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, SEPTEMBER 14, 2021
MEETING AGENDA

10:00 a.m.	1.	Call to Order — Chair Jim Porter	
	2.	Roll Call	
	3.	Mission Statement, Moment of Silence and Pledge of Allegiance	
	4.	Approval of Agenda	
	5.	Approval of August Minutes	**pg 5**
10:05 a.m.	6.	Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7.	Citizens' Open Forum — Written comments only	**pg 33**
10:40 a.m. (AI)	8.	Act on public school expenditure plans for ESSER II federal COVID-19 relief funds	**pg 34**
10:50 a.m. (AI)	9.	Act on recommendations for Kansas Education Systems Accreditation	**pg 35**
10:55 a.m. (RI)	10.	Receive Accreditation Review Council recommendations for KESA	**pg 129**
11:10 a.m. (AI)	11.	Act on higher education preparation program standards for School Psychologist	**pg 168**
11:20 a.m.		Break	
11:30 a.m. (IO)	12.	Preview of Great Ideas in Education Conference, formerly KSDE Annual Conference	**pg 188**

Location: Board members will meet in the Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas. There will be no audience in observance of restrictions for group gatherings. Speakers for the Public Hearing on Accreditation Regulations must abide by safety protocols, including masks.

Open Forum: Written comments for Citizens Forum should be directed to the Board secretary at plhill@ksde.org by Sept. 10.

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 Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.

Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board

Next Meeting: Oct. 12 and 13, Topeka.

Kansas leads the world in the success of each student.

11:40 a.m. (IO)	13. Kansans Can Highlight — Successfully implementing elements of the Individual Plan of Study	**pg 189**
12:10 p.m.	Lunch	
1:30 p.m. (RI)	14. Public Hearing on Accreditation Regulations K.A.R. 91-31-31— 91-31-43	**pg 190**
2:00 p.m. (AI)	15. Act on Kansas State Board of Education Legislative Priorities for 2022	**pg 221**
2:40 p.m. (IO)	16. Information on American Rescue Plan - Homeless Children and Youth Program	**pg 222**
3:00 p.m.	Break	
3:15 p.m. (IO)	17. Information on Elevate Leadership Program to support school administrators	**p 223**
3:45 p.m. (AI)	18. Consent Agenda	
	a. Receive monthly personnel report	**pg 226**
	b. Act on personnel appointments to unclassified positions	**pg 227**
	c. Act on recommendation for a Visiting Scholar license	**pg 228**
	d. Act on recommendations of the Licensure Review Committee	**pg 230**
	e. Act on recommendations for licensure waivers	**pg 235**
	f. Act on licenses for new driver training schools	**pg 238**
	g. Act on recommendations for funding American Rescue Plan Homeless Children and Youth I program grants	**pg 239**
	h. Act on requests from the following districts to hold bond elections: USD 115 Nemaha Central, USD 240 Twin Valley, USD 282 West Elk, USD 333 Concordia, USD 338 Valley Falls, USD 430 South Brown County	**pg 240**
	i. Act on requests from the following districts for capital improvement (bond and interest) state aid: USD 115 Nemaha Central, USD 240 Twin Valley, USD 282 West Elk, USD 333 Concordia, USD 338 Valley Falls, USD 430 South Brown County	**pg 254**
3:50 p.m.	19. Chair Report and Requests for Future Agenda Items	**pg 268**
	(AI) a. Act on Board travel	
	(AI) b. Act on appointment to National Forum Planning Committee for Education Commission of the States	
	c. Committee Reports	
	d. Board Attorney's Report	
	e. Requests for Future Agenda items	
4:30 p.m.	**RECESS**	

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

WEDNESDAY, SEPTEMBER 15, 2021
MEETING AGENDA

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

9:00 a.m.

1. Call to Order - Chair Jim Porter
2. Roll Call
3. Approval of Agenda

9:05 a.m. (AI)

4. Receive staff response and act on Accreditation Regulations K.A.R. 91-31-31 through 91-31-43 (Roll call vote) **pg 270**

Break — Transition to joint virtual meeting with Kansas Board of Regents

JOINT VIRTUAL MEETING WITH KANSAS BOARD OF REGENTS

Meeting will be livestreamed for the public at STREAMING

10:00 a.m.

