also made increased efforts to communicate their improvement efforts through timely updates at parent meeting, and adding a KESA tab their website that highlights the major points of the process.

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

the accreditation cycle.

ARC Comment

The system asks questions and responds positively to all feedback which has been given the past years in the cycle. The process continued, in spite of administration change. The system utilized an outside educational consultant that has helped work through KESA steps throughout the year.

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. The system exceeds both the State's graduation goal and postsecondary predictive effective rate. The system has also earned Kansas Can Star Recognition awards for Academically Prepared for Postsecondary, High School Graduation, and Postsecondary Success.

Strengths

The system has demonstrated strength in attendance rates, chronic absenteeism rates, high school graduation rates, and postsecondary success.

Challenges

During the next cycle it is recommended that the system continue to focus on increasing academic rigor, monitoring, and student academic and assessment outcomes. The system identified the need to increase student and business leaders' involvement directly in the decision-making processes.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

LaCrosse USD 395

616 Main, La Crosse, KS 67548
(785) 222-2505
http://www.usd395.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Bill Keeley**

Demographics

274 Students

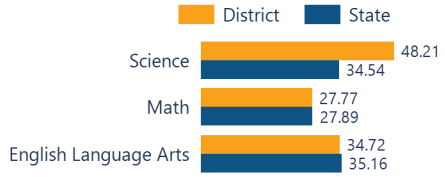
- African American 1.46%
- Hispanic 4.01%
- Other 0.73%
- White 93.80%

District Kansans Can Star Recognition

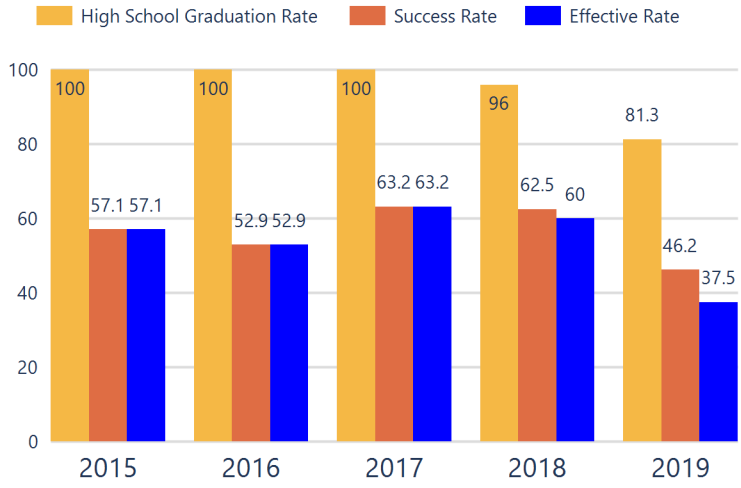
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **95.9%**
- Five-Year Success Avg **57.4%**
- Five-Year Effective Avg **55.1%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **40.8 - 45.9%**

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.

85.7% State: 88.1

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

94.7% 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.

15.1% 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.

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.

$14,354
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

LaCrosse USD 395

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	28.94	29.60	35.38	N/A	N/A	N/A	33.33	35.41	26.78
Level 2	42.10	36.84	20.00	N/A	N/A	N/A	38.88	29.86	25.00
Level 3	21.05	24.34	24.61	N/A	N/A	N/A	23.61	29.86	28.57
Level 4	7.89	9.21	20.00	N/A	N/A	N/A	4.16	4.86	19.64

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.98	42.46	52.00	N/A	N/A	N/A	43.75	43.75	44.44
Level 2	38.35	30.13	24.00	N/A	N/A	N/A	39.06	25.00	18.51
Level 3	19.17	19.17	8.00	N/A	N/A	N/A	15.62	28.12	22.22
Level 4	5.47	8.21	16.00	N/A	N/A	N/A	1.56	3.12	14.81

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	70.58	79.41	92.85	N/A	N/A	N/A	66.66	66.66	N/A
Level 2	20.58	11.76	0.00	N/A	N/A	N/A	20.00	26.66	N/A
Level 3	8.82	0.00	7.14	N/A	N/A	N/A	10.00	0.00	N/A
Level 4	0.00	8.82	0.00	N/A	N/A	N/A	3.33	6.66	N/A

AFRICAN-AMERICAN STUDENTS

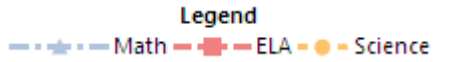
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

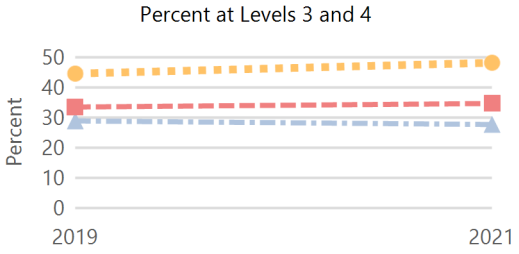
HISPANIC STUDENTS

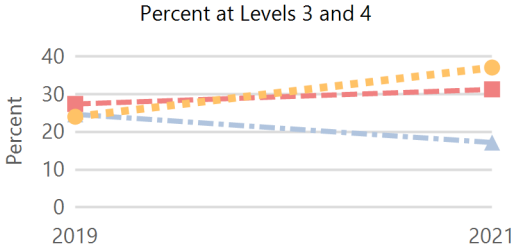
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

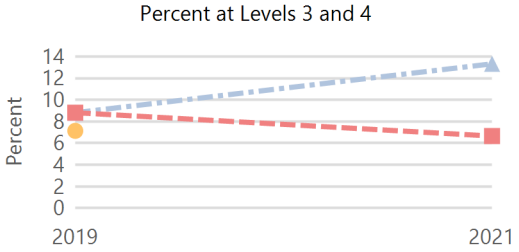
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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

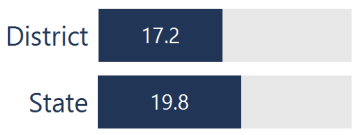
Percent at Levels 3 and 4

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

ACT Performance (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.



Accreditation Summary

Date: 11/06/2019

System: D0417 Morris County (0000)

City: Council Grove

Superintendent: Aron Dody

OVT Chair: Chris Perry

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

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 – Relationships: Each school will implement the Behavior Components to finish the Integrated MTSS model. Each student who has social, emotional and/or behavior needs will be identified, and interventions will be aligned to the student's needs. We will collect data to ensure that 80% of students will be in Tier I for Behavior each Spring on the Integrated Building Status Report.

An MTSS Behavior Social Emotional Learning Protocol and interventions been established in all buildings based on screening data and progress monitoring processes. Each building has a schedule, materials, and SEL curriculum. School-wide Behavior Expectations have been established along with a Recognition System to showcase positive behaviors. Discipline Response Systems, Universal Instructional Practices, and data-based decision-making have been implemented. Professional development has been aligned to support this goal including topics such as trauma-informed practices and resilience. Outcomes of these efforts include: decrease in students with failing grades, maintaining attendance, and a decrease in discipline referrals. The goal of 80% of students in Tier I was exceeded.

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:
• Secondary will focus on student engagement. Each student will create an Individual Plan of Study (or Post-Secondary Transition Plan in an IEP as appropriate) and enroll in relevant courses based on career interests.
• Elementary will focus on Instruction. Teachers will incorporate evidence-based tools and resources to maximize content learning in context. Building walkthrough data and teacher surveys will demonstrate

an increase in teacher satisfaction and use of evidence-based instructional strategies.

Seminar time was lengthened to accommodate the implementation of IPS and the associated lessons. Xello has been adopted to guide the process IPS; lessons have been mapped. Professional development is provided to teachers on Xello and IPS. The data from these systems are used in designing student schedules. Parents are included in the process many partnerships exist to support postsecondary transitions and success. Outcomes include full IPS framework implementation with quantitative impacts including improvement in the Effectiveness Rate, 100% of 7-12 students completing the career education through Xello. All students have an IPS and 80% of students feel their enrolled courses are relevant. 91% of seniors plan to enroll in college, technical school, an apprenticeship, or the military.
At the elementary level, evidence- and research-based practices have been implemented through intentional professional learning and the revision of the walk-through tool. Examples of such practices include Behavior Specific Praise, Opportunities to Respond, and Instructional Strategies that Work. Instructional Coaches were employed to support this work, ELA standards were mapped across grade levels, and new sciences materials were vetted and implemented along with SEL curriculum. Walk-through data indicate that use of Behavior Specific Praise has doubled, Opportunities to Respond occur 94% of the time and 82% of teachers express satisfaction with the use of evidence-based instructional 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 local board has been supportive of the process in regard to policy, staffing, and resources. Frequent reports are made to the board, building schedules accommodating goals and efforts, and KESA work is embedded in the Long Range Plan. System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

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	In addition to the work regarding SEL curriculum, screening, and intervention through the MTSS process, the system also analyzes their Kansas Communities that Care data with those results reported.
Kindergarten Readiness	ASQ participation drastically increased over the cycle. Additional PreK teachers have been added to meet the increase demand for services. MTSS is being extended to the PreK level.

Individual Plans of Study	This was the goal area of the system. Processes exist, curriculum is used, and work-based learning experiences are available for students. Additional events support families and students as they transition to postsecondary endeavors such as a FAFSA assistance nights. CTE pathways have been enhanced for students to provide greater relevance.
High School Graduation Rate	Graduation rate is steady at 91.1%.
Postsecondary Success	USD 417 is at the high end of their Predicted Success Rate. They attribute this to the expansive IPS, portfolios, CTE, and career/college visits.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. District Site Council and Building Site Councils are extensively involved. Unique to the system, a student liaison also works with the board.

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

ARC Comment

The OVT indicated that the system was very responsive to feedback and implemented suggested changes.

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, and 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 has very successfully created challenging yet attainable goals. Dedication has been exhibited to the process. The results match the process with students performing above state average, due to the long-term commitment of the district to intentionally improving their system. USD 417 is committed to streamlining their KESA efforts with their strategic plan. New goals have been identified for the upcoming cycle with continued commitment to the process.

Strengths

• 80% of students in Tier I for Behavior
• Extensive processes for IPS
• Thorough Curriculum work aligned to LRP (Long Range Plan)
• Aligned PD with District Goals

Challenges

• Quantitative Measures
• Goals Clearly Stated in Report

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Morris County USD 417

17 Wood Street, Council Grove, KS 66846
(620) 767-5192
www.usd417.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Aron Dody**

Demographics

769 Students

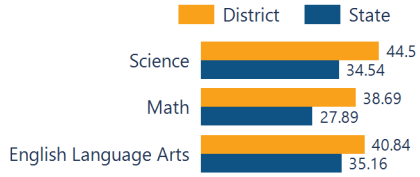
- African American 0.13%
- Hispanic 7.54%
- Other 4.42%
- White 87.91%

District Kansans Can Star Recognition

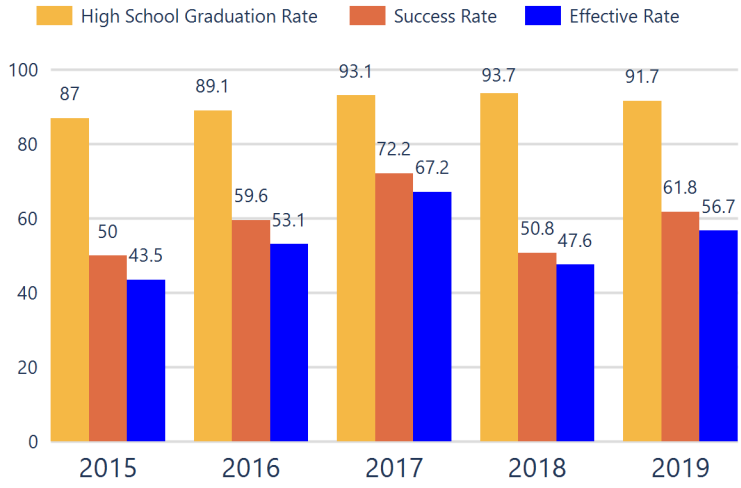
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**91.1%**
Five-Year Success Avg	**59.2%**
Five-Year Effective Avg	**54.0%**
95% Confidence Interval for the Predicted Effectiveness Rate	**52.6 - 54.7%**

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.

92.3% State: 88.1

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

95.9% 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.

9.6% 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

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.

$13,667
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Morris County USD 417

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	18.90	20.39	25.59	N/A	N/A	N/A	25.12	23.07	28.32
Level 2	43.28	37.06	30.35	N/A	N/A	N/A	36.18	36.07	27.16
Level 3	25.37	33.33	28.57	N/A	N/A	N/A	26.63	31.56	28.32
Level 4	12.43	9.20	15.47	N/A	N/A	N/A	12.06	9.28	16.18

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.27	25.82	28.37	N/A	N/A	N/A	30.30	28.00	28.20
Level 2	43.95	39.56	33.78	N/A	N/A	N/A	40.60	37.33	34.61
Level 3	23.62	28.02	24.32	N/A	N/A	N/A	23.03	28.00	25.64
Level 4	7.14	6.59	13.51	N/A	N/A	N/A	6.06	6.66	11.53

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.80	51.06	64.00	N/A	N/A	N/A	55.55	42.42	58.82
Level 2	34.04	34.04	32.00	N/A	N/A	N/A	29.62	39.39	23.52
Level 3	17.02	12.76	4.00	N/A	N/A	N/A	11.11	9.09	11.76
Level 4	2.12	2.12	0.00	N/A	N/A	N/A	3.70	9.09	5.88

AFRICAN-AMERICAN STUDENTS

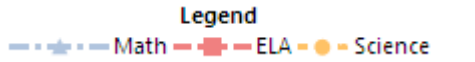
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

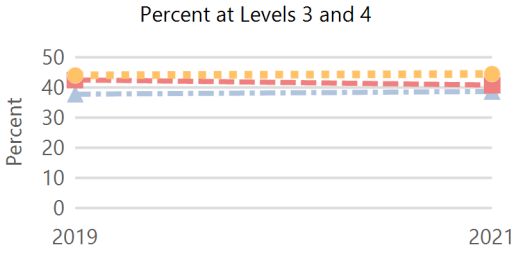
HISPANIC STUDENTS

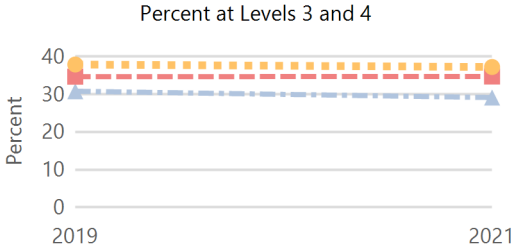
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.39	31.70	35.71	N/A	N/A	N/A	31.03	37.93	25.00
Level 2	53.65	31.70	14.28	N/A	N/A	N/A	48.27	41.37	43.75
Level 3	14.63	29.26	21.42	N/A	N/A	N/A	13.79	17.24	25.00
Level 4	7.31	7.31	28.57	N/A	N/A	N/A	6.89	3.44	6.25

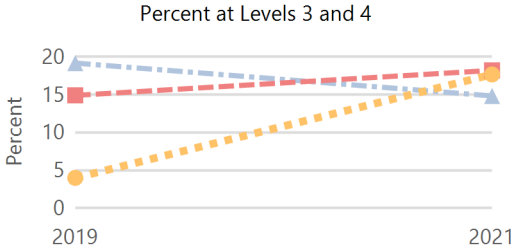
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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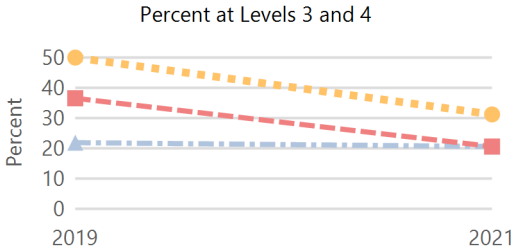
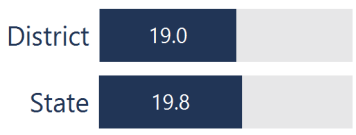


ACT Performance (2021 School Year)

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.



Accreditation Summary

Date: 04/27/2022

System: D0430 South Brown County (0000)

City: Horton

Superintendent: Jason Cline

OVT Chair: Mandi McMillan

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

ARC Comment

As evidenced by their data, the composite score for SEL at-risk students has moved from 28% in 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 its goal of a 10% decrease in at-risk students based on 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 are 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.

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

ARC Comment

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: There is a lot of progress with this goal. The integration of the self-correcting feedback loop provides staff the avenue of transparency; along with input from all stakeholders.
-Professional development and training for behavioral intervention for identifying one's personality color code has proven useful by informing staff of their strengths,weaknesses, and insight into how they interact with others.
-Technology professional development has been ongoing in district inservice to access data via the digital tool, eduClimber. Data useful in informing the School Board on recommendations for behavior training and additional support.
-During the final year of this cycle, staff have had two additional programs available to utilize in

instruction. DreamWakers, a program that brings career speakers into classrooms, and the Cosmosphere, which is providing a pilot program for schools to use their online resources.
-Anecdotal evidence of improved collaborative relationships is important and especially significant during the years of pandemic and should not be discounted as a powerful indicator of positive district action during a time of crisis for communities and families. It has been a time of difficult conversations with tensions evident in many communities. The data presented reflects that the South Brown community has been engaged in finding solutions and working together.

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: The district has invested in several staff positions, such as adding an additional part-time counselor at the high school to help with college and career planning. An instructional coach has also been added to support teachers throughout the district. In addition, a certified interventionist for each building was hired. Through their work with TASN, they have put in place protocols for their MTSS processes for reading and math as well as behavior matrices. Integration of the self-correcting feedback loop into their meeting planning and communication
processes helps to ensure a consistent flow of information to and from respective stakeholders.

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

ARC Comment

See below for individual documentation

Board Outcomes

Social-Emotional Growth	ARC Comment: In partnership with the Everest Lions Club, Lions Quest was purchased for their Social Emotional Learning curriculum, additionally, the district is using SAEBRS to identify at-risk students for SEL grouping and work with building counselors. A Behavior Matrix was created and is used to set expectations for students. At the high school, an additional part-time counselor was hired, allowing the current counselor to focus on social-emotional issues with students. They also added the EAP, Employee Assistance Program, where staff and their families have access to counselors. With this addition, more individualized needs can be addressed. The district earned the Kansans Can Bronze Award in Social-Emotional Growth.
Kindergarten Readiness	ARC Comment: In 2019, with the help of grants, they were able to offer an additional preschool. Prior to this, students had to qualify for preschool by diagnosis and IEP or as a peer mentor. An additional preschool teacher was hired, and they currently have 20 preschool students. 100% of the Preschool and Kindergarten families have completed the ASQ-3 and the ASQ-SE-2. Preschool teachers use myIGDIs for assessment, while other grade level teachers use SAEBRS.

Individual Plans of Study	ARC Comment: At the high school level, they have implemented Xello to aid in career exploration and post-secondary plans. Students conduct weekly activities on this platform related to their IPS. High school students also participate in weekly activities through OnToCollege which aids in test preparation and test-taking strategies. In addition, a part-time college and career counselor was added to work with students in small groups and individually to explore and plan for post-secondary opportunities.
High School Graduation Rate	ARC Comment: _ Since the beginning of the cycle they have seen an increase in the graduation rate, from 78% in 2017 to a current rate of 88.4%. They feel that offering more CTE, VoTech classes and Edgenuity classes will allow students more opportunities and have increased their graduation rates. By adding a part-time college and career counselor, they feel students will succeed in classes that will help them in the future. The district earned the Kansans Can Cooper Award in High School
Postsecondary Success	ARC Comment: __ They have a lot to brag about. In the past 5 years, they have earned the Commissioner's Award three times: 2019, 2020, 2021 as well as the Copper Award Postsecondary Success in 2021. They want to continue this path by offering more CTE offerings, continue to use Xello and OnToCollege, and continue working with the College and Career Counselor. They also plan to continue evaluating core instruction as well as evaluating the needs of the students. They have also implemented a resource calendar to update resources for classroom instruction.

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

ARC Comment

ARC Comment: Pre-Covid allowed the system to host Charger Chats and SITE council meetings each month. A variety of stakeholders within the community attend the meetings, and their input is valuable to the decisions being made. Surveys were conducted to obtain stakeholder feedback; Back-to-School surveys for the re-opening from Covid, reflection surveys, and a climate survey.
ARC Comment: _Communication has been and continues to be shared with stakeholders through the various social media outlets, the local radio station, Title 1 parent events, SITE councils, Charger PTO, Charger Chat, Community Foundation, Alumni Collaboration, student podcasts, student articles in the Horton Headlight, and building and/or grade level newsletters.

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

ARC Comment

The leadership team worked well and was receptive to recommendations and feedback.

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

ARC Comment

The system followed the KESA process with an expected level of fidelity and compliance to meet improvement and goals.

ARC Recommendation

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

Justification

USD 430 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 430 goals. District capacity and confidence have grown significantly through the KESA cycle and benefited from the clear alignment of goals and strategies.

Strengths

From the start and continuation of the KESA cycle, the system has become well versed in the interpretation, use, and changes to be made based on their data collections. Whether the data be derived from stakeholder surveys, academic assessments, progress monitoring, etc. the system has used this information to make informed, data-driven decisions. The implementation of the self-correcting feedback loop has allowed stakeholders a voice in decision-making and added transparency.