1. Call to Order
2. Pledge of Allegiance
3. Welcome and Introductions
4. Discussion Agenda
   a. Feedback from Kansans
      Kansans Can Success Tour
      Kansas Board of Regents' Strategic Plan
   b. Improving Secondary to Postsecondary Transitions for All Students
      Results of joint FAFSA completion initiative
      Kansas Promise Scholarship Act
      Market Value Assets initiative
   c. Advantage Kansas Coordinating Council Update
      Council's IT initiative
      Update on School Redesign efforts

ADJOURN

KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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

MINUTES

Kansas State Board of Education

Tuesday, August 10, 2021

CALL TO ORDER (00:14:03)

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Aug. 10, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He thanked everyone for their hard work to prepare a safe learning environment for students and staff as the pandemic continues to create challenges for schools. He also reminded motorists to be alert for school buses and student drivers.

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

Mr. McNiece moved to approve the Tuesday agenda as presented. Dr. Horst seconded. Motion carried 10-0. **MOTION** (00:16:26)

APPROVAL OF THE JULY MEETING MINUTES

Mrs. Clifford moved to approve the minutes of the July 13 and 14 regular Board meeting. Mrs. Haas seconded. Motion carried 10-0. **MOTION** (00:16:43)

COMMISSIONER'S REPORT (00:16:54)

Dr. Randy Watson summarized key points about each phase of federal COVID-19 relief funds available to public and private systems through ESSER and EANS respectively. Each distribution has different protocol and deadlines for systems to follow in order to receive the federal aid. Dr. Watson emphasized that $60 million is being directed to special education over three years. He cautioned districts to plan for when the additional SPED support ends. He also encouraged Board members to help inform local boards and legislators about future SPED needs. Dr. Watson then commented on these other topics:

- Sunflower Summer offered free attendance to 71 of the state's educational venues for Kansas students and families from July 1 to Aug. 15. There have been 57,657 total visits to date. Sunflower Summer has been considered a very successful use of federal relief funds.
- LETRS science of reading training, which rolls out this month, targets several teacher groups, primarily PreK-3, with a focus on special education, ESOL and other areas. There are two models of delivery over the next three years — direct training to larger school districts and training through service centers for smaller districts. Higher education teacher candidates will

also be offered LETRS training. The purpose of the professional development is to further support struggling student readers.

- STAR recognition awards are given to schools with significant achievement in the State Board outcomes. Dr. Watson acknowledged districts that received merit in four, five or six categories.
- The Kansans Can Success Tour began July 26. Dr. Watson and Dr. Brad Neuenswander are in the process of visiting 50 cities to gather feedback from Kansans about the future of education. This is a follow-up to the community conversations tour that took place six years ago. The new data will be shared once the tour is completed.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:34 a.m. There were no speakers this month. However, written public comment was received from Celia Ramirez regarding use of masks. Chairman Porter declared the Citizens Forum closed at 10:35 a.m. (00:49:21)

PRESENTATION OF KANSANS CAN BEST PRACTICE AWARDS TO CHILD NUTRITION AND WELLNESS PROGRAM RECIPIENTS

KSDE's Child Nutrition and Wellness division created Kansans Can Best Practice Awards five years ago to recognize outstanding programs that support the Kansans Can vision. CNW Director Cheryl Johnson introduced the 2020-21 recipients, briefly commenting on their specific honors and noting their creativity and leadership during the pandemic. Those recognized were: Wamego USD 320 (six-week cooks and books program combining literacy and nutrition); Haven USD 312 (farm to table BBQ field day partnering with FFA and small businesses); Southern Lyon County USD 252 (farm to family box meal program supporting families in need); Child Care Links, based in Hutchinson (small staff demonstrating how to lead and persevere during a crisis). (00:51:27)

ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

(01:08:41)