Challenges

The implementation of MTSS for math and reading has resulted in student academic growth that is demonstrated in the data results and student movement from Tier 3 to Tier 2. The focus on explicit instruction and research-based interventions have been an active component of professional development during the KESA cycle. The system should be credited with the growth students have made in their social-emotional development. Through the use of Lion's Quest, guidance lessons, the addition of a high school counselor, along with students at the high school level meeting with the same teachers throughout their schooling to develop strong adult relationships is evident in the data collected through SAEBRS. Growth has also resulted from feedback from staff, students, family, and community surveys that have assisted the system with transparency in communication. The implementation of and continued use of the self-correcting feedback loop opens the lines of communication and decision-making.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

South Brown County USD 430

522 Central Ave, Horton, KS 66439-1696
(785) 486-2611
www.usd430.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Jason Cline**

Demographics

472 Students

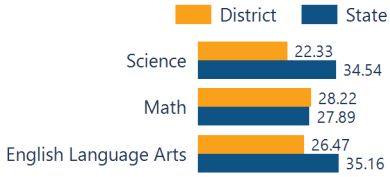
- African American 0.64%
- Am. Indian/Alaska Nat. 17.16%
- Hispanic 11.02%
- Other 6.57%
- White 64.62%

District Kansans Can Star Recognition

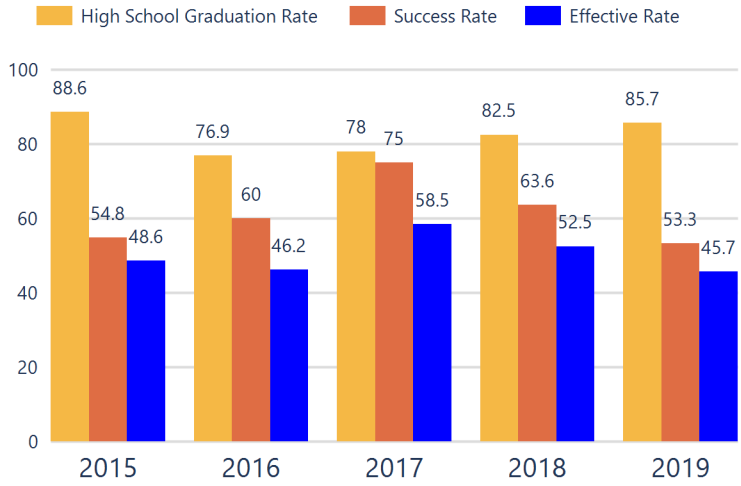
	Gold	Silver	Bronze	Copper
Social-Emotional Growth			✶	
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				✶
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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Level 1	28.77	41.40	33.07	N/A	N/A	N/A	27.84	31.22	39.36
Level 2	47.36	33.33	33.85	N/A	N/A	N/A	43.92	42.29	38.29
Level 3	19.64	22.45	26.77	N/A	N/A	N/A	21.17	23.71	12.76
Level 4	4.21	2.80	6.29	N/A	N/A	N/A	7.05	2.76	9.57

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.06	48.91	42.85	N/A	N/A	N/A	36.80	39.20	48.93
Level 2	50.81	36.95	36.90	N/A	N/A	N/A	44.80	42.40	29.78
Level 3	10.92	13.04	19.04	N/A	N/A	N/A	13.60	16.80	17.02
Level 4	2.18	1.08	1.19	N/A	N/A	N/A	4.80	1.60	4.25

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	66.10	79.66	68.00	N/A	N/A	N/A	62.50	67.50	63.63
Level 2	30.50	11.86	16.00	N/A	N/A	N/A	30.00	27.50	31.81
Level 3	3.38	8.47	12.00	N/A	N/A	N/A	5.00	5.00	0.00
Level 4	0.00	0.00	4.00	N/A	N/A	N/A	2.50	0.00	4.54

AFRICAN-AMERICAN STUDENTS

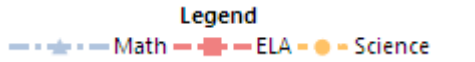
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

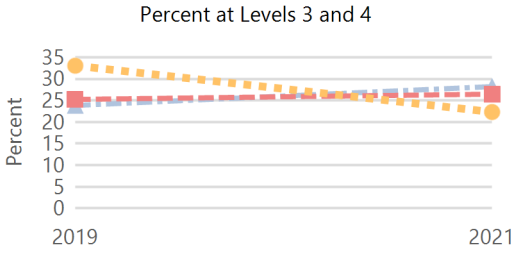
HISPANIC STUDENTS

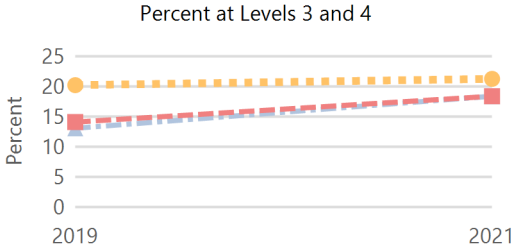
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.93	48.38	37.50	N/A	N/A	N/A	28.57	42.30	N/A
Level 2	48.38	38.70	50.00	N/A	N/A	N/A	60.71	38.46	N/A
Level 3	6.45	12.90	12.50	N/A	N/A	N/A	3.57	11.53	N/A
Level 4	3.22	0.00	0.00	N/A	N/A	N/A	7.14	7.69	N/A

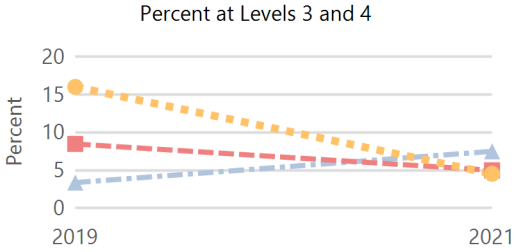
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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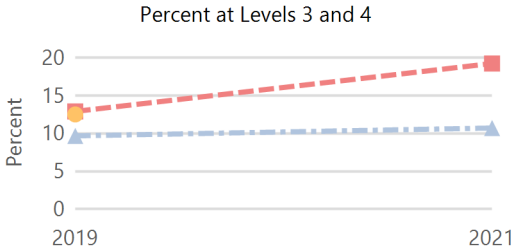
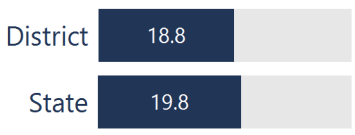


ACT Performance (2021 School Year)

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.



Accreditation Summary

Date: 04/27/2022

System: D0434 Santa Fe Trail (0000)

City: Scranton

Superintendent: Jim Lentz

OVT Chair: Ted Hessong

Executive Summary/AFI

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

   ### ARC Comment

   No compliance issues noted.

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

   ### ARC Comment

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

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

   ### ARC Comment

   Goal 1 – Increase postsecondary success rate by 10% through rigorous and relevant learning opportunities for students.

   USD 434 moved the needle from 36% or 46% regarding their success rate, which was achieved through actions such as moving to Personalized Professional Learning, engaging their teachers in leadership roles such as Teacher Leader Cadre and Literacy Leader Cadre, intentional usage of a literacy coach and becoming a Redesign school. Data indicates improvement on universal screeners and state standardized assessment with the system receiving a Copper Star in Academic Preparation for Postsecondary.

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

   ### ARC Comment

   Goal 2 – Improve student academic achievement through effective communication and increased engagement with internal and external stakeholders.

   The system has increased engagement with both internal and external stakeholders. Some examples include increase committee work and involvement, implementing student-led conferences, streamlined communication, weekly school and district newsletters, and increased family night events. Perception surveys indicate external approval. Specific data regarding the increased number of interactions with internal/external stakeholders would be helpful in demonstrating this point, but anecdotally, the increase seems to be present and intentional.

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

System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. The local board has been very engaged in the KESA process and demonstrated their commitment through the support of additional instructional coaches, counselors, social workers, and curriculum directors. They also reworked the strategic plan goals to align with the instructional goals and efforts through KESA.

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 and data reflecting all five (5) State Board outcomes and plans to improve or sustain growth. Overall, the system has excellent plans and processes in plan to ensuring future success. They are fully aware of persisting shortfalls in graduation rate and success rate but have been very intentional in planning for the future. It appears that high administrative turnover has had an impact on this cycle, but they have been very responsive and fully invested their board in the improvement process.

Board Outcomes

Social-Emotional Growth	Intentional work occurred to set the system up for success beginning with professional development followed by screener implementation, and SEL instruction. The system indicates improvements in attendance and a decrease in dropout rate, which they attribute to the intentional work surrounding their SEL framework. Due to growing SEL needs as a result of the pandemic, the district was responsive in employing social workers and additional full-time counselors. They are also addressing the social-emotional needs of staff through explicit training on toxic stress, change, and other hardships facing the district.
Kindergarten Readiness	The system indicates that participation in the ASQ has increased. They will be taking advantage of the early administration option to further enhance participation. They have a strong early childhood program with board dedication to universally available tuition-free attendance. The early childhood team is using research to implement play-based learning in the early grades.
Individual Plans of Study	With parent involvement, the system has adjusted their IPS process through revised scope and sequence. Acknowledging that minimal businesses exist in their community to offer work-based experiences and job shadowing options, they are collaborating with families to determine alternative options. They attribute the improvement in their success rate to the adjustments they have made to their process, including a succinct framework for students from 6th-12th grade as outlined in their documentation.

High School Graduation Rate	USD 434 graduation rate consistently remains above the state average at 90%. They acknowledge that chronic absenteeism is a major contributing factor, which they are addressing in their revised district vision through at-risk family supports and behavior interventions. This also led to increasing the mental health task force on their campuses to include fulltime counselors and social workers. One-on-one mentoring has resulted from this need along with one-on-one enrollment conferences with parents, and career fair/college visit increases.
Postsecondary Success	The system acknowledges that their effective rate is still quite low at 46% but has shown a 10% improvement over this five-year cycle. They have set a goal of 55% for the next cycle with actions steps to include certificates from Washburn Tech, increasing their pathways, developing employability skills, and expanding job shadowing/internship opportunities.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. Future improvements include collaboratively reviewing district data to identify roots causes of any noted gaps.

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

ARC Comment

OVT indicates that suggestions were received by the system and acted upon accordingly.

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 drive 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 system has been very responsive throughout the cycle in adjusting their processes as needs arise, streamlining their KESA process, strategic plan, and district vision and values. They recognize gaps exist in their system, particularly in chronic absenteeism and their consequential success rate. They have revised their processes to align with future success and have already created new goal areas for the upcoming cycle.

Strengths

1. 10% gain in Success Rate
2. Structures for State Board Outcomes
3. Kindergarten Readiness Program
4. Individual Plan of Study Process
5. Community Responsiveness
6. Alignment between KESA and Strategic Plan

Challenges

1. Data-Specific Values in Goals
2. Data Embedded into the Report
3. Reduce Absenteeism
4. Increase Effective Rate

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Santa Fe Trail USD 434

104 S Burlingame Ave, Scranton, KS 66537
(800) 836-9525
www.usd434.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Jim Lentz**

Demographics

997 Students

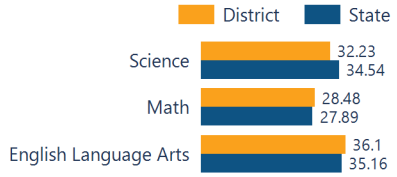
- African American 0.30%
- Hispanic 7.12%
- Other 4.91%
- White 87.66%

District Kansans Can Star Recognition

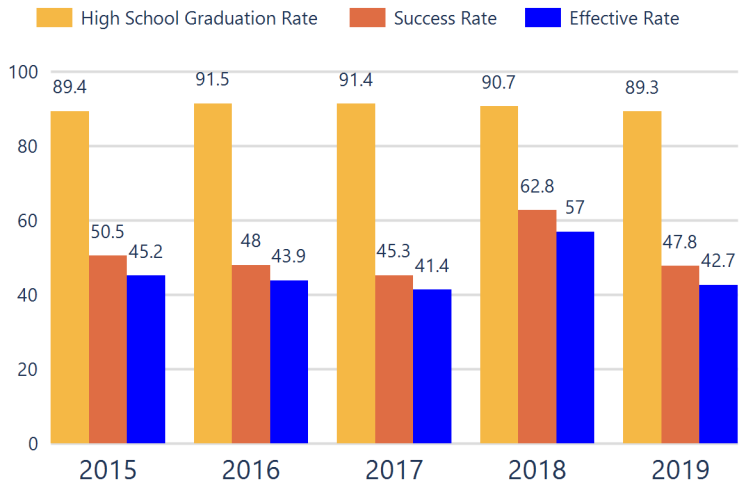
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
90.4%

Five-Year Success Avg
51.2%

Five-Year Effective Avg
46.3%

95% Confidence Interval for the Predicted Effectiveness Rate
48.7 - 51.5%

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.

94.3% State: 88.1

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

93.0% 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.

21.1% 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.

0.7% 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.

$14,990
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Santa Fe Trail USD 434

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	23.01	28.30	33.63	N/A	N/A	N/A	26.49	25.35	35.04
Level 2	47.16	37.73	34.54	N/A	N/A	N/A	45.01	38.53	32.71
Level 3	24.15	28.49	23.18	N/A	N/A	N/A	22.11	28.19	24.76
Level 4	5.66	5.47	8.63	N/A	N/A	N/A	6.37	7.91	7.47

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.37	34.90	38.73	N/A	N/A	N/A	30.98	31.40	43.90
Level 2	45.49	36.86	34.23	N/A	N/A	N/A	45.07	37.68	28.04
Level 3	20.78	25.09	19.81	N/A	N/A	N/A	17.84	24.15	19.51
Level 4	2.35	3.13	7.20	N/A	N/A	N/A	6.10	6.76	8.53

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.03	62.65	61.53	N/A	N/A	N/A	60.56	46.77	69.69
Level 2	31.32	28.91	17.94	N/A	N/A	N/A	32.39	37.09	24.24
Level 3	8.43	8.43	15.38	N/A	N/A	N/A	4.22	12.90	6.06
Level 4	1.20	0.00	5.12	N/A	N/A	N/A	2.81	3.22	0.00

AFRICAN-AMERICAN STUDENTS

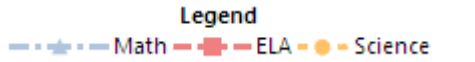
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

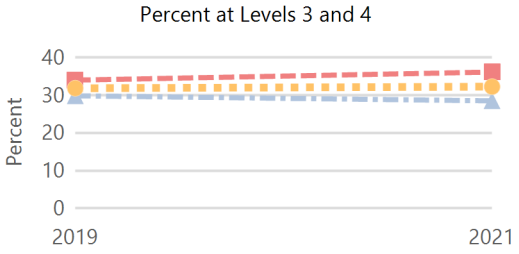
HISPANIC STUDENTS

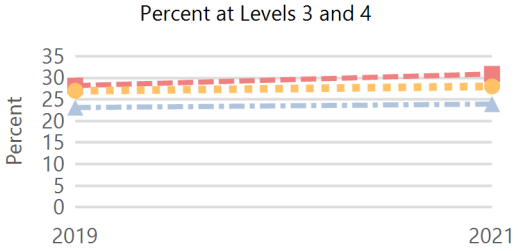
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.21	50.00	54.54	N/A	N/A	N/A	46.87	41.93	31.57
Level 2	42.10	23.68	18.18	N/A	N/A	N/A	34.37	25.80	36.84
Level 3	15.78	15.78	18.18	N/A	N/A	N/A	12.50	22.58	26.31
Level 4	7.89	10.52	9.09	N/A	N/A	N/A	6.25	9.67	5.26

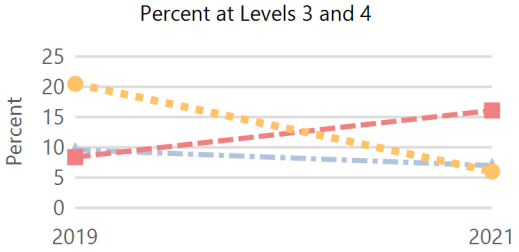
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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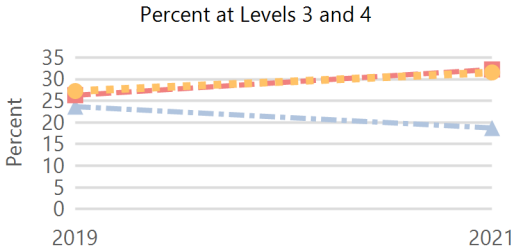

ACT Performance (2021 School Year)

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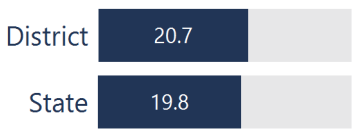


Accreditation Summary

Date: 04/27/2022
System: D0440 Halstead (0000)
Superintendent: Ron Barry
OVT Chair: Josh Swartz

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

   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 – Relationships: Increase communication with parents and community through various forms of contact to the Modeling level at 24% for families and 8% for the community.

   At the onset, the system set a goal based on a tiered approach. Teachers were surveyed to determine whether we were modeling, transitioning, or implementing. As a baseline, 12% of teachers felt they were in the modeling phase for family communication and only 4% felt they were in the modeling phase with the community. The intention was to double these amounts to 24% modeling with families and 8% with community. Multiple formats of communication were instituted such as website, social media, Remind app, Google classroom, in addition to Zoom, phone calls, and conferences. At the sunset, 45.2% of teacher felt they were in the modeling phase of communication with parents. Due to COVID, the focus was shifted to parents rather than community.

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

   ARC Comment

   Goal 2 – Provide evidence of a district curriculum that is vertically aligned based on current state standards and is taught using research-based strategies moving from a 50% completion rate to a 70% completion rate.

   In year 3, the majority of the curriculum mapping occurred with additional modifications occurring in year 4. Years 3 and 4 also brought considerable professional development aligned to curriculum alignment. This work allowed staff to identify where gaps occurred necessitating the modifications that occurred in year 4. In year 5, 84% of the teachers have completed their vertically aligned curriculum

maps district wide, surpassing the goal by 14%. The impact has been seen in diagnostic assessments with student improvement on PAST, QPS, and Eureka Math Equip. 85% of teachers also believe there is evidence that KCCRS standard are being implemented and research-based strategies in instruction are being implemented in their classrooms.

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

System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. Examples include: policy and procedure adjustments, increased roles such as counselors, enhanced music and art departments, and additional curriculum and instructional support staff. The superintendent designed the long-term vision and strategic plan around the KESA goals in collaboration with the local board, community, teachers, and parents.

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 and data reflecting all five (5) State Board outcomes and plans to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	The system implemented the SAEBRS screener through FastBridge in 2018. Students in tier 1 increased from 80% to 88% over the course of the cycle. Curricula are used at each level in the general ed classroom. This includes the Zones of Regulation at the elementary level. They also use a Wellness Room (Dragon's Den) to help student with self-regulation.
Kindergarten Readiness	92% of families are now participating in the ASQ, which has increased by 8% from the first administration. The system has replaced the Head Start program with a grant funded 3- and 4-year-old preschool seeing triple digit increased since the inception. 65% of incoming kindergarten students have participated in the district-housed preschool.
Individual Plans of Study	USD 440 continues to improve and grow in this area as the system demonstrates the use of Xello for career instruction, along with lessons for career development. A teacher-advocate model is utilized to help guide the career development work for students. Evidence demonstrated improvement in the number of XCTE concentrators and completers. The additional key metric to note is the instruction in the overall 5-year effective rate trend line.

High School Graduation Rate	The district post-secondary success information shows a 94% graduation rate over the past 5 years of data. They believe their work with Individual Plans of Study, connections, work-based learning, and Xello are all positive contributors to this accomplishment. They did note a concern that this rate could drop with this year's class but do have some ideas to continue to address this in the future with the following: continue work based opportunities, increase CTE certifications, monitor both SAEBRS and FastBridge Data to continue to intervene as needed to encourage higher achievement, and refining their flex mod schedule to meet student needs and choice.
Postsecondary Success	The district has experienced some movement in this indicator. This includes several years of increases and one with a decrease. This year's potential lower graduation rate may cause a slight decrease again. They shared several ideas to positively impact this outcome. Highlights include: using Edgenuity for credit recovery, increasing career visits to post-secondary options, implementing student interest inventories to tap into passions, and the use of Reality U type programs.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. USD 440 engages all stakeholders including site councils, community, staff, and blends that with student input. The main goal of this cycle involved communication with families and community indicating their extensive involvement. Vast communication tools were used to address this area.

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

ARC Comment

The OVT indicated that the system was very responsive to feedback and implemented the suggested changes.

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 system has been very responsive to the OVT's feedback implementing suggested changes. The goals were applicable to the system's needs, detailed plans of action were created and implemented showing growth in the data and results. The plan was intertwined with the strategic plan making it the heart of the work in the district.

Strengths

- 33% improvement, exceeding the targeted goal, in family communication
- Exceeded the targeted goal of 70% (84% actual) of teachers with vertically aligned curriculum.
- Extensive PD aligned to the accreditation goals
- Fully implemented foundational structures/State board outcomes

Challenges

- Increase evidence of impact regarding SE growth
- Increase evidence of impact of project-based learning
- Increase teacher involvement to process to ensure continuation of progress during times of turnover

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Halstead USD 440

521 W 6th Street, Halstead, KS 67056-2197
(316) 835-2641
www.usd440.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Ron Barry**

Demographics

790 Students

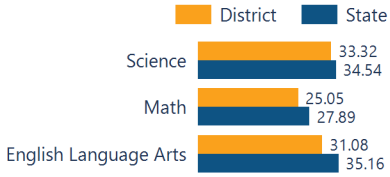
- African American 0.76%
- Hispanic 9.37%
- Other 5.19%
- White 84.68%

District Kansans Can Star Recognition

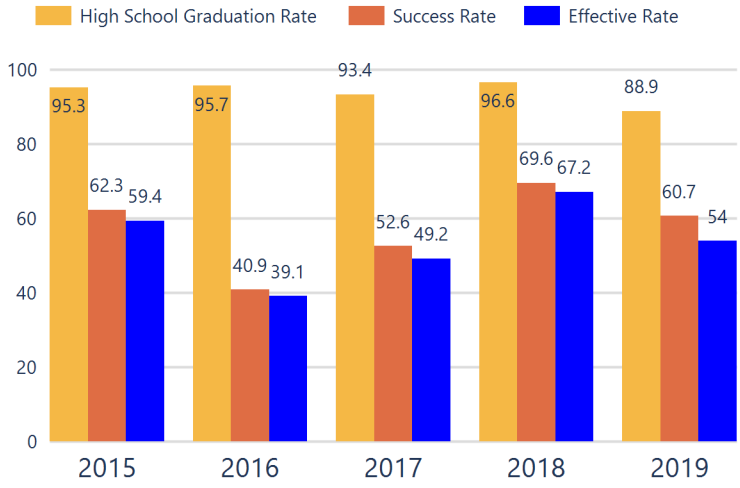
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				✶
High School Graduation		✶		
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94.0%**

Five-Year Success Avg **56.8%**

Five-Year Effective Avg **53.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **53.9 - 57.2%**

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.

91.9% State: 88.1

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

93.4% 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.

18.5% 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.

1.4% 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.

$11,180
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

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Halstead USD 440

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	21.13	26.17	26.58	N/A	N/A	N/A	34.21	32.53	29.62
Level 2	38.32	31.60	26.58	N/A	N/A	N/A	40.72	36.38	37.03
Level 3	29.97	34.56	32.94	N/A	N/A	N/A	18.79	25.06	21.60
Level 4	10.56	7.65	13.87	N/A	N/A	N/A	6.26	6.02	11.72

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.13	35.57	45.09	N/A	N/A	N/A	45.06	46.91	34.69
Level 2	43.70	30.87	23.52	N/A	N/A	N/A	40.12	33.33	40.81
Level 3	19.86	30.20	21.56	N/A	N/A	N/A	12.96	18.51	14.28
Level 4	7.28	3.35	9.80	N/A	N/A	N/A	1.85	1.23	10.20

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	67.34	72.91	91.66	N/A	N/A	N/A	70.31	62.50	48.14
Level 2	20.40	16.66	0.00	N/A	N/A	N/A	17.18	26.56	37.03
Level 3	12.24	8.33	8.33	N/A	N/A	N/A	9.37	7.81	11.11
Level 4	0.00	2.08	0.00	N/A	N/A	N/A	3.12	3.12	3.70

AFRICAN-AMERICAN STUDENTS

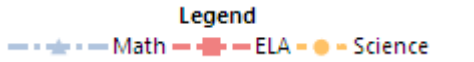
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

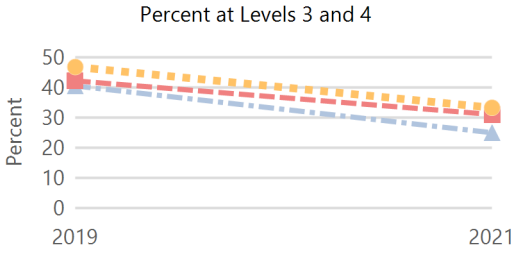
HISPANIC STUDENTS

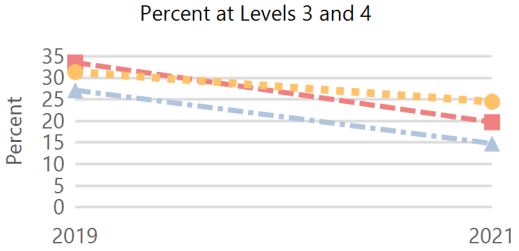
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.20	47.36	42.85	N/A	N/A	N/A	54.05	40.54	57.14
Level 2	53.84	23.68	28.57	N/A	N/A	N/A	35.13	45.94	28.57
Level 3	17.94	28.94	21.42	N/A	N/A	N/A	8.10	13.51	0.00
Level 4	0.00	0.00	7.14	N/A	N/A	N/A	2.70	0.00	14.28

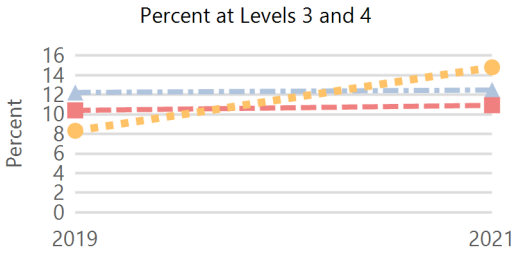
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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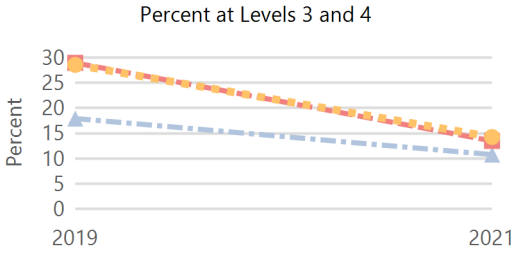
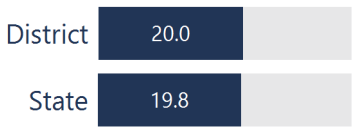


ACT Performance (2021 School Year)

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.