Last month, Board members were provided information on 14 public systems seeking an accreditation decision in 2021 through the Kansas Education System Accreditation (KESA) process. An Executive Summary for each system outlined findings and accreditation level recommendations based on evaluations of the Outside Visitation Team and Accreditation Review Council. Dr. Mischel Miller brought forth these systems for action. Mr. Jones moved to accept the recommendations of the Accreditation Review Council and award the status of Accredited to Cimarron-Ensign USD 102, Prairie Hills USD 113, Olathe USD 233, Emporia USD 253, Valley Center USD 262, Rock Creek USD 323, Oxford USD 358, Caldwell USD 360, Chaparral USD 361, Holcomb USD 363, Durham-Hillsboro-Lehigh USD 410, Auburn-Washburn USD 437, Dodge City USD 443 and South Haven USD 509. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(01:10:48)

RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

The Accreditation Review Council (ARC) met in July to consider documentation on 14 systems, both public and private, and make recommendations for an accreditation status. Dr. Mischel Miller referenced the informational findings of the ARC regarding these systems. Executive summaries, accountability reports and other narratives were provided to Board members for Ottawa USD 290, Concordia USD 333, North Jackson USD 335, Royal Valley USD 337, Jefferson West USD 340, Seaman USD 345, Chanute USD 413, and several systems within the Kansas City Kansas Archdiocese — Sacred Heart, Saints Peter and Paul, Holy Name, Holy Rosary, Holy Family, Mater Dei, St. Rose Philippine. 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 September. Dr. Miller also explained the process to appeal an ARC decision. (01:11:52)

ACTION ON PUBLIC SCHOOL EXPENDITURE PLANS FOR ESSER II FEDERAL COVID-19 RELIEF FUNDS

(01:20:24)

Assistant Director Doug Boline provided an ESSER II status overview, noting how many districts have submitted plans or change requests throughout the process. He also profiled the day's applicant slate as well as Task Force recommendations for the current expenditure plans (21) and change requests (12). He cited the submission of Herington USD 487 as a good example of how the district plans to distribute premium pay. Mr. Boline then reviewed the upcoming timeline for EANS II, which is federal relief specific to private systems.

MOTION
(01:34:33)

Mrs. Clifford moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

BREAK

Board members took a break until 11:35 a.m.

UPDATE FROM E-CIGARETTE / VAPING TASK FORCE

(01:49:08)

The Kansas State Board of Education directed KSDE staff to form an E-Cigarette/Vaping Task Force in June 2019. Since then, the Task Force has met regularly to develop and disseminate educational resources to schools across Kansas. Task Force coordinator Dr. Mark Thompson updated the Board on current work, including a special training project to help schools prevent and minimize vape use in Kansas schools. The project — Vaping ECHO for Education — is a direct outgrowth of the Vaping Task Force with support from multiple agencies. Forty-nine schools applied for 20 openings. Dr. Thompson also reported on new subgroups within the Task Force, then answered Board member questions. Of particular concern was identifying students who are already hooked on electronic nicotine devices.

LUNCH

The meeting recessed for lunch at noon.

P.M. SESSION

Chairman Porter called the afternoon session to order at 1:30 p.m. At that time, Dr. Watson introduced Nathan McAlister, the new Humanities Program Coordinator at KSDE, who will over see History, Government and Social Studies among other content areas.

KANSANS CAN HIGHLIGHT — RECOGNITION OF SEAMAN MIDDLE SCHOOL STUDENTS FOR NATIONAL WOMEN'S HISTORY MUSEUM SHOWCASE

(03:44:42)

Four students from Seaman Middle School (USD 345) had their National History Day Project recently featured in a virtual showcase at the National Women's History Museum. The students' performance was one of only 20 nationwide selected for the showcase. Kyle Johnson, Gifted Coordinator at SMS, introduced students Emma Nord, Emily Pane and Miley Proplesch. Student Ella Shipley was part of the team, but not able to attend the meeting. Students explained their research which led to producing "Hedy Lamaar: More Than Just a Pretty Face." They showed their video highlighting Ms. Lamaar's contributions to discovering frequency hopping, a forerunner to Bluetooth and WiFi, and other technology that impacts how people communicate today.