Accreditation Summary

Date: 04/18/2022

System: D0452 Stanton County (0000)

City: Johnson

Superintendent: Trent Horn

OVT Chair: Kim Mauk

Executive Summary/AFI

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

   ARC Comment

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

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

   ARC Comment

   USD 452 knows which areas they need to improve on and have made a plan for moving forward. They have made great strides during this cycle.

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

   ARC Comment

   All teachers have learned new ways to engage their students. Student engagement is 95%. The new instructional practices will continue in the district and are sustainable even when this cycle is completed. The district has seen the positive impact of picking goals and analyzing data in order to drive their instruction and that process will continue forever. Walkthrough data has been beneficial to allow for data driven conversations with all staff members.
   At the high school level, they are using walkthrough data and having meaningful conversations with teachers has had an impact in classrooms. Before the KESA cycle, this building only had 77.2% student engagement and it is now at 92% due to the trainings, conversations, and expectations that have been provided.

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

   ARC Comment

   The elementary school also had a focus on increasing positive interactions between staff and students and between students with other students as well as between teachers and parents. Even though the elementary school did not see a 20% growth in their 3:1 data, they were very pleased to see that their teachers were using the 3:1 over 80% of the time and this has been consistent since they started. The district used

contact logs to increase contact with parents by requiring teachers to do a Terrific Tuesday contact weekly. In addition, parents were contacted with all of the good news calls of the day. The numbers have steadily climbed and USD 452 has an outstanding number of positive contacts. The district has tracked climate survey data as well as attendance and office referral data.

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

ARC Comment

The district recognizes the importance of building a calendar that allows for goal setting, action planning, and most importantly, data collection and analysis. This calendar must also ensure time for the district leadership team to plan and discuss. The BOE understands the unique challenges of a small rural district and has hired additional staff that was needed along with setting aside plans to continue those positions.

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

ARC Comment

USD 452 has worked hard to improve in the areas of the state board outcomes. They received the Commissioner's Award with Honors in 2021 for their post-secondary success.

Board Outcomes

Social-Emotional Growth	The district hired a new elementary counselor along with creating surveys to get students feedback and protocols for when students need assistance.
Kindergarten Readiness	USD 452 has increased the number of students participating in the ASQ each year. The district started at 0% and increased to 50% and they are now at about 80%. This includes the ASQ-3 and the SE-2. The district has been sending out the link so parents can complete the ASQ from home, but they would like to have a family night in order to get the number to 100%. The district did not include the local preschools in data collection of the ASQ in the first few years, but they now meet with preschools and have about 50% of their students completing the ASQ as well. The district would like to see that number increase to 100%. The community preschool teachers meet several times each year to ensure that similar standards are being taught, in addition the district purchased the Heggerty Phonemic Awareness curriculum for the private preschool

	programs.
Individual Plans of Study	All high school students are placed into an advisory class period. Every week, their advisor meets with them and discusses their grades and their academic progress. The advisor assists them with the selection of classes and helps them to stay on track for graduation. Moving forward, the high school counselor will facilitate the IPS program and work with the teachers in regards to the advising of their students. All students have been introduced to the Xello program and are learning the system. Every teacher will check up on how students have filled out information on Xello. The advisory teachers will assist the students as they complete their Individual Plans of Study.
High School Graduation Rate	The data at USD 452 indicates that students are graduating at a high rate. They are above the state average. USD 452 is a small school and almost all of their students graduate. However, when one or two students don't graduate, it can greatly impact the graduation rate. In 2019, USD 452 had two students who didn't graduate and in 2021, there was one student that did not graduate. Since the beginning of this KESA cycle, USD 452 has added an at-risk program, where the at-risk teacher helps students through a credit recovery process. Additionally, they have added a summer school credit recovery program.
Postsecondary Success	USD 452 has made great strides in their effective rate having improved from 42% effective to 68% effective. USD 452 data demonstrates that while they have above average graduation rates. They want to focus on postsecondary success by looking more closely at what their students need not only during their time in school but what they will need in their future colleges and careers.

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

ARC Comment

USD 452 has embraced stakeholder engagement. It is a priority in the district and is a board of education goal. USD 452 used site council meetings, connections with various community groups, and surveys to obtain feedback from stakeholders. The improvement process was shared with stakeholders during site council meetings, rotary meetings, and through survey results received.

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

ARC Comment

USD 452 has built a calendar to ensure appropriate planning and support of a continuous improvement process. Unfortunately, COVID has had an impact on this planning. The district has maintained a positive environment where stakeholders feel comfortable sharing and supporting the district vision and board goals. USD 452 has only had two OVT visits in this cycle prior to the year five visit. In 2020, KESA shut down due to the pandemic and in 2021, USD 452 decided to have a pause year. USD 452 started in Year 2 with their KESA cycle so they had a visit for Year 2 and Year 3. At both OVT visits, positive feedback was given.

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

ARC Comment

USD 452 has built a calendar to ensure appropriate planning and support of a continuous improvement process. Unfortunately, COVID has had an impact on this planning. The district has maintained a positive environment where stakeholders feel comfortable sharing and supporting the district vision and board goals. USD 452 has only had two OVT visits in this cycle prior to the year five visit. In 2020, KESA shut down due to the pandemic and in 2021, USD 452 decided to have a pause year. USD 452 started in Year 2 with their KESA cycle so they had a visit for Year 2 and Year 3. At both OVT visits, positive feedback was given.

ARC Recommendation

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

Justification

• USD 452 has done everything that we expect a system to do. They have dug deep into their data to help them make better decisions. They have also hired the staff needed to address some of the areas for improvement. They have shown that small districts can have great success if the process is in place to help each student become a successful high school graduate. While 1 or 2 kids can have big effects on their graduation rates, they have not let that deter them and have continued to show growth in post-secondary success.

Strengths

• USD 452 continues to embrace the idea of collective efficacy to ensure student success. This foundational component has been instrumental in moving the district forward. USD 452 should celebrate the use of data to inform instructional decisions for their reading MTSS processes K-12.
• USD 452 has also embraced stakeholder engagement and utilized surveys and community/business connections to promote student opportunities.

Challenges

• USD 452 would benefit from a formalized Individual Plan of Study timeline utilizing the IPS rubric for complete implementation during the next KESA cycle.
• Staff retention would be another area for growth as there is a high percentage of turnover at the secondary building. 3 principals and 3 counselors have cycled through under this KESA cycle.

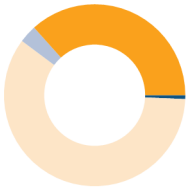
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Stanton County USD 452

200 W Weaver Street, Johnson, KS 67855
(620) 492-6226
www.usd452.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Trent Horn**

Demographics



442 Students

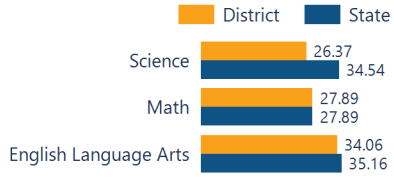
- African American 0.68%
- Hispanic 59.50%
- Other 3.17%
- White 36.65%

District Kansans Can Star Recognition

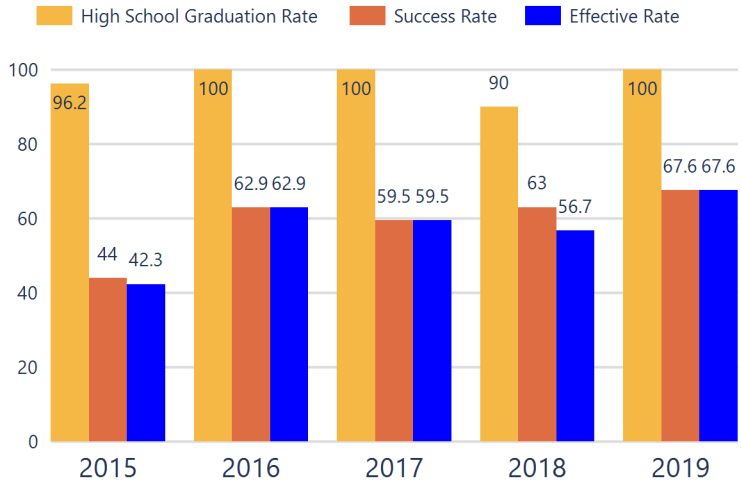
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
97.6%

Five-Year Success Avg
60.2%

Five-Year Effective Avg
58.8%

95% Confidence Interval for the Predicted Effectiveness Rate
46.9 - 50.6%

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.

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CHRONIC ABSENTEEISM
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2.6% State: 1.7

District ESSA Expenditures Per Pupil

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$14,518
State: $12,863

Click here for State Financial Accountability.

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Stanton County USD 452

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ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.66	29.54	33.98	N/A	N/A	N/A	25.32	30.08	37.36
Level 2	42.15	43.18	34.95	N/A	N/A	N/A	46.78	35.84	36.26
Level 3	27.35	23.63	23.30	N/A	N/A	N/A	20.17	28.76	19.78
Level 4	5.82	3.63	7.76	N/A	N/A	N/A	7.72	5.30	6.59

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.11	32.37	38.70	N/A	N/A	N/A	29.37	35.00	41.37
Level 2	45.39	43.16	32.25	N/A	N/A	N/A	48.25	37.14	36.20
Level 3	26.24	23.02	25.80	N/A	N/A	N/A	16.78	22.85	18.96
Level 4	4.25	1.43	3.22	N/A	N/A	N/A	5.59	5.00	3.44

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.00	35.00	N/A	N/A	N/A	N/A	31.25	31.25	N/A
Level 2	40.00	35.00	N/A	N/A	N/A	N/A	25.00	25.00	N/A
Level 3	15.00	25.00	N/A	N/A	N/A	N/A	18.75	12.50	N/A
Level 4	15.00	5.00	N/A	N/A	N/A	N/A	25.00	31.25	N/A

AFRICAN-AMERICAN STUDENTS

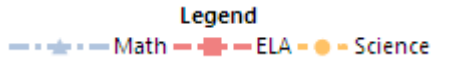
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

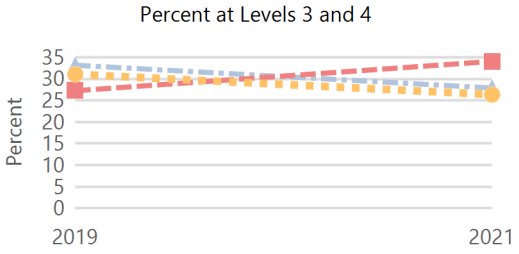
HISPANIC STUDENTS

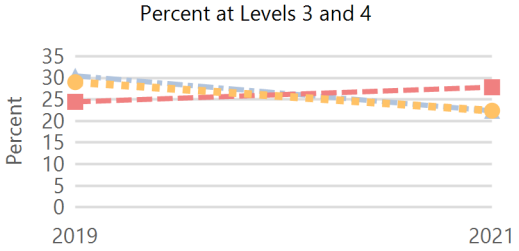
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.72	33.04	37.50	N/A	N/A	N/A	27.06	35.87	45.45
Level 2	46.61	45.21	28.57	N/A	N/A	N/A	52.63	39.69	36.36
Level 3	25.42	21.73	26.78	N/A	N/A	N/A	14.28	21.37	12.72
Level 4	4.23	0.00	7.14	N/A	N/A	N/A	6.01	3.05	5.45

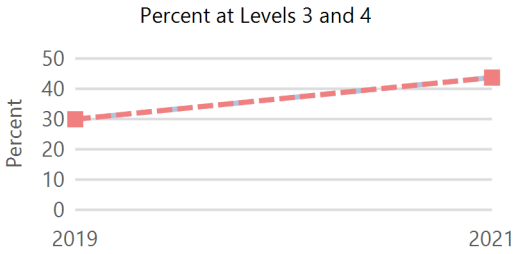
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

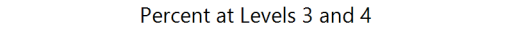
Academically Prepared for Postsecondary Success



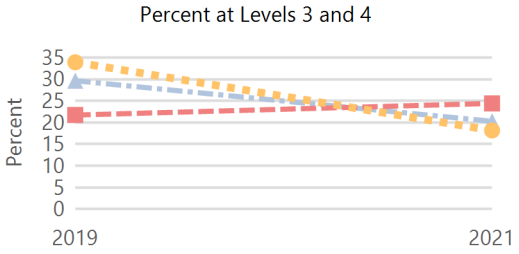








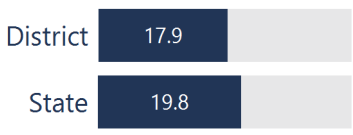
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (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.



Accreditation Summary

Date: 04/10/2022

System: D0457 Garden City (0000)

City: Garden City

Superintendent: Steve Karlin

OVT Chair: Adrian Howie

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. The 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 support in place for all students and use data to determine students' tiers. The system has a tiered framework of supports structure and process that addresses diversity in student needs and abilities. The system has implemented FastBridge to collect screener data for identification and progress monitoring. The system utilizes screener data to provide students with personalized interventions, supports, and course selections. Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders. This occurs on a regular basis and is embedded in the overall culture. The OVT and system report a focus on community college partnerships, and business partnerships, and have processes in place to communicate with building leaders, staff, families, and their community. The OVT and system also report strong structures, processes, and policies in place that promote communication and partnerships.

One of the strengths of Garden City Public Schools is their willingness to engage families, businesses, and the community with their schools. They have a focused and intentional plan with intentional engagement that started at the district level. The superintendent engaged parents and the business community in a strategic planning process that helped them identify areas in which the district could grow. The district has dedicated a position to growing its partnership with Garden City Community College. One byproduct of their community partnerships has been the growth of their IPS programs. Career fairs and monthly connections allow students to gain exposure to various opportunities as they work through their IPS. Garden City Achieve even brings in local businesses to speak with students at "career lunches".

Diversity, Equity, and Access – All student groups are represented and the system has incorporated their needs in the improvement process. The system's and schools' cultures are reflected in the vision and improvement process. There are 39 different languages spoken within the system. The OVT and system report that written communication home to families is translated into as many of those languages as possible. Translating services are utilized to help with face-to-face communication and all signs in the district are written in Spanish and English (at the bare minimum). Staff provide instructional support in multiple languages and Buffalo Jones Elementary offers a Spanish track for students in

grades
PreK-2. With the pandemic, USD 457 spent a considerable amount of time ensuring that all students had access to technology and the internet. Devices were added and sent home with families. The system even purchased internet hot spots for families who needed that resource.

Communication and Basic Skills- There is evidence that the system has curricula in place that support the structures in communication and basic skills. The OVT and system report that AVID is a focus for Garden City High School as well as their two middle schools. As part of this, grades 7-12 have incorporated WICOR (Writing, Inquiry, Collaboration, Organization, and Reading to learn) strategies into their classroom instruction to increase communication strategies. At the elementary levels, turn-and-talks, as well as research-based language programs have been implemented to increase opportunities for students to hone their written and verbal communication skills. These turn-and-talks have shifted the cognitive load from the teacher to the student. The system has also added a specific phonemic awareness program for early intervention as well as Tier 1 and Tier 2 instruction.

Civic and Social Engagement- There is evidence the system has curricula in place that support the structures in civic and social engagement. The OVT and system report that the system has implemented several structures and opportunities for civic and social engagement. The system has earned multiple recognitions at all levels by the Civics Advocacy Network. They have been intentional in implementing the six proven practices in civic learning. While some buildings are strong in this area, other buildings (as identified by the district) are not implementing engagement at the same level. They are working on plans to grow in those buildings over the next cycle.

Physical and Mental Health- There is evidence the system has curricula in place that support the structures in Physical and Mental Health. The OVT and system report that the system is committed to supporting the mental and physical well-being of students and staff. The system was one of the initial pilot districts for the Mental-Health Pilot programs established by the Kansas Legislature. This program has expanded over the years. The partnership established with Compass Health has been instrumental in helping address mental health needs within the district. Each year, the district has collected data and reported on the number of times interventions were made to help students. The Communities that Care survey data shows that tobacco and drug usage has dropped. The system credits the improvement to the Too Good for Drugs, Too Good for Violence program, Family nights at GCHS addressing these topics for parents, implementation of the Second Step curriculum at elementary levels, implementation of the college and career competency framework at the secondary levels, and Mental Health First Aid.

Arts and Cultural Appreciation – There is evidence the system has curricula in place that support the structures in Arts and Cultural Appreciation. The OVT and system report system appreciation and support for fine arts and world languages. The system has multiple opportunities for students to participate and engage in various fine art and cultural appreciation courses and activities. At the elementary level, vocal music is offered for every grade level. Instrumental music is offered at the intermediate, middle, and high school levels. Garden City High School offers multiple performing arts classes, including 5 different choirs and 5 different instrumental groups. GCHS performs multiple plays/musicals each year. The system has achieved national recognition for these performances. They offer a renowned culinary arts program as well as an Event Planning and Management pathway. Students have opportunities to participate in art at all levels.

Postsecondary and Career Preparation- There is evidence the system has curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 47.6% 5-year effective average which falls between the KSDE predictive effectiveness rate of 46.4-49.6%. The system has made intentional efforts in the area of postsecondary and career preparation.

The Postsecondary Success data at USD 457 has exceeded the Predicted Effectiveness Rate set by KSDE

each year over the five-year cycle even though the data showed a slight decrease initially, with a relatively flat trend over the past three years of data. The Five-Year Effective Average at Garden City High School mirrors the State of Kansas Average at 48% while the yearly Effective rates have risen over the past four years from 4% to 10.2%.

The system is using the Postsecondary Success measure to examine the opportunities that they provide for students to gain work experience through internships and job shadowing as well as examining the opportunities that they provide for students to earn industry certifications. As a result, they have recently added programs in Automotive repair, Manicuring, and Carpentry through a partnership with Garden City Community College.

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

ARC Comment

Goal Area 1: Relevance
Goal 1:
1) Incorporate AVID at all secondary schools with demonstrated growth on a yearly rubric, increase trained certified staff in AVID, and increase student participation.
2) Increase challenging and rigorous academic experiences as noted by positive growth for CTE, dual credit, participation, and offerings.
3) Demonstrate PD plan tied to BOE goals and State Board outcomes by documented alignment and number of offerings.
4) Implement 1-1 iPad for K-12 by 2022.
Board Goal: 1.8 (AVID), 1.9 (Rigorous Academic Experiences), 7.1 (Technology Plan)

Evidence is assuredly documented that the system's relevance goal was identified based on the needs analysis. Strategies and activities were implemented and produced reasonable results. The goal was measurable and complex enough to challenge the system throughout its continuous improvement process/cycle. The system has provided evidence documenting that they met their relevance goal and benchmarks through a very detailed action plan updated for each year during the cycle. The plan demonstrated results, documented evidence-based strategies were implemented, professional development was provided, and supports were provided.

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

ARC Comment

4. Goal Area 2: Relationships
Goal 2:
1) Chosen indicators of unhealthy behaviors will decrease from baseline.
2) Demonstrate growth of healthy SE initiatives by documenting the activity of support programs.
3) The district will increase community partnerships/programs by adding one relevant course per year based on the Perkins V needs assessment.
Board goal: 3.4 (Indicators of unhealthy student behaviors) and 3.5 (Community partnerships)

Evidence is assuredly documented that the system's relationships goal was identified based on the needs analysis. It contains strategies and activities that were implemented and produced reasonable results. The system's relationship goal is measurable and is complex enough to challenge the system throughout its continuous improvement process/cycle. The system has provided evidence supported by data that demonstrate results, that an improvement plan with evidence-based strategies was implemented, and professional development and supports were provided. Evidence of growth included decreasing unhealthy behaviors by 5% from baseline measures and demonstrated growth of healthy social-emotional initiatives with an increase of 50% over baseline. The system also increased

community partnerships/programs by adding one relevant course per year based on the Perkins V needs assessment.

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

ARC Comment

The system 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 the effective implementation of its continuous improvement plan are in place. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. These key groups have supported the ongoing process of school improvement. 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.

The system has protocols and processes in place. They have clearly articulated how gathering input from multiple stakeholders provide them information to make clear goals. Their Board of Education office ultimately takes the input and establishes their goals and subgoals. The administration then works with smaller stakeholder groups to establish action plans to address those goals. Frequent check-ins on the process are utilized to evaluate progress. System administrators meet regularly to make sure that the plans are vertically and horizontally align within the system.

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

ARC Comment

The system'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 has implemented multiple supports and structures to ensure that students succeed. All students complete the SAEBRS mental health screener 3 times/year, they have implemented an SEL curriculum, provided PK-12 students with opportunities to visit support staff, and have provided staff with professional development to support students more effectively. The system demonstrated multiple years of SAEBRS, and climate survey data from all stakeholder groups and how the system responded to these needs.

Kindergarten Readiness	The system implemented and continues to monitor ASQ completion data in order to personalize student learning and supports. The system recognized a decline in ASQ and responded by implementing an ASQ event that resulted in a 20% increase in participation. The system has increased collaboration between parents and teachers working together to increase early childhood and kindergarten skills. System knowledge has improved, quality data collection for academic and social-emotional skills has increased, and the use of common assessments amongst community early childhood institutions has increased.
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. The system has implemented the Xello program for grades 7-12, multiple CTE opportunities, a systemic structure to track student IPS development and growth, and implemented using the KSDE IPS rubric to assess system needs. The system scores modeling in many areas of the KSDE IPS rubric. The system has also implemented a process for students discussing their IPS with their parents during parent teacher conferences. In the last two years of the cycle the system was able to obtain 100% parent participation with the counselor/student/parent graduation conferences.
High School Graduation Rate	The system increased its graduation rate from 86.8% to 90.8% over the five-year cycle. Increases in the following major subgroup areas were also achieved: Hispanic- 85% to 90.9%, White- 94.2% to 95.6%, ELL - 84.1% to 87.6%, Free / Reduced Lunch- 85% to 87.5%. The students with disabilities subgroup decreased slightly during the KESA cycle but remains above average for the entire state at 88.2% to 85.4%. The Graduation Rate at Garden City Achieve has seen tremendous growth during the 5-year cycle. Over the full KESA cycle, the system rate has climbed from 79.5 to 86.5. This is due to the intentional activities of both high schools to improve student outcomes. Working with the KLN (Kansas Learning Network) group to improve graduation with an action plan and other interventions has provided additional ideas for support. These include increased support in the Edgenuity lab, the addition of an intervention para, a later start time, recruitment of 8th graders, and a continued partnership with the GCCC automotive program. The combined efforts of the staff and a more active student council have gone a long way toward increasing the graduation rate.

Postsecondary Success	There is evidence the system had curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 47.6% 5-year effective average which falls between the KSDE predictive effectiveness rate of 46.4-49.6%. The system has made intentional efforts in the area of postsecondary and career preparation. The Postsecondary Success data at USD 457 has exceeded the Predicted Effectiveness Rate set by KSDE each year over the five-year cycle even though the data showed a slight decrease initially, with a relatively flat trend over the past three years of data. The Five-Year Effective Average at Garden City High School mirrors the State of Kansas Average at 48% while the yearly Effective rates have risen over the past four years from 4% to 10.2%. The system is using the Postsecondary Success measure to examine the opportunities that they provide for students to gain work experience through internships and job shadowing as well as examining the opportunities that they provide for students to earn industry certifications. As a result, they have recently added programs in Automotive repair, Manicuring, and Carpentry through a partnership with Garden City Community College.

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. The system has protocols and processes in place. They have clearly articulated how gathering input from multiple stakeholders provides them with information to make clear goals. Their Board of Education office ultimately takes the input and establishes their goals and subgoals. The administration then works with smaller stakeholder groups to establish action plans to address those goals. Frequent check-ins on the process are utilized to evaluate progress. System administrators meet regularly to make sure that the plans are vertically and horizontally aligned within the system.

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. At times, the district has considered new approaches based on the recommendation. Other times, they have gone back and provided additional information. 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, and 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 system is able to identify needs, formalize processes/structures, obtain needed resources, and collect growth measure data in order to sustain and carry out an improvement process with fidelity.

Challenges

It is recommended that the system continue to concentrate efforts on identified academic gaps in math, reading, and science and be able to demonstrate growth with all subgroups.

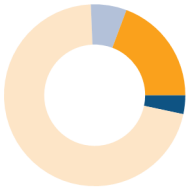
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Garden City USD 457

1205 Fleming Street, Garden City, KS 67846-4751
(620) 805-7010
http://www.gckschools.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Steve Karlin**

Demographics



7,239 Students

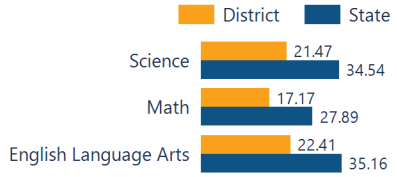
- African American 3.34%
- Hispanic 70.98%
- Other 6.38%
- White 19.30%

District Kansans Can Star Recognition

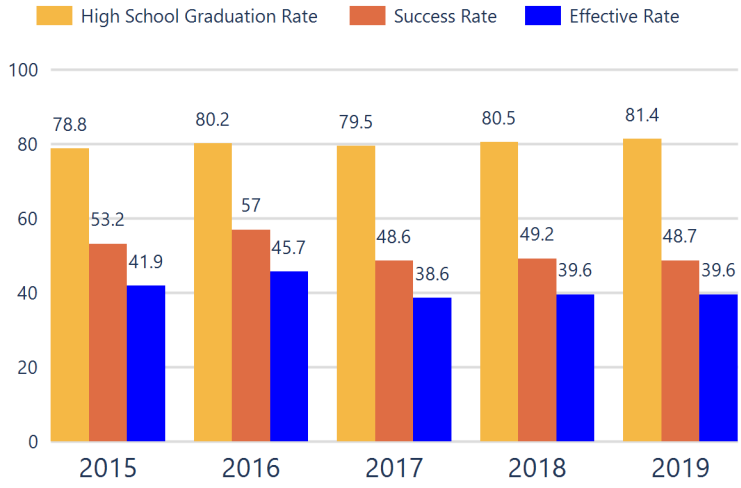
	Gold	Silver	Bronze	Copper
Social-Emotional Growth			✶	
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **80.1%**

Five-Year Success Avg **51.3%**

Five-Year Effective Avg **41.1%**

95% Confidence Interval for the Predicted Effectiveness Rate **34.9 - 40.6%**

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.

86.5% State: 88.1

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

92.5% 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.

24.3% 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.

2.2% 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.

$12,969
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Garden City USD 457

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	38.32	39.13	49.60	N/A	N/A	N/A	46.40	39.91	50.43
Level 2	41.65	36.47	29.56	N/A	N/A	N/A	36.42	37.66	28.08
Level 3	15.36	20.10	16.03	N/A	N/A	N/A	13.66	18.75	16.23
Level 4	4.65	4.28	4.79	N/A	N/A	N/A	3.51	3.66	5.24

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.07	44.47	55.62	N/A	N/A	N/A	52.35	46.24	55.65
Level 2	42.97	36.90	28.79	N/A	N/A	N/A	35.79	37.74	29.17
Level 3	12.35	16.17	13.00	N/A	N/A	N/A	10.27	14.13	12.71
Level 4	2.59	2.44	2.57	N/A	N/A	N/A	1.57	1.87	2.45

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	72.47	71.22	82.11	N/A	N/A	N/A	77.89	74.94	77.01
Level 2	23.29	19.81	15.89	N/A	N/A	N/A	18.59	20.39	14.94
Level 3	3.05	7.54	1.32	N/A	N/A	N/A	2.84	4.21	6.89
Level 4	1.17	1.41	0.66	N/A	N/A	N/A	0.65	0.44	1.14

AFRICAN-AMERICAN STUDENTS

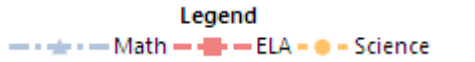
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.09	51.68	74.28	N/A	N/A	N/A	58.77	45.61	66.00
Level 2	47.05	22.47	11.42	N/A	N/A	N/A	28.94	35.08	26.00
Level 3	4.90	23.59	11.42	N/A	N/A	N/A	8.77	16.66	8.00
Level 4	2.94	2.24	2.85	N/A	N/A	N/A	3.50	2.63	0.00

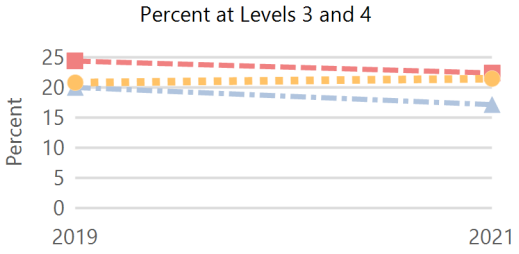
HISPANIC STUDENTS

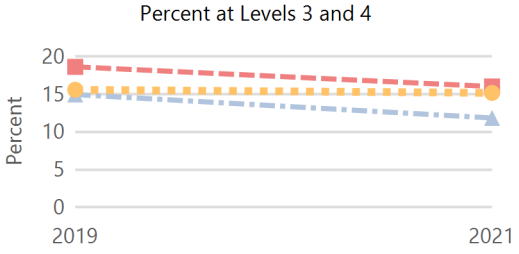
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.25	42.75	53.42	N/A	N/A	N/A	51.14	43.78	55.48
Level 2	42.73	38.26	30.28	N/A	N/A	N/A	36.44	38.47	28.17
Level 3	12.50	16.49	13.80	N/A	N/A	N/A	10.81	15.78	13.39
Level 4	2.50	2.48	2.47	N/A	N/A	N/A	1.59	1.95	2.93

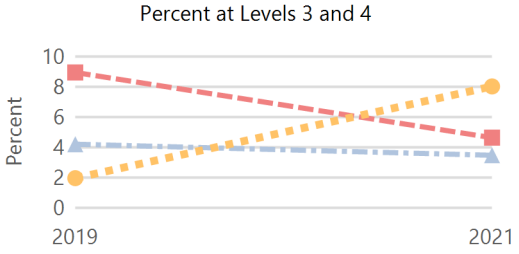
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

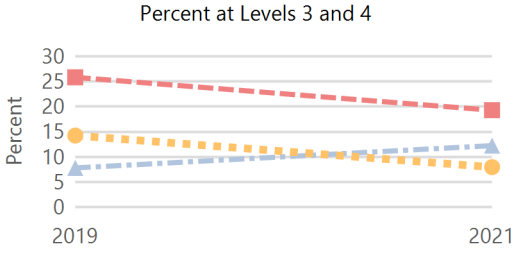
Academically Prepared for Postsecondary Success

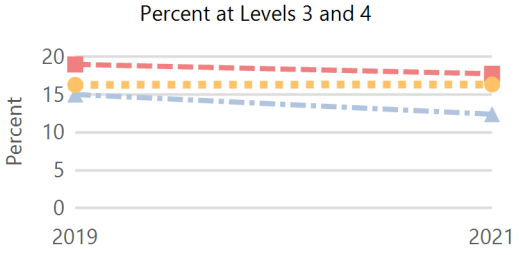








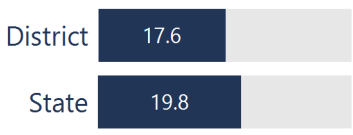




ACT Performance (2021 School Year)

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.



Kansans CAN

Accreditation Summary

Date: 04/21/2022

System: D0458 Basehor-Linwood (0000)

City: Basehor

Superintendent: Doug Powers

OVT Chair: SuAnn Grant

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: Basehor-Linwood USD 458 has impressively continued to improve upon their progress and, as a result, has shown marked growth in their Tiered Framework of Supports. Within the five-year cycle, the district is piloting i-Ready, added dyslexia protocols, and added specific interventionists.

Family, Business, and Community Partnerships: Basehor-Linwood 458 has developed outstanding partnerships with their families, businesses, and community. These partnerships have grown tremendously throughout the five-year cycle and are an integral part of the district's successes.

Diversity, Equity, and Access: While the district does not currently have a great deal of diversity, Basehor Linwood 458 has recognized that its burgeoning growth will have an impact on it. Diversity awareness and acceptance have been and will remain a focus of the system, as noted in the USD 458 BoE Strategic Plan 2021-26. Specific items of the plan include: *Support current and explore additional co-curricular offerings to meet the development of a diverse student body. *Enable the entire staff to have a shared responsibility in the design, delivery, and monitoring of education to students with diverse needs and learning styles. *Create programs and resources to provide an inclusive environment for students of diverse backgrounds and interests.

Communication and Basic Skills: Basehor-Linwood 458 developed district frameworks for communication and reviews them yearly.

Civic and Social Engagement: All buildings continue to focus on civic and community engagement activities. Civic engagement is a part of each building action plan and taught through the HGSS KSDE standards. Buildings expect that a minimum of one event will occur each semester at grades 6-12 and one per year at grades K-5.

Physical and Mental Health: Basehor-Linwood 458 has continued to emphasize physical and mental health. SECD standards are taught PreK-12 across the district by teachers and counselors. The BL Care Team provides professional learning to each building, including ACES training and Trauma-Informed Care. The district also monitors SEL Panorama surveys to implement Tier 2 and 3 student interventions.

Arts and Cultural Appreciation: Basehor-Linwood 458 has a strong arts program, and it has expanded

with the addition of a new theater at the middle school.

Postsecondary and Career Preparation: Through the KSDE Redesign initiative and receiving a Kauffman grant, BLHS students were provided real-world learning opportunities, working with civic and community, along with business mentors. Through the Innovation Academy, they plan to offer Emerge to their 22-23 Freshman class. Dual credit opportunities were offered to students through Kansas City Kansas Community College and Technical School. KCKCC and Tech placed adjunct teachers at BLHS. In the Class of 2021, 65% of graduates earned 9 or more hours of post-secondary credits. In 21-22, SY students in grades 10-12 earned 2786 college credit hours. Over 100 college credits were offered in 21-22, with over 400 students earning a minimum of 6 credits.

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

ARC Comment

Goal 1 - Within our five-year accreditation cycle, Basehor Linwood will: Implement practices that empower students to develop healthy personal habits and relationships that will contribute to academic, vocational, and social success. Implement Kansas Social, Emotional, and Character Development Standards to develop and create a safe and healthy learning environment that will impact and empower all students. Engage and develop student-centered outcomes that will focus on student empowerment through character development, and comprehensive social-emotional interventions for the overall well-being of students.

The district has grown in the last five years and holds in high esteem developing relationships and connections with all stakeholders. Survey data shows they have made strides in developing the type of building climates of which it feels good to be a part and hold others accountable for striving for academic success. They have made the practice of advocating for emotional and mental wellness a part of the normal day. “Family meetings” at the elementary level are held daily. In secondary grades, teachers work with students through SEL and IPS lessons that were developed by the BL Care Team. The district has unified through these five years and strives for continued unity.

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

ARC Comment

Goal 2 - Within our five-year accreditation cycle, Basehor Linwood will: Create a healthy, supportive environment in which all stakeholders feel physically and emotionally safe using Kansas Social, Emotional, and Character Development Standards, combined with research-based strategies from Safe and Supportive Schools Framework. Develop a high-performing academically engaged atmosphere in which students are provided supports and resources to enable each one to become lifelong learners that develop an appreciation for civic engagement. Provide professional learning opportunities for stakeholders that foster the spirit of professional growth for all.

NWEA MAP is their universal screening tool in reading and mathematics. Data is reviewed in district, building, and grade-level teams, along with parent conferences. The evidence supporting the impact on buildings and alignment to the system is seen in the outcomes of MAP assessments.

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

Through the successes shown from the last four years, the system has bought into a unified continuous improvement process. The system has designed a structure through district and building level teams,

expectations, and processes to promote academic, social, and wellness growth; the system is not dependent upon an individual but is dependent on continued growth.

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

ARC Comment

The OVT noted several gains in these areas.

Board Outcomes

Social-Emotional Growth	2017-18 BL CARE Team researched evidence-based SEL Surveys. Fall 18 First Survey launched in all buildings. Fall and Spring surveys have been completed yearly since. The last survey was in Fall 2021, and students will be surveyed again in Spring 2022. Using Panorama data, the SEL team constantly reviewed SEL supports in an effort to modify the weekly SEL lessons for students. The district has seen growth in almost every category, even during the pandemic. The district has invested heavily in SEL support. At the beginning of the 5-year cycle, they had a few counselors and nurses throughout the district and one social worker. At the end of the 5-year cycle, they will have a nurse and counselor in every building and have increased to three social workers across the district.
Kindergarten Readiness	In 2020 BLSD opened the BL Early Learning Center. This is a stand-alone building that provides preschool for ages 3 and 4, and also a childcare center for children of the district staff. The childcare program is licensed through KDHE and LVCODHE and all classroom teachers are fully licensed. In 2018, the district aligned its EC curriculum with the core kindergarten resources. Also, ASQ screenings are completed annually.
Individual Plans of Study	All students in grades 6-12 have an individual plan of study with the focus at 6-8 being career explorations and 9-12 researching careers of interest and developing pathways towards that direction. Student career portfolios are developed in Xello grades 3-12. Grades K-2 are using CCSparks for career awareness lessons. Student-led conferences are utilized in grades 6-12, leading parents through the individual student portfolio found in Xello.
High School Graduation Rate	Over the course of the 5-year cycle, BLSD has increased graduation rates from the mid-80s to having over 95% of students graduating.
Postsecondary Success	Postsecondary success rates varied over the five-year cycle. It has shown a steady increase over the past few years.

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

ARC Comment

Including a broad variety of stakeholders in the school improvement process has strengthened the BLSD community and provided authentic learning experiences for students. Through Superintendent Powers Community Walking Tours this spring, it has reinforced the fact that families are moving to the

Basehor-Linwood Community because of the quality education that is provided in schools. Families and community members value the close-knit community and small-town feel.

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

ARC Comment

The OVT stated: Basehor-Linwood was extremely responsive to any, and all, feedback given by the OVT. The lack of continuity between the elementary schools was noted in the Year 1 OVT visit and it has obviously been addressed during the five-year cycle as significant growth has occurred throughout this cycle

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

ARC Comment

Basehor-Linwood system Year 5 Update was submitted to the KESA authenticated site on February 7, 2022. The Year 5 Summary was emailed to OVT on February 6, 2022. The Year 5 Update will be shared with the USD 458 Board of Education on March 21, 2022, and District Site Council in April 2022. Strengths noted are the overall system improvements observed across this cycle. Their fidelity to the process of growth is evident throughout all their data.

ARC Recommendation

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

Justification

USD 458 is committed to providing quality education in the community for Pre-K children. They opened the Early Learning Center in August 2020 with 85 students. This year they have 160 enrollment and are projecting 185 for 22-23 SY. The curriculum at ELC transitions smoothly to Kindergarten with Second Step and Learning without Tears. BLSD is in year 4 of the District Curriculum Framework Design. K-12 teacher cadres in every content area have completed the work to identify priority standards and developed common assessments to monitor student learning. They are looking forward to the 22-23 SY to continue the Curriculum Framework after placing this work on pause through the 20-21 pandemic. The focus remains on student growth and is assessed and monitored with NWEA MAP, district common assessments, and KSA interim assessments. The District Classroom Management Framework has researched evidence-based programs and is working together to develop a framework that is unique to the needs of the district.

Strengths

There are many strengths observed and noted throughout the course of the 5-year KESA cycle. Highlights include their initiation of the Early Learning Center to meet the needs of a young, growing community up to the inclusion of newly-expanded programs to meet the needs of the high school students to be competitive in their postsecondary opportunities. Elementary and middle-school students have benefitted from a more cohesive, unified, and alignment in vision, curriculum, and implementation district-wide. The collective beliefs in the district have strengthened, resulting in student outcomes showing positive growth both academically and in meeting the social-emotional needs of students.

Challenges

Through their strategic planning, the District has identified three pillars to target. These include student success, operational excellence, and equity and efficiency. It is anticipated that focusing their KESA effort within their strategic plan will support their continued growth.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Basehor-Linwood USD 458

2008 N 155th St, Basehor, KS 66007-0282
(913) 724-1396
http://www.usd458.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Doug Powers**

Demographics

2,863 Students

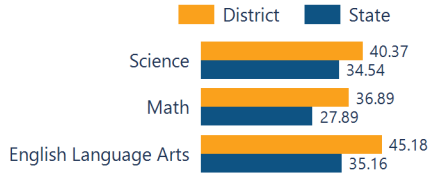
- African American 1.92%
- Hispanic 9.47%
- Other 6.08%
- White 82.54%

District Kansans Can Star Recognition

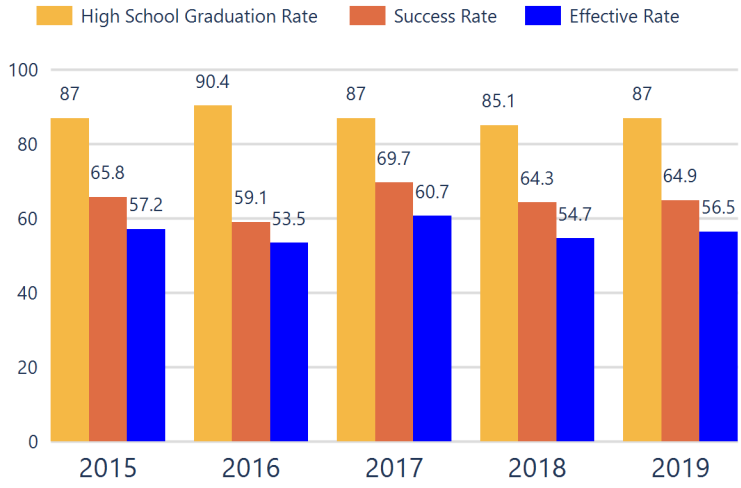
	Gold	Silver	Bronze	Copper
Social-Emotional Growth			✶	
Kindergarten Readiness				✶
Individual Plan of Study				✶
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **87.4%**

Five-Year Success Avg **64.8%**

Five-Year Effective Avg **56.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **51.0 - 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.

94.8% State: 88.1

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

96.3% 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.

8.3% 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.

0.4% 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.

$10,356
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Basehor-Linwood USD 458

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	19.35	18.63	25.37	N/A	N/A	N/A	22.70	19.37	27.44
Level 2	37.97	33.45	29.71	N/A	N/A	N/A	40.39	35.43	32.17
Level 3	27.36	35.32	30.71	N/A	N/A	N/A	24.62	33.56	26.97
Level 4	15.30	12.58	14.19	N/A	N/A	N/A	12.27	11.62	13.40

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.85	30.72	37.66	N/A	N/A	N/A	43.22	30.70	43.39
Level 2	41.80	43.01	33.76	N/A	N/A	N/A	38.98	42.98	33.96
Level 3	15.81	22.34	20.77	N/A	N/A	N/A	11.01	22.80	16.98
Level 4	4.51	3.91	7.79	N/A	N/A	N/A	6.77	3.50	5.66

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.77	52.79	60.49	N/A	N/A	N/A	55.44	51.68	60.25
Level 2	34.51	32.48	23.45	N/A	N/A	N/A	33.67	33.70	23.07
Level 3	7.61	11.16	9.87	N/A	N/A	N/A	9.32	11.23	11.53
Level 4	6.09	3.55	6.17	N/A	N/A	N/A	1.55	3.37	5.12

AFRICAN-AMERICAN STUDENTS

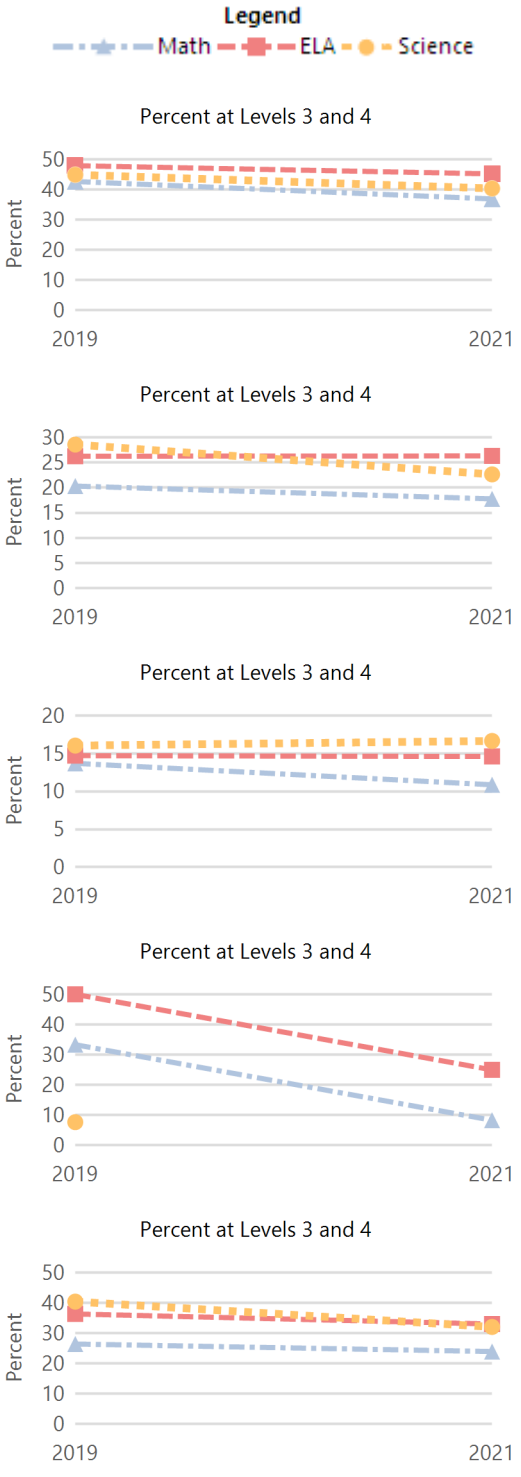
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	27.77	23.07	N/A	N/A	N/A	45.83	50.00	N/A
Level 2	33.33	22.22	69.23	N/A	N/A	N/A	45.83	25.00	N/A
Level 3	33.33	33.33	0.00	N/A	N/A	N/A	8.33	20.83	N/A
Level 4	0.00	16.66	7.69	N/A	N/A	N/A	0.00	4.16	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.27	23.14	27.65	N/A	N/A	N/A	36.36	27.96	33.96
Level 2	46.28	40.49	31.91	N/A	N/A	N/A	39.66	38.98	33.96
Level 3	18.18	28.09	36.17	N/A	N/A	N/A	18.18	25.42	26.41
Level 4	8.26	8.26	4.25	N/A	N/A	N/A	5.78	7.62	5.66

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

Academically Prepared for Postsecondary Success



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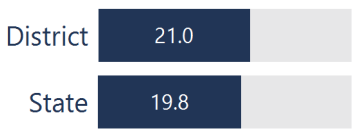


Accreditation Summary

Date: 04/08/2022

System: D0459 Bucklin (0000)

City: Bucklin

Superintendent: Kelly Lampe

OVT Chair: Tami Knedler

Executive Summary/AFI

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

ARC Comment

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

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 work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support - During this improvement cycle the system was able to establish a strong tiered framework of supports for all students that is functional and sustainable. The system uses data to determine students' tiers and their process addresses diversity in student needs and abilities. The system has implemented behavior expectations and discipline policies, research-based screeners, created groups to address both interventions and enrichment needs and established monthly PLC time for all teachers in order to ensure that instruction is implemented with fidelity.

Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders. This occurs on a regular basis and is embedded in the overall culture. There is evidence of multiple surveys to gain stakeholder input. Parent surveys results indicate that 80% of parents feel very comfortable participating with their schools. Two-way communication logs are kept to hold staff accountable for communicating with parents and parent-teacher conference data indicates a 90% participation rate. The system works closely with community groups and all stakeholders are represented on KESA committees.

Diversity, Equity, and Access – The system has involved all students and their needs are incorporated into the improvement process. The system's culture is reflected in the vision and improvement process. The system leans on its mission and belief statement when creating the professional learning plan for staff. The system also seeks input through numerous surveys from all stakeholders. The survey data is collected, analyzed, and changes are made based on identified needs. The system 's social-emotional curriculum also has explicit lessons addressing diversity, equity, and inclusion.

Communication and Basic Skills- There is evidence the system has curricula in place that support the structures in communication and basic skills. Students have opportunities to achieve these skills through ELA classes, forensics, debate, scholar's bowl, FFA, college speech classes, and student-led conferences.

Civic and Social Engagement- There is evidence the system has curricula in place that support the structures in civic and social engagement. The system has implemented several structures and

opportunities for civic engagement, social engagement, and to display citizenship. Examples include, but are not limited to instruction and opportunities to demonstrate respect for authority, consideration of difference, positive interpersonal relationships, recommend policy changes, mock elections, district-wide community clean-up days, and plan/execute team building events.

Physical and Mental Health- There is evidence the system has curricula in place that support the structures in Physical and Mental Health. The system has demonstrated a commitment to supporting the mental and physical well-being of students and staff. Examples for mental health include, but are not limited to implementing the SAEBRS mental health screener 3 times/year, implementing SEL curriculum PK-12 with daily opportunities for students to visit one on one with staff, and contracting with local mental health providers to assist with student concerns. Examples for physical health include, but are not limited to physical education course opportunities PK- 12, extracurricular athletic opportunities for all 3 seasons grades 6-12, and Pk-5 athletic opportunities in volleyball, football, basketball, soccer, track, baseball, and softball through a partnership with the local recreation commission. The system also provides summer fitness opportunities and meal programming throughout the year.

Arts and Cultural Appreciation – There is evidence the system has curricula in place that support the structures in Arts and Cultural Appreciation. Examples of the system's appreciation and support for fine arts and world languages include PK-12 vocal music classes, PK-12 art classes, 5-12 instrumental music classes, debate, forensics, and foreign language classes. These classes are also designed to provide students with access and appreciation for diverse cultures.

Postsecondary and Career Preparation- There is evidence the system has curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 47.6% 5-year effective average which falls between the KSDE predictive effectiveness rate of 46.4-49.6%. The system has made intentional efforts in the area of postsecondary and career preparation.

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

ARC Comment

Goal Area 1: Relationships
Goal 1: The system will improve community relationships through increased and intentional communications.
Action steps taken by the system to produce positive gains include implementation of staff accountability systems for parental communications, parental communication logs, implementation of feedback surveys for all stakeholders, creation of processes for information dissemination, increased dissemination of information to stakeholders, and increased platforms for information dissemination. Midway through year 5 in their cycle data indicates that the system has exceeded its goal of increasing communications within the community through more than 5 different platforms, over 80% documented communications between teachers and parents, and 100% of students report that they experience two-way communication with at least one significant figure in their lives.
Evidence is assuredly documented that system goal 1 was identified based on the needs analysis. Strategies and activities were implemented and produced reasonable results. The system has provided evidence supported by data that demonstrate results, demonstrating that an improvement plan in place has made connections between the goal and improving the State Board Outcomes and ultimately having successful high school graduates.

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: The system will improve student achievement in all areas.
The system has devoted a substantial amount of time and effort to completing detailed curriculum maps at all grade levels, revising lesson plan templates, developing a tiered system of supports system wide, and implementing relevant K-12 local screeners and assessments that reflect state assessment expectations. The system's improvement in vertical and horizontal congruency of content and awareness of standards, purposeful lesson planning, implementation of walkthrough protocols, collection of walkthrough data, and increasingly rigorous instruction is believed to lead to increasingly improved state assessment scores. Spring 2021 data has begun to reveal those intended improvement results. Although the system still falls below the state's average for students scoring in levels 3 and 4 for math and ELA the system has made improvements in all areas composite and individual categories and outperformed the state in science. In the last 2 years, the system has shown steady improvement in all areas. As a result, the system earned a Kansas Can Star Recognition award for Academically Prepared for Postsecondary.
Evidence is assuredly documented that system goal 2 was identified based on the needs analysis. Strategies and activities were implemented and produced reasonable results. System goal 1 is measurable and is complex enough to challenge the system throughout its continuous improvement process/cycle. The system has provided evidence supported by data that demonstrate 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.

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 the effective implementation of its continuous improvement plan are in place. The system 's Board of education has supported the system in implementing multiple new communication resources, achievement resources, and professional development structures/supports to sustain continuous improvement. These key groups have supported the ongoing process of school improvement.

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

ARC Comment

The system'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 has 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 has implemented multiple supports and structures to ensure that students succeed. All students complete the SAEBRS mental health screener 3 times/year, implementing SEL curriculum, providing PK-12 students with daily opportunities for them to visit one on one with staff, and contracting with a local mental health provider to assist with student concerns. Staff support has also been implemented at all levels to include monthly appreciation events and administration conducting face-to-face check-ins with staff to gauge their needs and wellness.
Kindergarten Readiness	The system also has implemented and continues to monitor ASQ completion data in order to personalize student learning and supports. The system has also developed a district early learning team that meets monthly to develop, revise, and monitor their system plan for this area as well as monitoring ASQ data in order to personalize student learning and supports. Multiple actions and activities were implemented throughout the improvement cycle that includes but were not limited to academically focused parent nights, family engagement opportunities, school screenings, kindergarten roundup events, positive parenting seminars, and partnerships with local childhood entities to provide resources to parents.
Individual Plans of Study	The system did not have an IPS process in place at the beginning of this improvement cycle. Through this improvement cycle, the system committed to full implementation of the IPS process and all graduates having an electronic portfolio. The system has implemented the Career Cruising/Xello program, work-study opportunities, CTE opportunities, and a systemic structure to track student IPS development and growth. It has also implemented a process and procedures to monitor the fidelity of instruction and implementation.
High School Graduation Rate	The 2020-21 KSDE accountability report indicates that the system's most recent 4 year adjusted cohort graduation rate for 2019 is %. This rate exceeds the state at 88.1%. The KSDE graduation reports indicate that the system has outperformed the state in graduation rate for the last 6 years except twice. The system has approximately 240 students enrolled in PK-12 and has small graduating class sizes. Even 1-2 students can significantly affect the system's graduation rate. Throughout this improvement cycle, the system has monitored, analyzed, and documented its growth efforts in supporting all students in graduating. The system's graduation rates have hit 100% and more frequently rest in the 90% range. In 2020 the system's graduation rate dipped below the state's rate by .8% at 87.5%.

Postsecondary Success	There is evidence the system had curricula in place that support the structures in Postsecondary and Career Preparation. The 2020-21 KSDE accountability report indicates a 47.6% 5-year effective average which falls between the KSDE predictive effectiveness rate of 46.4-49.6%. The system has made intentional efforts in the area of postsecondary and career preparation.

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.
Examples of data included, but are not limited to stakeholder survey results, committee involvement, and community engagement events.

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

ARC Comment

The OVT team reports that the Bucklin system has engaged the OVT throughout the years. The chair was included in various meetings throughout the process. The system was responsive and open to outside ideas. They embraced the OVT as a team member and took recommendations to heart and made adjustments as needed.

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 and 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, 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. The system has established a strong and sustainable process that is beginning to yield the intended results. Growth was demonstrated during this improvement cycle and there is reason to believe that growth will continue during the next improvement cycle.

Strengths

The system has established a strong and sustainable process with built-in structures for input, resources, supports, data monitoring, and accountability.

Challenges

Although the system has demonstrated growth in student achievement there is continued growth needed. The

system has already identified this as an area that they will continue to focus on. They plan to continue their review of the curriculum, identify additional instructional need areas, and implement additional best practices in order to increase rigor and student achievement. Additional future areas in need of growth include the system ’s ACT average, chronic absenteeism percentage, and dropout rate.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Bucklin USD 459

422 S Main, Bucklin, KS 67834-0008
(620) 826-3828
http://www.bucklinschools.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Kelly Lampe**

Demographics

241 Students

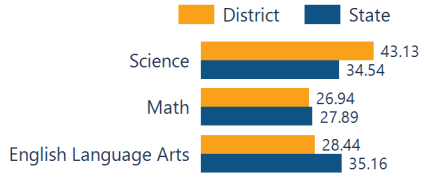
- African American 0.83%
- Hispanic 11.20%
- Other 4.15%
- White 83.82%

District Kansans Can Star Recognition

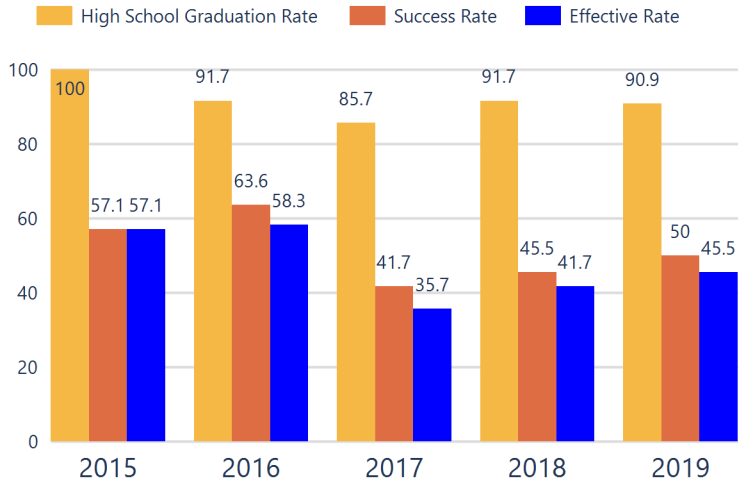
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
92.1%

Five-Year Success Avg
51.7%

Five-Year Effective Avg
47.6%

95% Confidence Interval for the Predicted Effectiveness Rate
46.4 - 49.6%

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.

81.3% State: 88.1

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

93.8% 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.

18.4% 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.

2.6% 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.

$15,769
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Bucklin USD 459

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	27.06	31.53	43.33	N/A	N/A	N/A	36.52	37.93	33.33
Level 2	48.12	43.84	26.66	N/A	N/A	N/A	36.52	33.62	23.52
Level 3	17.29	20.00	23.33	N/A	N/A	N/A	21.73	21.55	25.49
Level 4	7.51	4.61	6.66	N/A	N/A	N/A	5.21	6.89	17.64

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.28	40.29	43.33	N/A	N/A	N/A	47.36	55.93	45.83
Level 2	51.42	41.79	46.66	N/A	N/A	N/A	33.33	28.81	29.16
Level 3	12.85	16.41	6.66	N/A	N/A	N/A	17.54	11.86	12.50
Level 4	1.42	1.49	3.33	N/A	N/A	N/A	1.75	3.38	12.50

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	55.00	N/A	N/A	N/A	N/A	63.63	60.86	45.45
Level 2	40.00	35.00	N/A	N/A	N/A	N/A	13.63	17.39	27.27
Level 3	5.00	5.00	N/A	N/A	N/A	N/A	13.63	13.04	18.18
Level 4	5.00	5.00	N/A	N/A	N/A	N/A	9.09	8.69	9.09

AFRICAN-AMERICAN STUDENTS

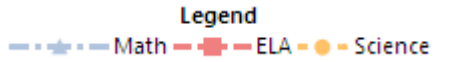
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

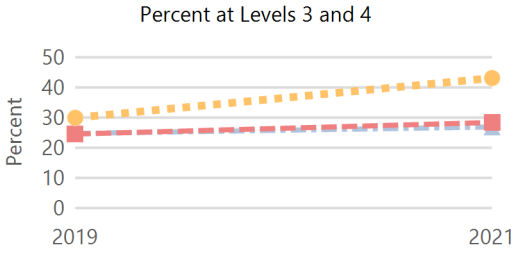
HISPANIC STUDENTS

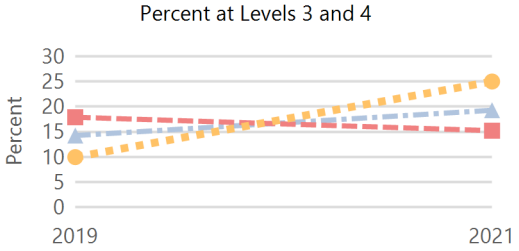
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.71	16.66	N/A	N/A	N/A	N/A	27.27	36.36	N/A
Level 2	57.14	66.66	N/A	N/A	N/A	N/A	54.54	36.36	N/A
Level 3	7.14	16.66	N/A	N/A	N/A	N/A	18.18	27.27	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	0.00	N/A

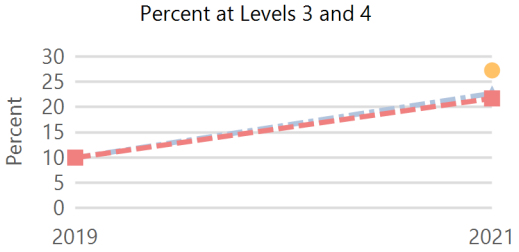
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



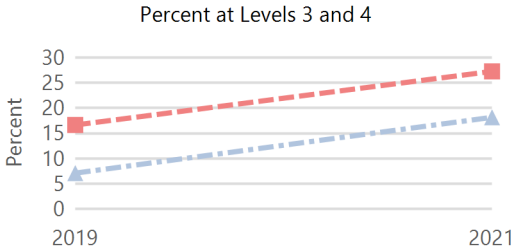






Percent at Levels 3 and 4

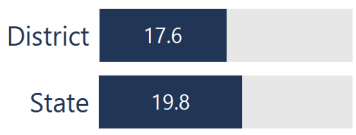
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (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.



Accreditation Summary

Date: 04/26/2022

System: D0498 Valley Heights (0000)

City: Blue Rapids

Superintendent: Melissa Kennedy

OVT Chair: Paula Hough

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 reports that all areas of foundational structures are present and the system is looking at data to help guide decisions.

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

   ARC Comment

   Despite the struggles of COVID-19, they have managed to continue in-person learning throughout as they have seen the implications of social segregation within their student population following the spring of 2020. This has been significant in ensuring that state assessment scores have remained primarily above the state average throughout the cycle with the only exception being 7th grade English Language Arts and 11th grade Science.

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

   ARC Comment

   Relationships: The past two years have been pivotal in expanding their need and ability to engage students, families, and stakeholders. Even though some home visits had to be done virtually, or arranged at an outdoor venue, the ability to connect to families via the Parents as Teachers program grew substantially throughout the Pandemic. These visits also included connecting Family Advocates and the numerous resources of the Mobile Resource Center to their youngest citizens and future students.

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

   ARC Comment

   As the system has moved through the initial cycle, there has been a keen awareness of sustaining the programs, personnel, and initiatives introduced. Each of these are aligned with the district's mission, vision, and values, which make this work at the heart of the district, not an additional component.

Through intentional planning, there is an outline of funding support for the sustainability of these items - including, grants, potential facilities updates, funding positions for the afterschool program, and family advocate position.

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

Rural schools are very susceptible to data looking off due to their small graduation numbers. 1 or 2 kids can make a huge difference while also realizing that post-secondary effectiveness does not take into account kids that work on family farms and are very successful. Valley heights has done a good job of digging into their data and setting realistic goals moving forward.

Board Outcomes

Social-Emotional Growth	This system has focused on social-emotional learning throughout this cycle. Through the support of counselors throughout the entire Prek-12 environment, there has been an increase in the intentional acknowledgment and acceptance of SEL learning within the system. They have also been maintaining a log of the visits to the counselors, which has allowed them to identify themes and patterns of needs and behaviors. Creating common language among all staff continues to be a goal area and will continue into the next cycle (SHELF at the middle school level).
Kindergarten Readiness	Valley Heights has a strong early learning program that continues to work to prepare the earliest learners of the district for their kindergarten experience. There are open houses, community events, and times for the caregivers and parents to visit the classrooms and learning environments of their students. There is a Preschool and Kinder-Prep program within USD 498 and they both follow a standards-based report card process. The incoming kindergarten students complete the ASQ3 and the ASQ-SE, which help provide support for the kindergarten teachers.
Individual Plans of Study	During this cycle, Valley Heights has created and implemented Individual Plans of Study for students within their secondary environment. All students are assigned to an advisor whom they interact with daily during seminar time. Another resource in place with the IPS programming is Xello.

High School Graduation Rate	Valley Heights has a program in place to ensure the high school students are in a position for a successful four-year high school career. This process includes a credit review, which is conducted for each student by the school counselor, then adaptations are made if needed with credit recovery and interventions. Another key component is that students have mentor teachers who oversee their graduation progress and senior project. Students, as seniors, compile their portfolios, demonstrating their leadership, academics, volunteer hours, and service to the school and community. The five year graduation average is 89.8%, which is down 2% from last year. However, the five year success average has increased 2.9% from last year. They feel that in general, their success average is low due to how schools report to the NSC (National Student Clearinghouse) as they have many locally tracked students who are gainfully employed - many of whom have established their own farming operations even before graduating from high school.
Postsecondary Success	With a new high school counselor in place during the end of this KESA cycle, she will be putting a bigger focus on postsecondary goals and plans for students. Currently, they are extending relationships with Highland Community College so that students can graduate with one year of their Associates completed or with at least a technical certificate in their area of interest.

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

ARC Comment

They have learned that involving all stakeholders in the KESA process is vital. Without staff involvement and investment they will not be successful. All certified and noncertified staff members attend professional development training days where they focus on the school improvement process. They have already created goals for the next KESA cycle, and this process was done by having all staff dive into data during a professional development day. Then they identified strengths and areas for improvement. The Building Leadership Teams then gathered the PLC, or all staff input, and created two areas for improvement and wrote goals. The BLT representatives then shared with the District Leadership Team their building goals and together the DLT created district-wide school improvement goals. This corrective feedback loop ensures involvement of all stakeholders.

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

ARC Comment

Valley Heights leadership team has been responsive to feedback and guidance from the OVT Team and Chair. During the first year, the OVT recommended intentional inclusion of support staff and this has become an embedded goal within the school community.

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

ARC Comment

Throughout the Year 5 visit, we discussed the identity of the junior high and how important it is to

ensure these students and staff are clearly identified and provided with the support as an independent entity, even though they physically are a part of the high school setting. A potential concern with process is the system refers to people. We are excited about the work Valley Heights has planned for their next accreditation cycle.

ARC Recommendation

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

Justification

While some of their data shows growth, especially their KAP scores, other areas show a need for intervention. The system has done a good job of looking at data and addressing those needs with a solid process and plan moving forward.

Strengths

One of the primary strengths of USD 498 is providing intentional inclusion of classified staff members. The system responded to the claim "I am just a para" by ensuring the team represents the various levels of faculty and staff and meets the needs of each position. This is an accomplishment Valley Heights Leadership should be proud of. USD 498 has prioritized social emotional learning and trauma informed practices during this KESA cycle. While this was a goal before Covid-19, it became incredibly important as communities dealt with the ramifications of the pandemic. The system increased personnel and provided additional learning opportunities for all staff to learn more about SEL and what it means to provide inclusive and safe environments for all student learners.

Challenges

The district has undergone leadership and staff turn-over during this cycle and will start the next cycle with additional new members of the team. One recommendation, to avoid concern, is to ensure decisions and actions are position based and not person based. For example, the system has a very strong Family Advocate, but there is concern that the processes in place may not be sustained if the current person was not in the position. A final challenge is recruitment and retention - the system has a number of openings and is working very hard to fill the positions with highly qualified staff who will thrive in the environment of USD 498.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Valley Heights USD 498

2274 6th Road, Blue Rapids, KS 66411
(785) 363-2398
www.valleyheights.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Melissa Kennedy**

Demographics

400 Students

- African American 0.50%
- Hispanic 2.50%
- Other 2.00%
- White 95.00%

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				

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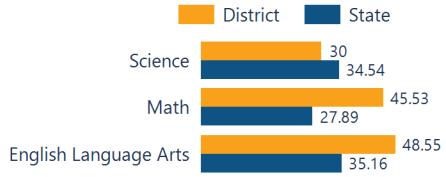
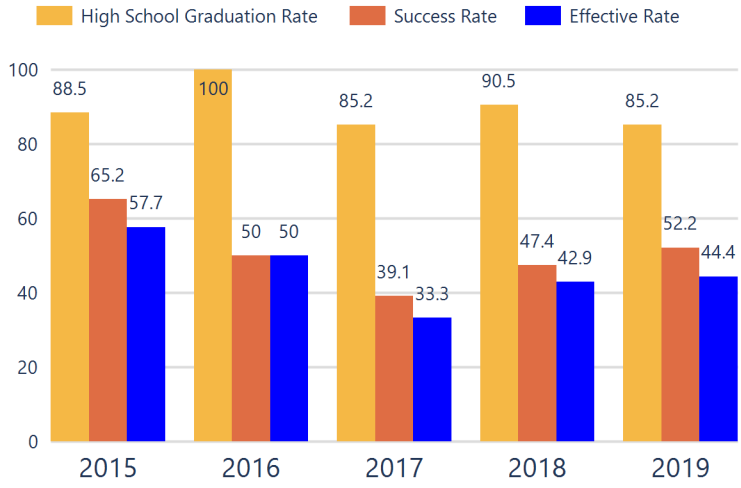
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



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Effective Rate 70-75%

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Five-Year Effective Avg
45.7%

95% Confidence Interval for the Predicted Effectiveness Rate
49.8 - 52.1%

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87.0% State: 88.1

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

98.6% 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.