RECEIVE HIGHER EDUCATION EDUCATOR PREPARATION PROGRAM STANDARDS FOR SCHOOL PSYCHOLOGIST

(04:00:00)

Educator Preparation Program Standards are designed to ensure that teacher candidates in Kansas have access to learning opportunities aligned with the needs of today's learners and expectations of teachers. The Institutions of higher education utilize program standards to develop their preparation programs. The State Board of Education gives final approval to these standards.

Dr. Jim Persinger, College of Education at Emporia State University, chaired the standards review committee. He was present to explain proposed revisions to the Board. Updates included vocabulary, current needs of the field, evidence-based practices, prevention/intervention, and more emphasis on mental health. Dr. Persinger received a number of questions and comments, including a request to clarify and promote the various roles of a school psychologist as part of the standards. The State Board will vote on the standards for school psychologist in September.

INFORMATION ON STUDENT SCREEN TIME FROM A WHOLE CHILD PERSPECTIVE

(04:27:13)

The intent of this discussion was to receive an overview regarding screen time from a whole child perspective, looking at current information on both physical and social-emotional health components. Education Program Consultant Dr. Mark Thompson was joined in the presentation by KSDE colleagues Kent Reed and Dr. Stephen King, each addressing some of the factors that can impact a student's well-being. Among the considerations were defining adequate vs. excessive screen time; explaining that not all screen time is the same (e.g. passive, active and interactive); research not clearly differentiating between school and non-school screen time; increased integration of technology. Angie Stallbaumer, Assistant Director for Legal Services at the Kansas Association of School Boards, spoke about legal and administrative concerns for schools, as well as the Children's Internet Protection Act, which seeks to protect minors from unauthorized access. During discussion, it was suggested that more data needs to be collected, which could help in determining best practices.

BREAK

Board members took a break until 3:30 p.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

MOTION
(05:40:28)

Jennifer Holt, Chair of the Professional Practices Commission, summarized details of the PPC's recommendations on three cases. Mr. Porter moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny the applications of individuals in cases 21-PPC-02, 21-PPC-10 and 21-PPC-11. Mrs. Haas seconded. Motion carried 10-0.

ACTION ON PROPOSED CHANGES TO OFFICE OF GENERAL COUNSEL SCREENING OF PROFESSIONAL PRACTICES CASES

MOTION
(05:46:19)

KSDE's General Counsel Scott Gordon presented a proposal that would give the Office of General Counsel additional authority to approve professional practices (licensure) applicants that meet specific criteria, without going through the Professional Practices Commission or State Board. Mr. Gordon described several guiding considerations such as severity, frequency, recency, and consistency in actions of the State Board. Mrs. Waugh moved to authorize KSDE's Office of General Counsel to approve actionable licensees and applicants within the parameters presented. Mrs. Arnold seconded. Motion carried 10-0.

ACTION ON APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY COUNCIL

MOTION
(05:53:59)

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. Council membership consists of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education approves appointments to the Council. Members reviewed all nominations. KSDE Director Bert Moore then brought forth recommendations of the SEAC membership committee. Mr. Jones moved to appoint new members Sabrina Rishel, Barney Pontius, Lena Kisner, Michelle Warner to fill openings on the Special Education Advisory Council with terms effective July 2021 - June 2024. Mr. McNiece seconded. Motion carried 10-0.

ACTION ON CONSENT AGENDA

MOTION
(05:54:49)