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Valley Heights USD 498

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ALL STUDENTS

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Level 1	17.77	17.33	30.85	N/A	N/A	N/A	15.96	17.78	33.75
Level 2	36.44	35.11	30.85	N/A	N/A	N/A	38.49	33.65	36.25
Level 3	32.44	35.55	24.46	N/A	N/A	N/A	28.63	37.98	22.50
Level 4	13.33	12.00	13.82	N/A	N/A	N/A	16.90	10.57	7.50

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.72	23.72	38.29	N/A	N/A	N/A	28.40	23.80	28.57
Level 2	41.52	38.98	31.91	N/A	N/A	N/A	39.77	38.09	42.85
Level 3	22.03	30.50	25.53	N/A	N/A	N/A	20.45	33.33	28.57
Level 4	12.71	6.77	4.25	N/A	N/A	N/A	11.36	4.76	0.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.71	57.14	66.66	N/A	N/A	N/A	42.10	45.45	N/A
Level 2	34.28	25.71	26.66	N/A	N/A	N/A	39.47	36.36	N/A
Level 3	20.00	11.42	6.66	N/A	N/A	N/A	15.78	18.18	N/A
Level 4	0.00	5.71	0.00	N/A	N/A	N/A	2.63	0.00	N/A

AFRICAN-AMERICAN STUDENTS

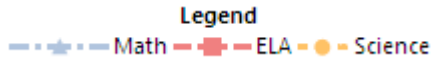
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

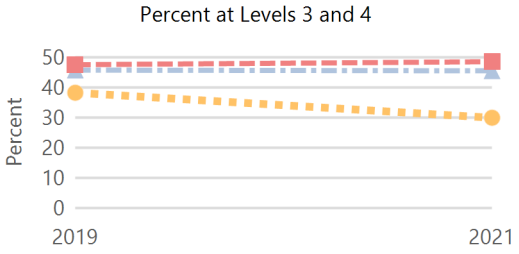
HISPANIC STUDENTS

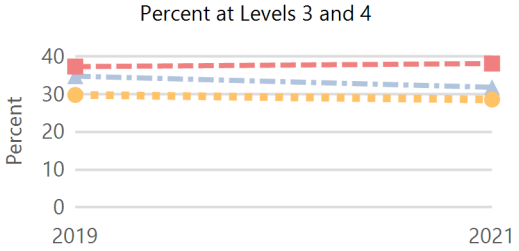
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

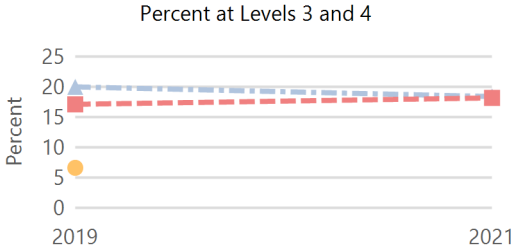
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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

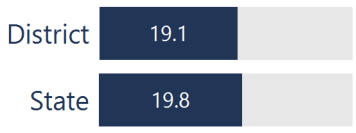
Percent at Levels 3 and 4

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

ACT Performance (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.



Accreditation Summary

Date: 04/27/2022

System: Z0029 Kansas City Catholic Diocese (9897)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and has defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:
Tiered Framework of Support
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Family, Communities, and Business Partnerships
The school administration and board of trustees work together to uphold the board bylaws and archdiocesan policies. Each person on the board also signs a conflict-of-interest document and goes through an extensive, documented selection process. The administration also spoke about the collaboration during weekly meetings with the three parish priests and the school principal. The institution has a formal structure to develop positive relationships. Analysis of multiple years of survey data demonstrates that school learners develop positive relationships with adults and peers who support their educational experience.

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 system is at the Impacting level for monitoring and adjusting instruction to meet individual learners' needs. The institution does provide a process to identify and address the specialized needs of learners, however, the institution can improve on developing opportunities to monitor and adjust to meet individual needs in the classroom. Parents were concerned that a communication structure was needed on what support systems are offered by the district.

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
Through multiple interviews with teachers, parents, leadership, and students, the team inferred that a consistent message about commitment to the school's vision was deeply ingrained in the institution's culture. The mission of Resurrection Catholic School is for students to grow in faith, knowledge, and service. Additionally, the school's mission was often cited as the driving reason for all decisions made within the parish and school community that greatly benefited their students.

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

Goal 1 Area – Relevance, Responsive Culture

Resurrection will incorporate a research-based reading supplemental program to help support students who fall behind the norm in reading across all grade levels. (Rigor, Relevance, Responsiveness)

The system has purchased Wilson Reading this year and began implementing in Tiers 1, 2, and 3. Teachers were trained in using these supplemental tools and all students in K- 5 are working on the Foundations phonics piece in Tier 1. Those students below the benchmark are being taught in Tier 2 and Tier 3 with the Wilson Reading tiered instruction program.

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

ARC Comment

Goal 2: Continue to assess using MAP three times per year and begin implementing DIBELS as a screener to determine small group instruction each day. Data from both MAP, DIBELS, and Wilson Reading Progress Monitoring is used to set groups and fine-tune instruction and, of course, show growth. (Rigor, Relevance, Responsiveness)

- Students will continue to show growth in math using Ready Math and iReady Math. The Math Specialist is working with teachers in grades K-8 to horizontally align curriculum and instruction.

- STREAM Education – To work toward STEM Accreditation in 21-22 (Rigor, Relationships)
- A STREAM Coordinator was hired to work with students in grades K-8 to incorporate Makerspace, collaboration, cooperation, and communication.
- Project Based Learning professional development for all teachers
- Teachers are working with other schools in STREAM Cohort to build relationships and collaborate with educators.

Goals were measurable and the evidence presented demonstrated positive growth. New programs were established.

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 system continued Education and Community Supports' Bully Prevention in Positive Behavior Supports and Second Step. The system also continues to implement the Resurrection Virtuous Behavior Supports program, highlighting students who display the behaviors associated with the core values. The school counselor and classroom teachers have been using Second Step as well as a variety of other tools to collect data and track student social and emotional well-being. The teachers implemented Class Dojo to help support students in positive behavior supports and to communicate with parents.
Kindergarten Readiness	Resurrection has established a Kindergarten Information Night for parents and students. Parents complete the ASQ. Teachers administer the DIBELS and MAP testing at the beginning of the school year to assess kindergarten readiness and to structure the day to meet the needs of each student. Students in Resurrection Preschool are screened three times per year and spend time visiting the Kindergarten classroom and visiting with kindergarten teachers.

Individual Plans of Study	All 6th, 7th, and 8th-grade students participate in Xello to help students see their potential by opening their eyes to future possibilities. They spend time each week on surveys and questions. They research potential career possibilities within their interest zones. The counselor as well as the classroom teacher, have helped students develop a digital portfolio to showcase all they studied in this course. 8th Graders put together a culminating activity. This project, Celebration of Achievement, highlights how each student has fulfilled the Core Values of the school and how they continue to do this as they move from the school. Students have visited with adults of different occupations and trades, in person and on Zoom. Students also attend Vocations Day each year.
High School Graduation Rate	N/A
Postsecondary Success	Many of the graduates of Resurrection attend college and find post-secondary success. There are graduates who work in nursing, development, social work, education, and the restaurant industry.

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 respective 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 in the school administration. This practice enhances system effectiveness and, in turn, positively impacts student performance.

Challenges

A review of the artifacts proved that the induction of new teachers to the building is part of a mentor program that a classroom teacher leads. New staff members receive a mentor binder with a monthly meeting schedule. Administrative evaluations are scheduled for quarterly visits. Interviews with teachers indicate the teacher leader's mentoring process is to include meetings and observations.

Formal evaluation data from the administrator or teacher leader were not present. Recommendations moving toward continuous improvement are implementing a coaching program and enhancing the current mentoring program. The addition of a coaching program can help support best practices in the classroom.

During the staff interviews, teachers spoke of gathering and analyzing data. The team further recommends staff development in using that data to drive instruction for students at all levels which will greatly benefit all. The collection and deeper analysis of student data will help drive evidence-based instructional practices.

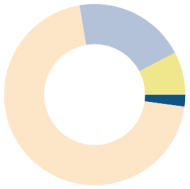
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Resurrection Catholic School at the Cathedral - Kansas City Catholic Diocese - Z0029

425 N. 15th St., Kansas City, KS 66102-4327
(913) 371-8101
https://rcskck.org
Principal: **Kevin O'Brien**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics



235 Students

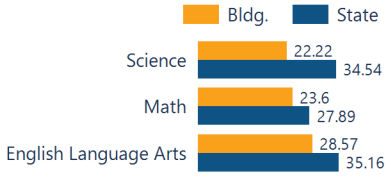
- African American 2.13%
- Hispanic 70.21%
- Native Hawaiian/Asian 20.00%
- Other 0.00%
- White 7.66%

District Kansans Can Star Recognition

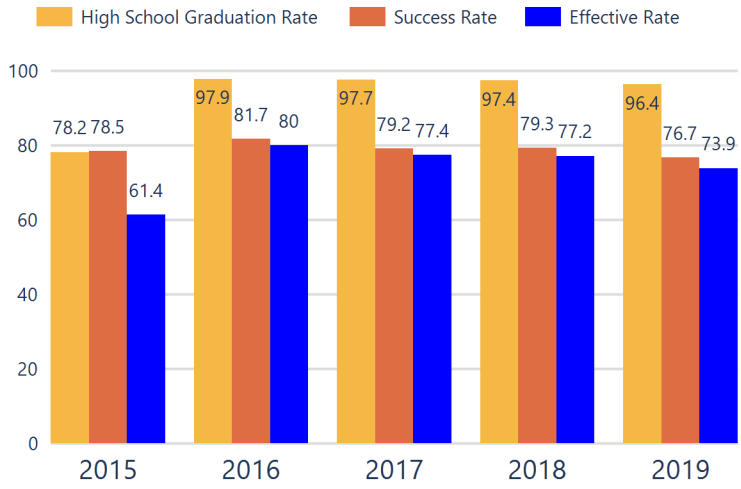
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**93.5%**
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.

N/A State: 88.1

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

95.2% 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.

15.0% 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.

N/A State: 1.7

School 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

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Resurrection Catholic School at the Cathedral

K.S.A. 72-5178 Accountability Report 2020-2021

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	24.51	34.41	48.93	N/A	N/A	N/A	30.55	32.85	37.77
Level 2	51.61	40.90	40.42	N/A	N/A	N/A	45.83	38.57	40.00
Level 3	21.93	18.83	10.63	N/A	N/A	N/A	20.13	23.57	11.11
Level 4	1.93	5.84	0.00	N/A	N/A	N/A	3.47	5.00	11.11

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.89	37.83	46.34	N/A	N/A	N/A	31.89	33.62	40.00
Level 2	51.78	42.34	46.34	N/A	N/A	N/A	41.37	38.93	40.00
Level 3	20.53	15.31	7.31	N/A	N/A	N/A	24.13	21.23	5.71
Level 4	1.78	4.50	0.00	N/A	N/A	N/A	2.58	6.19	14.28

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	90.90	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	0.00	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	9.09	N/A	N/A
Level 4	N/A	N/A	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	25.20	35.24	50.00	N/A	N/A	N/A	37.03	38.46	43.33
Level 2	53.65	43.44	39.47	N/A	N/A	N/A	44.44	38.46	40.00
Level 3	20.32	18.03	10.52	N/A	N/A	N/A	17.59	19.23	10.00
Level 4	0.81	3.27	0.00	N/A	N/A	N/A	0.92	3.84	6.66

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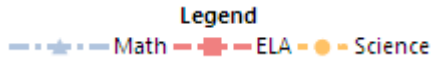
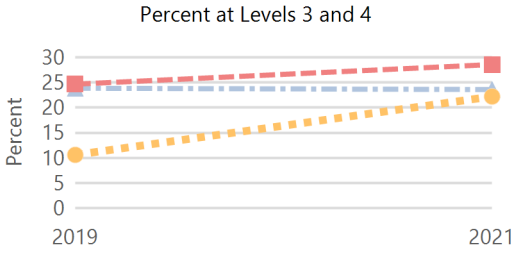
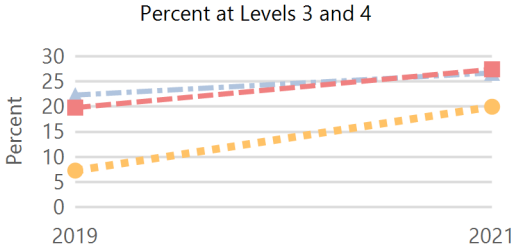
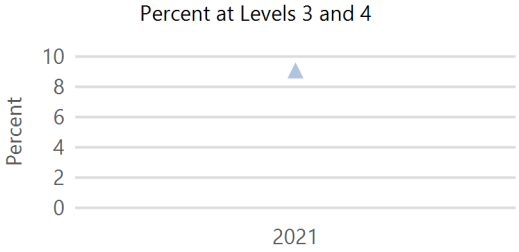
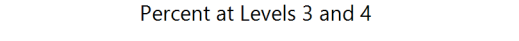
Academically Prepared for Postsecondary Success











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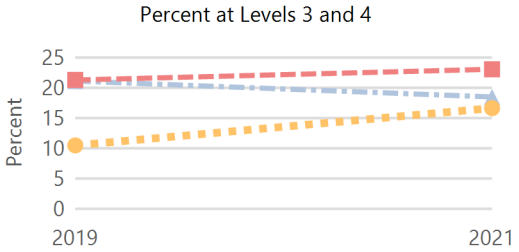

ACT Performance (2021 School Year)

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Note: Not all eligible students completed an ACT.

Conditionally Accredited Redetermination Summary

Date: April 27, 2022

System: Z0029 Kansas City Catholic Diocese

Building: Holy Spirit Catholic (9019)

City: Kansas City

Principal: Michele Watson

Superintendent: Vincent Cascone

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

A formal plan to identify school goals for academic achievement is not in place at Holy Spirit. In interviews with stakeholders, it was evident Holy Spirit provides individualized lessons based on analyzed data and stakeholder input. A formal plan for tracking the academic success of the school is needed. Creating a formalized academic achievement plan to track school-wide data would provide the framework to Initiate and manage change at all levels.

Areas for Improvement

Comment	Goal setting of measurable Improvement goals
Rationale	Goal setting allows a system to think and identify what they want to achieve in their future. Measurable goals provide a destination of what is to be achieved and allows the system to determine and track progress.
Tasks	Develop an improvement plan based on a needs assessment of the system that will identify areas of focus to help improve the system and meet school and state outcomes.
Timeline	06-01-2022
System Response	Goal 1. (Responsive Culture) 3. Tracking of students is done both individually and school-wide. We utilize annual ITBS and KS Assessments, tri-annual STAR Reading and Math scores, and Acadience screenings and Curriculum Based Measures. We meet 3 times/year – grade level teams, Administration, and Learning Center staff to evaluate all student data. From there, WIN (What I Need/MTSS) groups are established and goals are set.

There is a formal system in place to share the student data from one grade to the next. This occurs each August before the arrival of students. Past grade level teachers have data input on "Student Passports." These passports are then shared with the teachers who will have the individual students in the coming year. Teachers are able to discuss student challenges and successes. Due to the longevity of our staff, current year teachers are able to investigate student needs throughout the school year with former teachers. This is beneficial to our students' success and enhances our information communication within the teaching staff.

Overall school success is also evaluated by analyzing the KS Assessment scores each year. (Please see the analysis uploaded into Artifacts).

Upon review of our KS Assessment scores by grade level, (attached in the Artifacts) from 2017-2021, we have found the following:
2016-2017 42 of enrolled students in Grades 3 -8 (16.9%) scored at Level 1 for all areas assessed
2017-2018 32 of enrolled students in Grades 3 - 8 (13.8%) scored at Level 1 for all areas assessed
2018-2019 23 of enrolled students in Grades 3 - 8 (10.4%) scored at Level 1 for all areas assessed
2019-2020 No KS assessments were taken as schools were shuttered in March, 2020 and continuous learning took place until 5/2020
2020-2021 21 of enrolled students in Grades 3 - 8 (10.3%) scored at Level 1 for all areas assessed

We also found that when evaluating the percentage of Students in Performance Level by Grade for the years 2017-2021 (in the Artifacts), we were also impressive.

2016-2017 The highest percentage of students achieving above the state assessed benchmark for ELA was 83% (Grade 4); Math was 91% (3rd grade) and Science 61% (8th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 53% (8th grade); 43% (5th grade); and Science 60% (5th grade.)

2017-2018 The highest percentage of students achieving above the state assessed benchmark for ELA was 90% (Grade 4); Math was 83% (3rd grade) and Science 73% (8th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 54% (8th grade); 46% (8th grade); and Science 52% (8th grade.)

2018-2019 The highest percentage of students achieving above the state assessed benchmark for ELA was 85% (Grade 5); Math was 83% (3rd grade) and Science 82% (5th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 60% (8th grade); 44% (7th grade); and Science 56% (8th grade.)

2020-2021 The highest percentage of students achieving above the state assessed benchmark for ELA was 87% (Grade 4); Math was 91% (3rd grade) and Science 91% (5th grade). Conversely in that same period, the lowest percentage of students achieving above the state assessed benchmark for ELA was 41% (6th grade), 441 (6th grade), and Science 54% (8th grade.)
In each year, even without a specific SMART goal, and the presence of COVID, the number of students scoring at a Level 1 decreased each year.

As you can see from the uploaded document, the success of Holy Spirit students (and teachers) is evident in our strong scores each year. Even when confronted with continuous learning and then a COVID year of in-person schooling, we achieved impressive results. We acknowledge the lack of SMART goals for the past accreditation cycle. Ingrained in our school culture is the expectation of academic success. We are confident of the rigor of our academic program, nonetheless, we will provide a SMART goal going forward to ensure we are meeting the established criteria required.

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

ARC Comment

Currently, the Strategic Plan includes goals for Spirituality and Faith Development, Public Relations and Communications, Education, Finance and Administration. These categories are excellent for Holy Spirit, yet they lack measurable components. It would benefit Holy Spirit to review their current plan and add specific, measurable, attainable, relevant, and time-based components. The Cognia team has rated the organization structure in these areas as Initiating.

Areas for Improvement

Comment	Goal setting of measurable Improvement goals
Rationale	Goal setting allows a system to think and identify what they want to achieve in their future. Measurable goals provide a destination of what is to be achieved and allows the system to determine and track progress.
Tasks	Same as in section three (3) - Develop an improvement plan based on a needs assessment of the system that will identify areas of focus to help improve the system and meet school and state outcomes.
Timeline	06-02-2022
System Response	Goal 2 (Rigor) 4. Please review the artifact entitled “Strategic Plan”. It was noted in the Accreditation Summary that SMART goals were not included in the strategic plan in place for the reaccreditation cycle. That is correct; however, we have rewritten the strategic plan to include the specific, measurable, attainable, relevant and time-based components.

In defense of our actions, please note that even though the correct SMART goals were not included in the Strategic Plan, many of our goals were achieved or continue to be ongoing based on results achieved.

Final Recommendation

Following the redetermination process, The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justifcation.

Justification

In regards to the Areas for Improvement (AFI) indicated in the accreditation recommendation, AFI #1 & AFI #2: Goal setting of measurable improvement goals. The goals have been resubmitted and were based on the recommendations of the previous Cognia visiting team. The goals were not clearly defined in the original accreditation report due to the assumption it was on going. The goals were clearly defined but due in part to Covid, were not fully implemented, however the institution has resumed implementation of stated goals.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Holy Spirit Catholic -
Kansas City Catholic Diocese - Z0029

11300 West 103rd St., Overland Park, KS 66214-2720
(913) 492-2582
http://school.hscatholic.org
Principal: **Michele Watson**

System Accreditation Status: **Conditionally Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics

279 Students

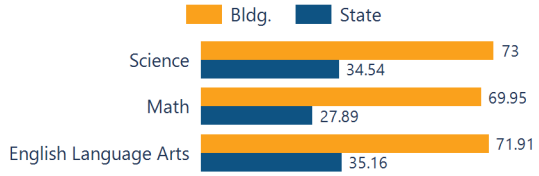
- African American 2.15%
- Hispanic 13.62%
- Other 8.24%
- White 75.99%

District Kansans Can Star Recognition

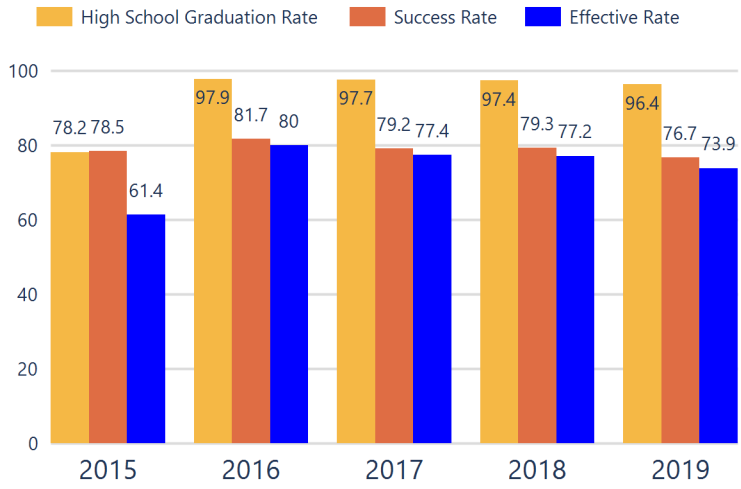
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**93.5%**
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.

N/A State: 88.1

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

97.0% 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.

3.5% 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

School 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

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Holy Spirit Catholic

K.S.A. 72-5178 Accountability Report 2020-2021

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	4.54	5.45	2.85	N/A	N/A	N/A	3.94	4.43	7.93
Level 2	27.72	20.90	24.28	N/A	N/A	N/A	26.10	23.64	19.04
Level 3	42.72	48.63	51.42	N/A	N/A	N/A	45.32	43.84	42.85
Level 4	25.00	25.00	21.42	N/A	N/A	N/A	24.63	28.07	30.15

FREE AND REDUCED LUNCH 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

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	25.00	33.33	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	41.66	41.66	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	16.66	25.00	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	16.66	0.00	N/A

AFRICAN-AMERICAN STUDENTS

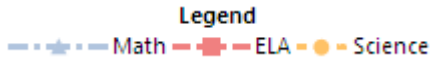
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

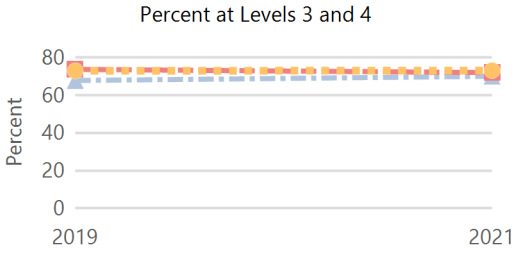
HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	12.50	6.25	N/A	N/A	N/A	N/A	3.33	10.00	N/A
Level 2	18.75	25.00	N/A	N/A	N/A	N/A	30.00	30.00	N/A
Level 3	50.00	43.75	N/A	N/A	N/A	N/A	43.33	40.00	N/A
Level 4	18.75	25.00	N/A	N/A	N/A	N/A	23.33	20.00	N/A

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

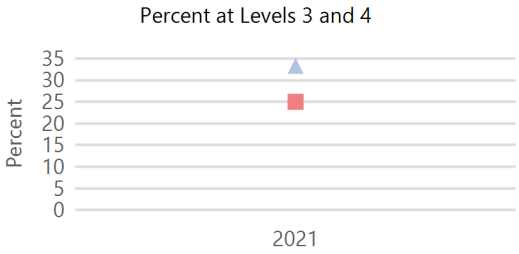
Academically Prepared for Postsecondary Success





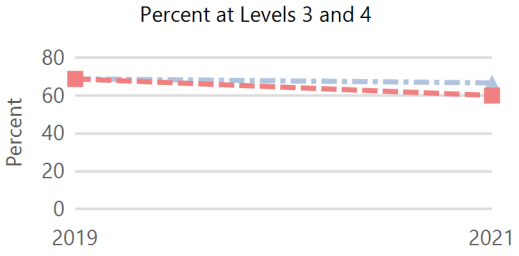
Percent at Levels 3 and 4

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



Percent at Levels 3 and 4

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



ACT Performance (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.