Mrs. Haas moved to approve all items on the Consent Agenda. Mr. Jones seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for July.
- confirmed the unclassified personnel appointments of Dale Brungardt as Director on the School Finance team, effective July 1, 2021, at an annual salary of $109,670.86; Diane Gjerstad as Public Service Executive on the School Finance team, effective July 1, 2021, at an annual salary of $48,000; Guy Shoulders as Education Program Consultant on the Career, Standards and Assessment Services (CSAS) team, effective July 6, 2021, at an annual salary of $56,118.40; Nathan McAlister as Humanities Program Manager on the CSAS team, effective July 6, 2021, at an annual salary of $70,000.06.
- approved Visiting Scholar licenses valid for the 2021-22 school year as follows: Alisa Morse and Michael Farmer, both renewals with Blue Valley USD 229 Center for Advanced Professional Studies (CAPS) program; Amanda Stinemetz, Hill City USD 281; Jordan Burr, Olathe USD 233.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3380, 3381, 3382, 3383, 3384, 3386, 3388, 3389, 3391, 3392, 3397, 3398, 3399, 3402.
- accepted the following recommendations of the Evaluation Review Committee: accreditation for Newman University and Ottawa University, both through June 30, 2028.
- authorized the following districts to hold bond elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 393 Solomon, USD 426 Pike Valley.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 393 Solomon, USD 426 Pike Valley.
- approved recommendations for funding the 2021-22 McKinney Vento Children and Youth Homeless grants as follows: USD 233 Olathe $50,300; USD 259 Wichita $247,075; USD 260 Derby $10,700; USD 261 Haysville $40,000; USD 289 Wellsville $10,000; USD 290 Ottawa $30,000; USD 348 Baldwin $13,400; USD 383 Manhattan-Ogden $30,400; USD 457 Garden City $21,242; USD 475 Geary County $29,500; USD 500 Kansas City $118,433; USD 501 Topeka $40,000. Total funding: $641,050.
- approved USD 231 Gardner-Edgerton, USD 432 Victoria and USD 496 Pawnee Heights to operate Preschool-Aged At-Risk programs for 2021-22.

authorized the Commissioner of Education to negotiate and

- initiate a contract bid process for operation of a statewide program to identify and train education advocates for students with disabilities from July 1, 2022 through June 30, 2027, in a contract amount not to exceed $1,625,000 out of federal funds.
- enter into a contract with Jon Gordon Companies for keynote speaker services at the KSDE Annual Conference in an amount not to exceed $10,000.
- enter into a contract with the Kansas Association of Educational Service Agencies to support Perkins V special population updates in an amount not to exceed $143,085 from Aug. 15, 2021 through June 30, 2022.
- enter into a contract with Kansas YMCAs in an amount not to exceed $520,000 for the purpose of providing scholarships/financial assistance for the youth they serve in their before and after school programs for 2021-22 school year.

- initiate a contract for the purpose of conducting regional trainings for Kansas educators, which will be led by Kansas Teacher of the Year teams, in an amount not to exceed $300,000 from August 2021 through September 2024.

DISCUSSION ON NOVEMBER 2022 STATE BOARD MEETING DATES

(05:56:01)

In July, the State Board set regular meeting dates for calendar years 2022 and 2023, following the traditional schedule of meeting the second Tuesday and Wednesday of the month. A recommendation was made to alter the Tuesday, Nov. 8 meeting which conflicts with state elections. Mr. Porter presented three options for consideration, but no vote was taken to amend at this time.

CHAIRMAN'S REPORT

Action on Board Travel — Mrs. Waugh moved to approve the travel requests and updates. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(06:01:18)

Designation of State Board member to NASBE delegate assembly for 2021 — Mr. McNiece moved to designate Ben Jones as the state's voting delegate and Deena Horst as the alternate for the annual business meeting of the National Association of State Boards of Education (NASBE) in October. Mr. Porter seconded. Motion carried 10-0.

MOTION
(06:02:42)

Action on NASBE Membership Dues for 2022 — Mr. Jones moved to approve payment of calendar year 2022 dues and retain membership in NASBE and its affiliate, the National Council of State Education Attorneys. Mr. McNiece seconded. Motion carried 10-0. NASBE is the only national membership whose members are solely from state boards of education.

MOTION
(06:03:23)

Discussion on back-to-school reopening guidance — Commissioner Watson commented that last year KSDE issued "Navigating Change" guidance regarding return to school. The law changed in the last legislative session and the authority for such decisions rests with the local school board. The agency is not releasing specific guidance this school year. Local boards of education should consult with their health departments when making decisions. Members voiced concerns that the origin of restrictions on remote learning have not been made clear to the public. The 40-hour limit on remote learning was passed by the Legislature in House Bill 2134. Members also expressed a need to communicate what the State Board's responsibilities are and are not.

Committee Reports — Updates were given on the following:

- Graduation Requirements Task Force — Members are gathering data and background information in preparation for the next meeting Sept. 2. There was no meeting in August.
- School Mental Health Advisory Council — Members are working on necessary language to include in higher education teacher preparation programs addressing recommendations from the Bullying Task Force.
- Advantage Kansas Coordinating Council — Sub-committees are focusing on several strategies to close the gap between the job industry needs and the skills needed to fill positions. Two of the enterprise industries being looked at are computer science and information technology.
- Student Voice Committee — The committee continues to compile information gathered from students at several state conferences, such as Student Council and KAY camp. Board members are encouraged to assist in visiting with student groups, especially to collect input from minorities.
- Communications Committee—The Board's tour to northwest Kansas, which was originally scheduled for September, has been postponed.

Board Attorney's Report — None.

Requests for Future Agenda Items —

- Discussion in September to prioritize focus of the Board's legislative priorities. (Mr. Porter)
- Additional discussion on student screen time and potential for state to prepare best practices. (Mrs. Haas)
- Discuss more ways to communicate to the public what the State Board's responsibilities are and are not. (Mr. Porter and Mrs. Arnold)

RECESS

Chair Porter recessed the meeting at 4:10 p.m. until 9 a.m. Wednesday.

_____ _____

Jim Porter, Chair Peggy Hill, Secretary

ESSER II Overview and Table of Contents

	DISTRICT PROFILES						KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE)[1]	Total Public School Students	# FRPL students	% 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	103	Cheylin	144	145.00	84.00	58%	$ 162,758	$ 162,758	100%	$ 162,758	100%	$ 1,130
2	106	Western Plains	106	108.00	68.00	63%	$ 106,989	$ 106,989	100%	$ 106,989	100%	$ 1,009
3	226	Meade	336	343.00	156.00	46%	$ 195,073	$ 195,073	100%	$ 195,073	100%	$ 581
4	231	Gardner Edgerton	5,687	5746.00	1795.00	31%	$ 1,705,280	$ 1,705,280	100%	$ 1,705,280	100%	$ 300
5	264	Clearwater	1,090	1106.00	320.00	29%	$ 428,843	$ 428,843	100%	$ 428,843	100%	$ 393
6	265	Goddard	5,856	6172.00	1372.00	22%	$ 1,755,749	$ 1,755,752	100%	$ 1,755,752	100%	$ 300
7	321	Kaw Valley	1,039	1063.00	367.00	35%	$ 580,768	$ 580,768	100%	$ 580,768	100%	$ 559
8	378	Riley County	646	653.00	184.00	28%	$ 259,994	$ 259,994	100%	$ 259,994	100%	$ 402
9	436	Caney Valley	725	739.00	316.00	43%	$ 557,599	$ 557,599	100%	$ 557,599	100%	$ 769
10	461	Neodesha	690	708.00	422.00	60%	$ 598,392	$ 598,392	100%	$ 598,392	100%	$ 868
Total			**16,318**	**16783**	**5084**	**30%**	**$ 6,351,445**	**$ 6,351,448**	**100%**	**$ 6,351,448**	**100%**	**$ 389**