Building

State 19.8

Agenda Number: 17

Meeting Date: 5/10/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Graduation Task Force Report and Recommendations

From: David Fernkopf and Robyn Kelso

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 May, members of the Task Force will cover the mastery of skills, competencies and value assets recommendations.

The Task Force is still in the process of going through survey results and feedback from the public for the course requirements. The course requirements will be discussed at a future board meeting.

Agenda Number: 18

Meeting Date: 5/10/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Legislative Matters

From: Sherry Root

Legislative Matters - KSDE Deputy Commissioner Craig Neuenswander will report on the veto session and provide a summary of education bills passed in the 2022 legislative session. State Board Liaisons Deena Horst and Ben Jones will provide other pertinent information during their update to the Board members.

Agenda Number: 19 a.

Meeting Date: 5/10/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	3	1	3	3	1	23	0	3	4		
Unclassified	3	3	1	3	3	1	23	0	3	4		
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0		
Total Separations	2	3	6	4	3	1	3	5	4	6		
Classified	0	0	0	0	0	0	0	0	0	0		
Unclassified	2	3	5	4	3	1	3	4	4	6		
Unclassified Regular (leadership)	0	0	1	0	0	0	0	1	0	0		
Recruiting (data on 1st day of month)	2	9	7	6	3	3	4	3	3	2		
Unclassified	2	9	7	5	3	3	4	3	3	2		
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0		

Total employees 252 as of pay period ending 4/16/2022. 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:	**Director:**	**Commissioner:**	**Meeting Date: 5/10/2022**
Marisa Seele	Wendy Fritz	Randy Watson	

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:

Heather Gould to the position of Education Program Consultant on the Special Education and Title Services team, effective April 3, 2022, at an annual salary of $56,118.40. This position is funded by the IDEA Admin, Perkins Special Populations, Perkins Admin and Perkins Admin State March Fund.

Jared Wiley to the position of Quality Assurance Technician on the Information Technology team, effective April 11, 2022, at an annual salary of $51,126.40. This position is funded by the State General Fund.

Lisa Williams to the position of Education Program Consultant on the Special Education and Title Services team, effective April 17, 2022, at an annual salary of $56,118.40. This position is funded by The Federal EC Admin and State General Fund.

Andrea Pagan to the position of Administrative Specialist on the Teacher Licensure and Accreditation team, effective April 25, 2022, at an annual salary of $36,504.00. This position is funded by the Teacher Licensure Fee Fund and the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on recommendations for funding Kansas Parents as Teachers grants for 2022-2023

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 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.

Explanation of Situation Requiring Action:

See attached list of programs and grant amounts awarded for 2022-2023.

K.S.A. 72-4162 authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a "parent education program" as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

Per K.S.A. 72-4163, the Kansas State Board of Education shall be responsible for awarding grants to school districts.

Expenditures from the parent education program account for each grant must be matched by the school district in an amount that is equal to not less than 50 percent of the grant. School districts may choose to invest more than the minimum match requirement in their programs.

The attached list of grant awards anticipates a state appropriation for this program equal to the

fiscal year 2022 amount of $8,437,635. Grant amounts may increase if additional statewide funds are appropriated and/or if any unspent fiscal year 2022 funding is reappropriated to fiscal year 2023.

For the 2022-2023 school year, one current program (USD 490 El Dorado) determined it would not seek continued Kansas Parents as Teachers grant funding. One school district that does not currently offer Parents as Teachers Services (USD 331 Kingman-Norwich) requested $28,825 in grant funding. The attached list of recommended grant awards does not fund this request for a new grant, and instead maintains FY2023 grant awards as close to the final amount awarded to each existing grantee (reflecting reappropriated grant funds reallocated later in fiscal year 2022) as possible.

Kansas Parents as Teachers grants for 2022-2023

USD	County	Name	Grant Award
204	Wyandotte	Bonner Springs	$18,684
210	Stevens	Hugoton Public Schools	$27,528
229	Johnson	Blue Valley	$490,609
231	Johnson	Gardner Edgerton	$84,463
232	Johnson	De Soto	$103,103
239	Ottawa	North Ottawa County	$25,000
240	Ottawa	Twin Valley	$24,189
259	Sedgwick	Wichita	$209,016
260	Sedgwick	Derby	$227,167
261	Sedgwick	Haysville	$153,541
262	Sedgwick	Valley Center Public School	$62,019
263	Sedgwick	Mulvane	$23,425
265	Sedgwick	Goddard	$80,930
266	Sedgwick	Maize	$144,989
305	Saline	Salina	$80,129
306	Saline	Southeast of Saline	$37,188
320	Pottawatomie	Wamego	$29,784
321	Pottawatomie	Kaw Valley	$31,163
323	Pottawatomie	Rock Creek	$40,000
337	Jackson	Royal Valley	$41,241
348	Douglas	Baldwin City	$117,435
349	Stafford	Stafford	$22,236
350	Stafford	St John-Hudson	$26,195
363	Finney	Holcomb	$49,592
380	Marshall	Vermillion	$27,027
383	Riley	Manhattan-Ogden	$225,719
394	Butler	Rose Hill Public Schools	$34,605
428	Barton	Great Bend	$50,614
435	Dickinson	Abilene	$100,000
437	Shawnee	Auburn Washburn	$100,535
443	Ford	Dodge City	$40,485
445	Montgomery	Coffeyville	$75,305
457	Finney	Garden City	$219,850
458	Leavenworth	Basehor-Linwood	$44,028

Kansas Parents as Teachers grants for 2022-2023

USD	County	Name	Grant Award
465	Cowley	Winfield	$100,556
466	Scott	Scott County	$45,000
469	Leavenworth	Lansing	$85,905
473	Dickinson	Chapman	$31,225
475	Geary	Geary County Schools	$143,885
482	Lane	Dighton	$19,836
489	Ellis	Hays	$71,556
495	Pawnee	Ft Larned	$24,241
497	Douglas	Lawrence	$148,000
498	Marshall	Valley Heights	$66,443
501	Shawnee	Topeka Public Schools	$513,603
512	Johnson	Shawnee Mission Public Schools	$380,550
233	Johnson	Kansas City Area PAT Consortium USD 233	$1,339,506
207	Leavenworth	Ft Leavenworth	
453	Leavenworth	Leavenworth	
202	Wyandotte	Turner-Kansas City	
500	Wyandotte	Kansas City Kansas	
237	Smith	North Central Kansas PAT Consortium USD 237	$35,937
392	Osborne	Osborne County	
110	Phillips	Thunder Ridge Schools	
273	Mitchell	Beloit PAT Consortium USD 273	$118,515
107	Jewell	Rock Hills	
298	Lincoln	Lincoln	
299	Lincoln	Sylvan Grove	
272	Mitchell	Waconda	
308	Reno	Hutchinson PAT Consortium USD 308	$181,321
309	Reno	Nickerson-South Hutchinson	
312	Reno	Haven Public Schools	
313	Reno	Buhler	
333	Cloud	Learning Cooperative of North Central Kansas (LCNCK) / USD 333 PAT Consortium	$98,629
109	Republic	Republic County	
426	Republic	Pike Valley	
108	Washington	Washington County Schools	
224	Washington	Clifton-Clyde	

Kansas Parents as Teachers grants for 2022-2023

USD	County	Name	Grant Award
359	Sumner	Argonia PAT Consortium USD 359	$66,981
463	Cowley	Udall	
357	Sumner	Belle Plaine	
358	Sumner	Oxford	
360	Sumner	Caldwell	
509	Sumner	South Haven	
368	Miami	Paola PAT Consortium USD 368	$188,188
365	Anderson	Garnett	
288	Franklin	Central Heights	
344	Linn	Pleasanton	
346	Linn	Jayhawk	
362	Linn	Prairie View	
367	Miami	Osawatomie	
416	Miami	Louisburg	
373	Harvey	Harvey County PAT Consortium	$83,737
440	Harvey	Halstead	
460	Harvey	Hesston	
379	Clay	Clay Center PAT Consortium USD 379	$59,941
334	Cloud	Southern Cloud	
382	Pratt	Pratt County PAT Consortium USD 382	$21,346
438	Pratt	Skyline Schools	
405	Rice	Rice County PAT Consortium USD 405	$60,712
376	Rice	Sterling	
410	Marion	Marion County PAT Consortium USD 210	$93,087
397	Marion	Centre	
398	Marion	Peabody-Burns	
408	Marion	Marion-Florence	
411	Marion	Goessel	
487	Dickinson	Herington/Rural Vista/Solomon PAT Consortium	$48,397
393	Dickinson	Solomon	
481	Dickinson	Rural Vista	

Kansas Parents as Teachers grants for 2022-2023

USD	County	Name	Grant Award
602	Thomas	Northwest Kansas Educational Service Center PAT Consortium	$40,726
294	Decatur	Oberlin	
291	Gove	Grinnell Public Schools	
292	Gove	Wheatland	
293	Gove	Quinter Public Schools	
274	Logan	Oakley	
352	Sherman	Goodland	
314	Thomas	Brewster	
608	Jefferson	Keystone PAT Consortium	$525,825
377	Atchison	Atchison County Community Schools	
409	Atchison	Atchison Public Schools	
415	Brown	Hiawatha	
111	Doniphan	Doniphan West Schools	
114	Doniphan	Riverside	
429	Doniphan	Troy Public Schools	
491	Douglas	Eudora	
336	Jackson	Holton	
338	Jefferson	Valley Falls	
339	Jefferson	Jefferson County North	
341	Jefferson	Oskaloosa Public Schools	
342	Jefferson	McLouth	
343	Jefferson	Perry Public Schools	
449	Leavenworth	Easton	
464	Leavenworth	Tonganoxie	
113	Nemaha	Prairie Hills	
345	Shawnee	Seaman	
450	Shawnee	Shawnee Heights	
609	Crawford	Southeast Kansas Education Service Center PAT Consortium	$726,136
256	Allen	Marmaton Valley	
257	Allen	Iola	
258	Allen	Humboldt	
479	Anderson	Crest	
234	Bourbon	Fort Scott	
235	Bourbon	Uniontown	
284	Chase	Chase County	
404	Cherokee	Riverton	
493	Cherokee	Columbus	

Kansas Parents as Teachers grants for 2022-2023

USD	County	Name	Grant Award
		Southeast Kansas Education Service Center PAT Consortium (continued)	
499	Cherokee	Galena	
508	Cherokee	Baxter Springs	
243	Coffey	Lebo-Waverly	
244	Coffey	Burlington	
245	Coffey	LeRoy-Gridley	
247	Crawford	Cherokee	
248	Crawford	Girard	
249	Crawford	Frontenac Public Schools	
250	Crawford	Pittsburg	
290	Franklin	Ottawa	
230	Johnson	Spring Hill	
503	Labette	Parsons	
504	Labette	Oswego	
506	Labette	Labette County	
251	Lyon	North Lyon County	
252	Lyon	Southern Lyon County	
253	Lyon	Emporia	
436	Montgomery	Caney Valley	
446	Montgomery	Independence	
447	Montgomery	Cherryvale	
417	Morris	Morris County	
413	Neosho	Chanute Public Schools	
420	Osage	Osage City	
434	Osage	Santa Fe Trail	
454	Osage	Burlingame Public School	
456	Osage	Marais Des Cygnes Valley	
461	Wilson	Neodesha	
484	Wilson	Fredonia	
366	Woodson	Woodson	
203	Wyandotte	Piper	
626	Kiowa	Southwest Plains PAT Project Consortium	$50,057
227	Hodgeman	Hodgeman County Schools	
422	Kiowa	Kiowa County	
494	Hamilton	Syracuse	
		TOTAL:	$8,437,635
331	Kingman	Kingman - Norwich (New Applicant)	$0

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 d.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on request to approve Preschool-Aged At-Risk programs for 2022-2023

Recommended Motion:

It is moved that the Kansas State Board of Education approve 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.

Explanation of Situation Requiring Action:

See attached list of approved preschool-aged at-risk programs from 259 school districts for 2022-2023.

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.

Approved Preschool-Aged At-Risk programs for 2022-2023

USD	County	District Name
101	Neosho	Erie-Galesburg
102	Gray	Cimarron-Ensign
107	Jewell	Rock Hills
108	Washington	Washington Co. Schools
109	Republic	Republic County
110	Phillips	Thunder Ridge Schools
111	Doniphan	Doniphan West Schools
112	Ellsworth	Central Plains
113	Nemaha	Prairie Hills
114	Doniphan	Riverside
115	Nemaha	Nemaha Central
200	Greeley	Greeley County Schools
202	Wyandotte	Turner-Kansas City
203	Wyandotte	Piper-Kansas City
204	Wyandotte	Bonner Springs
205	**Butler**	**Bluestem**
206	Butler	Remington-Whitewater
208	Trego	Wakeeney
209	Stevens	Moscow Public Schools
210	Stevens	Hugoton Public Schools
211	**Norton**	**Norton Community Schools**
212	Norton	Northern Valley
214	Grant	Ulysses
215	Kearny	Lakin
216	Kearny	Deerfield
217	Morton	Rolla
218	Morton	Elkhart
219	Clark	Minneola
220	Clark	Ashland
223	Washington	Barnes
224	Washington	Clifton-Clyde
225	Meade	Fowler

USD	County	District Name
226	Meade	Meade
230	Johnson	Spring Hill
231	Johnson	Gardner Edgerton
232	Johnson	De Soto
233	Johnson	Olathe
234	Bourbon	Fort Scott
235	Bourbon	Uniontown
237	Smith	Smith Center
240	Ottawa	Twin Valley
243	Coffey	Lebo-Waverly
244	Coffey	Burlington
245	Coffey	LeRoy-Gridley
246	Crawford	Northeast
247	Crawford	Cherokee
248	Crawford	Girard
249	Crawford	Frontenac Public Schools
250	Crawford	Pittsburg
251	**Lyon**	**North Lyon County**
252	Lyon	Southern Lyon County
253	Lyon	Emporia
254	Barber	Barber County North
255	Barber	South Barber
256	Allen	Marmaton Valley
257	Allen	Iola
258	Allen	Humboldt
259	Sedgwick	Wichita
260	Sedgwick	Derby
261	Sedgwick	Haysville
262	Sedgwick	Valley Center Pub Sch
263	Sedgwick	Mulvane
264	Sedgwick	Clearwater
265	Sedgwick	Goddard
266	Sedgwick	Maize
267	Sedgwick	Renwick
268	Sedgwick	Cheney
269	Rooks	Palco

New Preschool-Aged At-Risk programs for 2022-2023 are listed in **bold text.**

Approved Preschool-Aged At-Risk programs for 2022-2023

USD	County	District Name
270	Rooks	Plainville
271	Rooks	Stockton
272	Mitchell	Waconda
273	Mitchell	Beloit
281	Graham	Graham County
282	Elk	West Elk
283	Elk	Elk Valley
284	Chase	Chase County
285	Chautauqua	Cedar Vale
286	Chautauqua	Chautauqua Co Community
287	Franklin	West Franklin
288	Franklin	Central Heights
289	Franklin	Wellsville
290	Franklin	Ottawa
291	Gove	Grinnell Public Schools
293	Gove	Quinter Public Schools
294	Decatur	Oberlin
298	Lincoln	Lincoln
299	Lincoln	Sylvan Grove
300	Comanche	Comanche County
303	Ness	Ness City
305	Saline	Salina
307	Saline	Ell-Saline
308	Reno	Hutchinson Public Schools
309	Reno	Nickerson
310	Reno	Fairfield
311	Reno	Pretty Prairie
312	Reno	Haven Public Schools
313	Reno	Buhler
315	Thomas	Colby Public Schools
316	Thomas	Golden Plains
321	Pottawatomie	Kaw Valley
322	Pottawatomie	Onaga-Havensville-Wheaton
323	Pottawatomie	Rock Creek

USD	County	District Name
325	**Phillips**	**Phillipsburg**
326	Phillips	Logan
329	Wabaunsee	Wabaunsee
330	Wabaunsee	Mission Valley
331	Kingman	Kingman - Norwich
332	Kingman	Cunningham
333	Cloud	Concordia
335	Jackson	North Jackson
336	Jackson	Holton
337	Jackson	Royal Valley
338	Jefferson	Valley Falls
339	Jefferson	Jefferson County North
341	Jefferson	Oskaloosa Public Schools
342	Jefferson	McLouth
343	Jefferson	Perry Public Schools
344	Linn	Pleasanton
345	Shawnee	Seaman
346	Linn	Jayhawk
347	Edwards	Kinsley-Offerle
348	Douglas	Baldwin City
349	Stafford	Stafford
350	Stafford	St John-Hudson
351	Stafford	Macksville
352	Sherman	Goodland
353	Sumner	Wellington
356	Sumner	Conway Springs
357	Sumner	Belle Plaine
358	Sumner	Oxford
359	Sumner	Argonia Public Schools
360	Sumner	Caldwell
361	Harper	Chaparral Schools
362	Linn	Prairie View
363	Finney	Holcomb
364	Marshall	Marysville
365	Anderson	Garnett
366	Woodson	Woodson

New Preschool-Aged At-Risk programs for 2022-2023 are listed in **bold text.**

Approved Preschool-Aged At-Risk programs for 2022-2023

USD	County	District Name
367	Miami	Osawatomie
369	Harvey	Burrton
371	Gray	Montezuma
372	Shawnee	Silver Lake
373	Harvey	Newton
374	Haskell	Sublette
375	Butler	Circle
376	Rice	Sterling
377	Atchison	Atchison Co Comm Schools
378	Riley	Riley County
379	Clay	Clay County
380	Marshall	Vermillion
381	Ford	Spearville
382	Pratt	Pratt
383	Riley	Manhattan-Ogden
384	Riley	Blue Valley
385	Butler	Andover
386	Greenwood	Madison-Virgil
387	Wilson	Altoona-Midway
388	Ellis	Ellis
389	Greenwood	Eureka
390	Greenwood	Hamilton
392	Osborne	Osborne County
393	Dickinson	Solomon
394	Butler	Rose Hill Public Schools
396	Butler	Douglass Public Schools
397	Marion	Centre
398	Marion	Peabody-Burns
399	Russell	Paradise
400	McPherson	Smoky Valley
401	Rice	Chase-Raymond
402	Butler	Augusta
403	Rush	Otis-Bison
404	Cherokee	Riverton
405	Rice	Lyons
407	Russell	Russell County
408	Marion	Marion-Florence
409	Atchison	Atchison Public Schools
410	Marion	Durham-Hillsboro-Lehigh
411	Marion	Goessel
413	Neosho	Chanute Public Schools
415	Brown	Hiawatha
416	Miami	Louisburg
417	Morris	Morris County
418	McPherson	McPherson
419	McPherson	Canton-Galva
420	Osage	Osage City
421	Osage	Lyndon
422	Kiowa	Kiowa County
423	McPherson	Moundridge
426	Republic	Pike Valley
428	Barton	Great Bend
429	Doniphan	Troy Public Schools
431	Barton	Hoisington
432	Ellis	Victoria
434	Osage	Santa Fe Trail
435	Dickinson	Abilene
436	Montgomery	Caney Valley
437	Shawnee	Auburn Washburn
438	Pratt	Skyline Schools
439	Harvey	Sedgwick Public Schools
440	Harvey	Halstead
443	Ford	Dodge City
444	Rice	Little River
445	Montgomery	Coffeyville
446	Montgomery	Independence
447	Montgomery	Cherryvale
448	McPherson	Inman
449	Leavenworth	Easton
450	Shawnee	Shawnee Heights
452	Stanton	Stanton County
453	Leavenworth	Leavenworth

New Preschool-Aged At-Risk programs for 2022-2023 are listed in **bold text.**

Approved Preschool-Aged At-Risk programs for 2022-2023

USD	County	District Name
454	Osage	Burlingame Public School
456	Osage	Marais Des Cygnes Valley
457	Finney	Garden City
458	Leavenworth	Basehor-Linwood
459	Ford	Bucklin
461	Wilson	Neodesha
462	Cowley	Central
463	Cowley	Udall
464	Leavenworth	Tonganoxie
465	Cowley	Winfield
466	Scott	Scott County
467	Wichita	Leoti
469	Leavenworth	Lansing
470	Cowley	Arkansas City
473	**Dickinson**	**Chapman**
474	Kiowa	Haviland
475	Geary	Geary County Schools
476	Gray	Copeland
477	Gray	Ingalls
479	Anderson	Crest
480	Seward	Liberal
481	Dickinson	Rural Vista
482	Lane	Dighton
483	Seward	Kismet-Plains
484	Wilson	Fredonia
487	Dickinson	Herington
489	Ellis	Hays
490	Butler	El Dorado
491	Douglas	Eudora
492	Butler	Flinthills
493	Cherokee	Columbus
494	Hamilton	Syracuse
495	Pawnee	Ft Larned
496	Pawnee	Pawnee Heights
497	Douglas	Lawrence
498	Marshall	Valley Heights
499	Cherokee	Galena

USD	County	District Name
500	Wyandotte	Kansas City
501	Shawnee	Topeka Public Schools
502	Edwards	Lewis
503	Labette	Parsons
504	Labette	Oswego
505	Labette	Chetopa-St. Paul
506	Labette	Labette County
507	Haskell	Satanta
508	Cherokee	Baxter Springs
509	Sumner	South Haven
511	Harper	Attica
512	Johnson	Shawnee Mission Pub Sch

New Preschool-Aged At-Risk programs for 2022-2023 are listed in **bold text.**

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Jessica Noble	Mischel Miller	Randy Watson		

Item Title:

Act on recommendations for funding the 2022-2023 AmeriCorps Kansas Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2022–2023 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The mission of the Kansas Volunteer Commission is to empower all Kansans to meet community needs through service. As the state service commission, the Commission directs effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas. AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities.

The Commission conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes. The Commission conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The Commission considered the review committee's recommendation and sub-grantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendations for the 2022-2023 AmeriCorps Kansas sub-grantees, with grant funding amounts not to exceed:

Boys & Girls Club of Lawrence: $730,000

Harvesters – The Community Food Network: $230,400

International Rescue Committee, Inc.: $124,969

Kansas City Teacher Residency, Inc.: $172,773

Kansas Department of Wildlife, Parks and Tourism: $313,675

National Lead for America, Inc.: $144,000

Unified Government of Wyandotte County and Kansas City, Kansas: $216,000

United Way of Douglas County: $287,493

USD 260 Derby: $205,823

Wichita State University: $174,248

Emporia State University: $49,999

Kansas Association for Conservation and Environmental Education: $50,000

Center for Supportive Communities: $48,080

Total amount not to exceed: $2,747,460

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 f.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Shane Carter	Mischel Miller	Randy Watson		

Item Title:

Act on Recommendations for Licensure waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must apply verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The request below has been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

Org No.	Org Name	Enrollment	First Name	Last Name	Subject	Recommendation
D0495	Ft. Larned	1717	Kim	Reger	High Incidence Special Education	Approved

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 g.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/10/2022**
Shane Carter	Mischel Miller	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case #3426

Applicant requested initial Kansas licensure for middle level 5-8 science, social studies, math, and English, and Biology 6-12. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through the A+ Texas Teachers. Jennifer also does not meet the recency requirement for a Kansas license. The Licensure Review Committee recommends approval of an Initial license for middle level 5-8 science and Biology 6-12 based on achievement of the Texas license through an alternative program, educational background, and acceptance of nonaccredited experience to meet recency. The Licensure Review Committee recommends non-approval of middle level 5-8 social studies, math and English based on lack of experience and educational background. The Licensure Review Committee requested the applicant meet with the Committee at a personal appearance to address deficiencies in the middle level Math, English and Social Studies content standards. The applicant declined to meet with the committee to discuss deficiencies in middle level Math, English and Social Studies content standards, and requested issuance of a Kansas license with a middle level 5-8 science endorsement and a Biology 6-12 endorsement only. Moved by Brittany, seconded by Anita, and approved unanimously.

Case #3432

Applicant requested initial Kansas licensure for K-6 and 6-12 English for Speakers of Other Languages, 6-12 social studies, K-6 elementary, and PK-12 German.

Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through Teach Now in Washington DC and adding an elementary education endorsement by testing only. Review is also required for recency. The Licensure Review Committee recommends approval of an initial Kansas teaching license in 6-12 social studies and English for

Speakers of Other Languages based on achievement of completion of an alternative route program, education history, and experience. The Licensure Review Committee recommends denial of an Elementary K-6 endorsement based on lack of teaching experience. The Licensure Review Committee requested the applicant meet with the Committee at a personal appearance to address deficiencies in elementary education content standards. The applicant declined to meet with the committee to discuss deficiencies in the elementary content standards, and requested issuance of a Kansas license with a Social Studies 6-12 endorsement and a English Speakers of Other languages 6-12 endorsement only. Moved by Anita, seconded by Dan, and approved unanimously.

Case #3440

Applicant requested initial Kansas licensure 6-12 Social Studies.

Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching in Arizona. The Licensure Review Committee recommends approval of an initial Kansas teaching license in 6-12 Social Studies based on completing an alternative program, achieving certification out-of-state, and testing. Moved by Brittany, seconded by Cody, and approved unanimously.

Case #3441

Applicant requested initial Kansas licensure for PK-12 Art. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching in Colorado. The Licensure Review Committee recommends approval of an initial Kansas teaching license with an endorsement in Art PK-12 based on completion of an alternative route program, achieving certification out-of-state, and clarification of experience and testing. Moved by Anita, seconded by Brittany, and approved unanimously.

Case #3442

Applicant requested initial Kansas licensure for secondary 6-12 Social Studies and K-6 Elementary. Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through Teacher Ready in Florida for Social Studies. The Elementary endorsement was added to the license by testing only. This is not an option in Kansas. The Licensure Review Committee recommends approval of an initial license with an endorsement in Social Studies 6-12 based on completion of an alternative program, achieving certification out-of-state, and teaching experience in the content area. The Licensure Review committee recommends denial of an Elementary Education K-6 endorsement based on lack of knowledge and teaching experience to meet content standards 1-7. The Licensure Review Committee requested the applicant meet with the Committee at a personal appearance to address deficiencies in the elementary education content standards. The applicant declined to meet with the committee to discuss deficiencies in the elementary content standards, and requested issuance of a Kansas license with a Social Studies 6-12 endorsement only. Moved by Brittany, seconded by Dan, and approved unanimously.

Case #3443

Applicant requested initial Kansas licensure for secondary 6-12 Speech/Theatre. Review is required due to completion of an alternative teacher preparation program for teaching through the Oklahoma Alternative Placement Program. Licensure Review Committee recommends approval of an initial license with an endorsement in 6-12 Speech/Theatre based on completion of an alternative program, achieving certification out-of-state, and passing a content exam. Moved by Tricia, seconded by Dan, and approved unanimously.

Case #3444

Applicant requested initial Kansas licensure for PK-12 School Counselor. Review is required due to completion of an alternative preparation program for School Counselor through the Oklahoma Alternative Place Program. The Licensure Review Committee recommends approval of an initial school specialist with an endorsement in School Counselor PK-12 based on completion of an alternative program, achieving certification out-of-state, and experience in the content area. Moved by Brittany, seconded by Tricia, and approved unanimously.

Case #3447

Applicant requested initial Kansas licensure for K-6 Elementary.

Review for the teaching license is required due to completion of an alternative teacher preparation program for teaching through Teacher Ready in Florida. The Licensure Review Committee recommends approval of an initial license with an endorsement in Elementary K-6 based on completion of an alternative program, achieving certification out-of-state, and teaching experience in the content area. Moved by Tricia, seconded by Dan, and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**5/10/2022**
Catherine Chmidling	Mischel Miller	Randy Watson		

Item Title:

Act on recommendation of the Evaluation Review Committee for higher education accreditation and program approval

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Kansas State University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

Action item: ERC recommendation for higher education program approvals

Item Title:
Act on recommendations of the Evaluation Review Committee for higher education program approvals

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Kansas State University.

Explanation of Situation Requiring Action:
Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

April 15, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Kansas State University

Introductory Statement:

On January 28, 2022, the Evaluation Review Committee reviewed applications for program approvals for Kansas State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following programs through December 31, 2028:

Art, I, PreK-12, continuing
Areas for Improvement:
Standards 1-7
None
Elementary, I, K-6 [MAT], continuing
Areas for Improvement:
Standards 1-7
None
English Language Arts I, 6-12, continuing
Areas for Improvement:
Standards 1-7
None
English Language Arts I, 6-12 [MAT], continuing
Areas for Improvement:
Standards 1-7
None
Family and Consumer Science I, 6-12, continuing
Areas for Improvement:
Standards 1-5
None
Foreign Language I, PreK-12, continuing
Areas for Improvement:
Standards 1-8
None
Foreign Language I, PreK-12 [MAT], continuing
Areas for Improvement:
Standards 1-8

None

High Incidence A, K-6, 6-12, continuing

Areas for Improvement:

Standards 1-8

None

Low Incidence A, K-6, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

Mathematics I, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

Music I, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

School Counseling A, PreK-12, continuing

Areas for Improvement:

Standards 1-8

None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.
(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
(B) at least 12 weeks of student teaching; and
(C) a validated preservice candidate work sample.
(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.
(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.
(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.
(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.
(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.
(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).
(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.
(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 i.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Stacy Smith	Scott Smith	Randy Watson		

Item Title:

Act on request to enter into contract with Kansas Center of CTE (KCCTE).

Recommended Motion:

It is moved that the Kansas State Board of Education authorize 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.

Explanation of Situation Requiring Action:

Kansas State Department of Education (KSDE) would like to partner with KCCTE on the development of resources to support State Board goals of Individual Plans of Study (IPS) and access to Career Awareness Opportunities at the middle school level.

Kansas Center of CTE (KCCTE) will facilitate the creation and implementation of interdisciplinary curriculum to provide middle school students with an opportunity to search career opportunities through research and exploration. KCCTE will also web host the completed Open Education Resources (OER) and train schools in the implementation of these resources.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 j.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on Kansas Preschool Pilot-Governor's Emergency Education Relief Funds (KPP-GEER)

Recommended Motion:

It is moved that the Kansas State Board of Education approve 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.

Explanation of Situation Requiring Action:

See attached list of programs and Kansas Preschool Pilot grant amounts awarded using Governor's Emergency Education Relief (GEER) funding for 2022-2023.

Kansas established the Kansas Preschool Pilot in 2006. This program funds projects that provide high-quality education for preschool-aged children. The Kansas State Board of Education awarded $8,332,317 in Kansas Preschool Pilot grants for 2022-2023 on April 12, 2022.

Other sources of funding are larger, more sustainable options for districts to invest in preschool. These include federal Head Start grants, state school finance formula funds (state enrollment aid and accompanying weightings for preschool students with disabilities and three-and four-year-old preschool-aged at-risk students) and special education funds. The amount of grant funding requested exceeds anticipated funding available.

The COVID-19 pandemic created significant disruptions for young children and their families, as documented by the All in For Kansas Kids Needs Assessment 2020 Update. As a result, $2,585,540 of Governor's Emergency Education Relief (GEER) funding is funding additional Kansas Preschool Pilot grant awards that otherwise would not have received funding for the 2022-2023 school year. The Kansas State Department of Education does not anticipate that this one-time source of funding will continue in 2023-2024.

Kansas Preschool Pilot grants for 2022-2023

USD	Name	County	2022-2023 Grant Request	2022-2023 Kansas Preschool Pilot Governor's Emergency Education Relief (GEER) Award
109	Republic County	Republic	*$51,309*	**$31,500**
202	Turner-Kansas City	Wyandotte	*$80,000*	**$60,000**
206	Remington-Whitewater	Butler	*$28,500*	**$28,500**
218	Elkhart	Morton	*$109,100*	**$24,190**
224	Clifton-Clyde	Washington	*$35,000*	**$34,800**
225	Fowler	Meade	*$17,000*	**$17,000**
243	Lebo-Waverly	Coffey	*$83,000*	**$37,200**
246	Northeast	Crawford	*$50,000*	**$28,580**
262	Valley Center Pub Sch	Sedgwick	*$30,000*	**$30,000**
263	Mulvane	Sedgwick	*$46,361*	**$45,000**
267	Renwick	Sedgwick	*$100,000*	**$33,000**
268	Cheney	Sedgwick	*$182,253*	**$60,000**
270	Plainville	Rooks	*$72,095*	**$44,240**
289	Wellsville	Franklin	*$27,000*	**$22,270**
294	Oberlin	Decatur	*$75,000*	**$52,500**
307	Ell-Saline	Saline	*$10,000*	**$10,000**
310	Fairfield	Reno	*$116,110*	**$30,000**
322	Onaga-Havensville-Wheaton	Pottawatomie	*$91,292*	**$78,270**
329	Wabaunsee	Wabaunsee	*$57,302*	**$39,000**
335	North Jackson	Jackson	*$25,000*	**$22,500**
343	Perry Public Schools	Jefferson	*$35,000*	**$24,000**
348	Baldwin City	Douglas	*$33,000*	**$54,000**
349	Stafford	Stafford	*$241,933*	**$31,130**
356	Conway Springs	Sumner	*$29,084*	**$24,000**
361	Chaparral Schools	Harper	*$98,256*	**$60,000**
365	Garnett	Anderson	*$18,000*	**$17,720**
366	Woodson	Woodson	*$82,743*	**$39,150**
380	Vermillion	Marshall	*$99,458*	**$56,630**
382	Pratt	Pratt	*$60,000*	**$54,140**
386	Madison-Virgil	Greenwood	*$77,500*	**$45,000**
393	Solomon	Dickinson	*$30,000*	**$19,750**
397	Centre	Marion	*$25,000*	**$25,000**
398	Peabody-Burns	Marion	*$18,000*	**$8,250**
399	Paradise	Russell	*$16,000*	**$16,000**

Kansas Preschool Pilot grants for 2022-2023

USD	Name	County	2022-2023 Grant Request	2022-2023 Kansas Preschool Pilot Governor's Emergency Education Relief (GEER) Award
400	Smoky Valley	McPherson	*$50,000*	$35,000
402	Augusta	Butler	*$127,614*	$54,000
403	Otis-Bison	Rush	*$40,000*	$24,860
413	Chanute Public Schools	Neosho	*$81,051*	$75,000
417	Morris County	Morris	*$92,973*	$60,000
418	McPherson	McPherson	*$70,263*	$64,060
420	Osage City	Osage	*$67,485*	$19,010
423	Moundridge	McPherson	*$98,000*	$78,000
431	Hoisington	Barton	*$154,077*	$77,200
439	Sedgwick Public Schools	Harvey	*$35,000*	$30,000
440	Halstead	Harvey	*$69,802*	$45,000
448	Inman	McPherson	*$45,000*	$33,180
452	Stanton County	Stanton	*$32,604*	$32,600
461	Neodesha	Wilson	*$124,970*	$54,000
462	Central	Cowley	*$10,774*	$10,770
477	Ingalls	Gray	*$30,000*	$15,000
483	Kismet-Plains	Seward	*$45,000*	$37,140
484	Fredonia	Wilson	*$209,737*	$30,000
491	Eudora	Douglas	*$120,000*	$6,580
492	Flinthills	Butler	*$30,000*	$30,000
495	Ft Larned	Pawnee	*$77,800*	$43,770
499	Galena	Cherokee	*$93,208*	$22,500
	United Way of Greater Topeka- USD 345 - Seaman USD 372 - Silver Lake USD 437 - Auburn Washburn Patterson Family Child Care	Shawnee	*$504,550*	$504,550
			Total:	$2,585,540

Previously approved Early Childhood Block Grant (ECBG) awards (approved by the Kansas Children's Cabinet on April 1, 2022) and Kansas Preschool Pilot awards (approved by the Kansas State Board of Education on April 12, 2022) are included on the following page for reference.

Kansas Preschool Pilot grants for 2022-2023

USD	Name	County	*2022-2023 Kansas Preschool Pilot Grant Award – Approved April 2022*
101	Erie-Galesburg	Neosho	$98,070
216	Deerfield	Kearny	$17,750
223	Barnes	Washington	$76,840
234	Fort Scott	Bourbon	$253,650
248	Girard	Crawford	$106,000
251	North Lyon County	Lyon	$107,280
252	Southern Lyon County	Lyon	$338,000
257	Iola	Allen	$290,250
271	Stockton	Rooks	$45,000
272	Waconda	Mitchell	$143,500
305	Salina	Saline	$189,800
309	Nickerson	Reno	$212,830
311	Pretty Prairie	Reno	$79,830
313	Buhler	Reno	$206,750
321	Kaw Valley	Pottawatomie	$125,000
352	Goodland	Sherman	$125,000
363	Holcomb	Finney	$84,050
367	Osawatomie	Miami	$135,240
373	Newton	Harvey	$438,790
374	Sublette	Haskell	$50,390
375	Circle	Butler	$115,617
379	Clay Center	Clay	$28,240
383	Manhattan-Ogden	Riley	$90,200
392	Osborne County	Osborne	$61,860
428	Great Bend	Barton	$343,410
434	Santa Fe Trail	Osage	$80,230
435	Abilene	Dickinson	$55,720
446	Independence	Montgomery	$306,740
457	Garden City	Finney	$886,500
469	Lansing	Leavenworth	$33,310
475	Geary County Schools	Geary	$706,610
489	Hays	Ellis	$85,630
490	El Dorado	Butler	$270,000
501	Topeka Public Schools	Shawnee	$550,000
502	Lewis	Edwards	$21,620
505	Chetopa-St. Paul	Labette	$60,920

Kansas Preschool Pilot grants for 2022-2023

USD	Name	County	*2022-2023 Kansas Preschool Pilot Grant Award – Approved April 2022*
506	Labette County	Labette	$87,740
508	Baxter Springs	Cherokee	$114,760
512	Shawnee Mission Pub Sch	Johnson	$248,790
605	South Central Kansas Special Education Cooperative USD 254 - Barber County North USD 255 - South Barber USD 300 - Comanche County USD 511 - Attica USD 331 - Kingman-Norwich USD 332 - Cunningham Z0031 - St Patrick Catholic Elem USD 422 - Kiowa County USD 350 - St John-Hudson	Barber, Comanche, Harper, Kingman, Kiowa, Stafford	$561,030
	Kansas Children's Service League Rainbows United YMCA of Greater Wichita USD 259 Wichita USD 261 Haysville USD 266 Maize	Sedgwick	$499,370

Kansas Preschool Pilot grants for 2022-2023

Name	Counties Served	*2022-2023 Early Childhood Block Grant Award – Approved April 2022*
USD 489 Hays	Ellis	$295,093
USD 273 Beloit	Jewell, Mitchell, Lincoln, Osborne, Cloud	$414,500
Child Advocacy and Parenting Services, Inc.	Saline, Ellsworth	$687,797
USD 445 Coffeyville	Montgomery	$798,512
Families and Communities Together, Inc.	Marion	$188,130
Family Resource Center, Inc.	Allen, Bourbon, Cherokee, Crawford, Labette, Neosho	$1,821,288
Four County Mental Health Center, Inc.	Chautauqua, Cowley, Elk, Montgomery, Wilson	$410,377
Junction City Family YMCA	Geary, Riley	$452,992
USD 500 Kansas City	Wyandotte	$1,133,376
Live Well Northwest Kansas (Smart Start)	Cheyenne, Rawlins, Decatur, Sherman, Thomas, Sheridan, Wallace, Logan, Grove, Norton, Graham, Trego, Philips, Smith	$490,220
Riley County Health Department	Riley	$835,096
Russell Child Development Center	Clark, Finney, Ford, Grant, Gray, Greeley, Hamilton, Haskell, Hodgeman, Kearny, Lane, Meade, Morton, Ness, Scott, Seward, Stanton, Stevens, Wichita	$2,424,225
Success By 6 Coalition of Douglas County	Douglas	$1,009,485
The Opportunity Project (TOP)	Sedgwick	$2,655,973
United Way of Greater Topeka - Capital Area Successful Start	Shawnee	$2,328,512
United Way of Reno County	Reno	$840,703
United Way of the Plains	Sedgwick	$767,315
The Family Conservancy Start Young Program	Wyandotte	$1,600,000
USD 233 Olathe	Johnson	$630,406

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 k.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Cheryl Johnson	Cheryl Johnson	Randy Watson		

Item Title:

Act on a Request to Contract for Production of Child Nutrition Program Public Service Announcements

Recommended Motion:

It is moved that the Kansas State Board of Education authorize 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.

Explanation of Situation Requiring Action:

Objective:
Increase communication with students, parents, school personnel, and community members that households must complete a Free and Reduced-Price Meal Application for School Year 2022-2023. Kansas schools have requested assistance from KSDE in informing the public and increasing awareness that all students will not eat free in the upcoming school year and that Free and Reduced-Price Meal Applications must be completed to determine eligibility for free or reduced-price meals. A PSA is also needed to assist schools in recruiting school nutrition workers. Kansas schools have requested assistance from KSDE in communicating that jobs are available throughout the state and the benefits of working in Child Nutrition Programs.

Approach:
Gizmo Pictures, Inc. will create and produce two 30 second Public Service Announcements, that can be aired on radio and TV through the Kansas Association of Broadcaster's PEP program. Gizmo will work directly with Child Nutrition & Wellness to develop the creative approach, scripts, schedules and approval.

Funding:
Child Nutrition & Wellness receives State Administrative Expense (SAE) Funds from the United States Department of Agriculture (USDA) to be used exclusively for the state-level administration of the federal Child Nutrition Programs. KSDE has up to $20,000 in federal fiscal year 2022 SAE funds available for this project.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 I.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	5/10/2022
Cheryl Johnson	Cheryl Johnson	Randy Watson		

Item Title:

Act on a Request to Contract with the Kansas Association of Broadcasters for Dissemination of Public Service Announcement

Recommended Motion:

It is moved that the Kansas State Department of Education authorize 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.

Explanation of Situation Requiring Action:

Objective:

Increase communication with students, parents, school personnel and community members to provide information that households will need to complete a Free and Reduced-Price Meal Application to determine eligibility for free and reduced-price meals and also the need for applicants for school nutrition positions by disseminating public service announcements (PSAs).

Approach:

The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value ratio of 3 to 1. There are over 120 radio stations and 15 television stations who pledge a bank of airtime for use by the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through the PEP of the KAB and has been pleased with the results. During the time periods the PSAs aired we were provided data by the KAB to show that they aired throughout the state of Kansas and were aired in time slots that families and community members would be watching and listening.

Content:

The Public Service Announcements (PSAs) are of high quality and developed by GIZMO Pictures, Inc.

Funding:

Child Nutrition & Wellness receives State Administrative Expense (SAE) funds from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has $30,000 in federal fiscal year 2022 SAE funds available for this project. Due to the market value ratio of 3 to 1, the $30,000 will result in at least $90,000 of airtime during SY2022-2023. The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. In 2019, the market value ratio exceeded 4 to 1 and in 2021 exceeded 5 to 1. Any federal fiscal year 2022 SAE funds that are not obligated by September 30, 2022 must be returned to USDA.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 m.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 5/10/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 330 Mission Valley to hold bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 330, Mission Valley, Wabaunsee 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 330, Mission Valley, Wabaunsee 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 330 plans to use the bond proceeds (not to exceed $11,785,000) and will present it on the ballot as two separate projects. Project No. 1 = $9,090,000: Construct, furnish and equip a Career and Technical Education facility to include upgrades and expansion to agricultural education building; upgrades to two high school science classrooms; improvements and renovations to existing football and track facility, including new field, track and stadium lights; district-wide security improvements; improvements and renovations to existing district educational facilities, including expanding and renovating the current 7-12 administrative office areas; and all other necessary improvements related thereto. Project No. 2 = $2,695,000: Construct, furnish and equip new baseball and softball fields and related facilities, and parking improvements.

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 5-2.
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 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) need 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 330 Mission Valley	**County: Wabaunsee**

1. Current equalized assessed tangible valuation *	$50,909,401	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$7,127,316	
4. State Aid Percentage	0%	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	$1,220,000	2.4%
6. Amount of bond indebtedness requested	$11,785,000	23.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$13,005,000	25.5%
8. Estimated amount of bond indebtedness authorized without approval	$7,127,316	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$5,877,684	11.5%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

April 19, 2022
Date

Dale Brungardt
Director, School Finance

April 19, 2022
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 n.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 5/10/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 330 Mission Valley for capital improvement (bond and interest) state aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 330 Mission Valley, Wabaunsee 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 330, Mission Valley, Wabaunsee 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 April 28, 2022.

USD 330 plans to use the bond proceeds (not to exceed $11,785,000) and will present it on the ballot as two separate projects. Project No. 1 = $9,090,000: Construct, furnish and equip a Career and Technical Education facility to include upgrades and expansion to agricultural education building; upgrades to two high school science classrooms; improvements and renovations to existing football and track facility, including new field, track and stadium lights; district-wide security improvements; improvements and renovations to existing district educational facilities, including expanding and renovating the current 7-12 administrative office areas; and all other necessary improvements related thereto. Project No. 2 = $2,695,000: Construct, furnish and equip new baseball and softball fields and related facilities, and parking improvements.

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 5-2.
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 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) need 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 330 Mission Valley **County: Wabaunsee**

1. Current equalized assessed tangible valuation *	$50,909,401	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$7,127,316	
4. State Aid Percentage	0%	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
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April 19, 2022
Date

Dale Brungardt
Director, School Finance

April 19, 2022
Date

Craig Neuenswander
Deputy Commissioner

Agenda Number: 20
Meeting Date: 05/10/2022

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

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.