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

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

ESSER II Overview and Table of Contents

	DISTRICT PROFILES						KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students (FTE)[1]	Total Public School Students	# FRPL students	% 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	232	De Soto	7,016	7081.00	748.00	11%	$ 2,103,557	$ 1,525,071	72%	$ 1,525,071	100%	$ 217
2	266	Maize	7,114	7613.00	1641.00	22%	$ 2,134,675	$ 2,134,675	100%	$ 2,134,675	100%	$ 300
3	314	Brewster	121	134.00	47.00	35%	$ 58,546	$ 58,546	100%	$ 58,546	100%	$ 484
4	341	Oskaloosa Public Schools	568	587.00	299.00	51%	$ 362,808	$ 255,365	70%	$ 255,365	100%	$ 450
5	348	Baldwin City	1,267	1290.00	345.00	27%	$ 438,341	$ 438,341	100%	$ 438,341	100%	$ 346
6	375	Circle	1,894	1926.00	547.00	28%	$ 717,550	$ 717,550	100%	$ 717,550	100%	$ 379
7	387	Altoona-Midway	163	165.00	112.00	68%	$ 172,964	$ 172,964	100%	$ 172,964	100%	$ 1,064
8	429	Troy Public Schools	310	313.00	82.00	26%	$ 123,350	$ 123,350	100%	$ 123,350	100%	$ 398
9	443	Dodge City	6,772	6930.00	5507.00	80%	$ 4,566,781	$ 3,791,498	83%	$ 3,791,498	100%	$ 560
10	503	Parsons	1,243	1301.00	945.00	73%	$ 2,075,087	$ 718,000	35%	$ 718,000	100%	$ 578
11	504	Oswego	433	442.00	279.00	63%	$ 373,104	$ 373,104	100%	$ 373,104	100%	$ 862
Total			**26,900**	**27782**	**10552**	**38%**	**$ 13,126,763**	**$ 10,308,464**	**79%**	**$ 10,308,464**	**100%**	**$ 383**

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

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

ESSER II Change Request Overview and Table of Contents

	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	248	Girard	976	42%	$ 690,953	$ 601,587	87%	$ 676,599	$ 676,599	$ 75,012	98%	$ 694
2	257	Iola	1,104	56%	$ 1,350,095	$ 1,231,080	91%	$ 1,322,080	$ 1,322,080	$ 91,000	98%	$ 1,198
3	293	Quinter Public Schools	305	29%	$ 153,397	$ 153,397	100%	$ 153,397	$ 153,397	$ -	100%	$ 502
4	299	Sylvan Grove	232	48%	$ 182,405	$ 56,201	31%	$ 106,583	$ 106,583	$ 50,382	58%	$ 460
5	312	Haven Public Schools	690	40%	$ 494,609	$ 261,053	53%	$ 494,609	$ 494,609	$ 233,556	100%	$ 717
6	332	Cunningham	181	37%	$ 77,193	$ 77,193	100%	$ 77,193	$ 77,193	$ -	100%	$ 428
7	346	Jayhawk	555	55%	$ 435,141	$ 384,050	88%	$ 431,940	$ 431,940	$ 47,890	99%	$ 778
8	356	Conway Springs	398	27%	$ 278,397	$ 248,397	89%	$ 278,397	$ 278,397	$ 30,000	100%	$ 699
9	470	Arkansas City	2,674.00	68%	$ 2,531,321	$ 896,849	35%	$ 1,291,849	$ 1,291,849	$ 395,000	51%	$ 483
10	481	Rural Vista	258.50	51%	$ 241,102	$ 241,102	100%	$ 241,102	$ 241,102	$ -	100%	$ 933
11	487	Herington	418.50	62%	$ 409,256	$ 409,256	100%	$ 409,256	$ 409,256	$ -	100%	$ 978
12	509	South Haven	198.10	40%	$ 100,040	$ 100,040	100%	$ 100,040	$ 100,040	$ (0)	100%	$ 505
Total			**7,989**	**53%**	**$ 6,943,909**	**$ 4,660,205**	**67%**	**5,583,046**	**$ 5,583,046**	**$ 922,841**	**80%**	**$ 699**

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

MINUTES

Kansas State Board of Education

Wednesday, August 11, 2021

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Aug. 11, 2021. (00:13:21)

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

Deputy Commissioner Dr. Brad Neuenswander attended the meeting in the absence of Commissioner Watson.

APPROVAL OF AMENDED AGENDA

Chair Porter recommended including a vote on the proposed November State Board meeting dates for 2022. If approved, this action would take place following approval of the agenda. Mrs. Clifford moved to add action on the November 2022 calendar to the agenda as item 3A. Mrs. Arnold seconded. Motion carried 10-0. Dr. Horst moved to approve the agenda as amended. Mrs. Clifford seconded. Motion carried 10-0.

MOTIONS
(00:14:53)
(00:15:07)

ACTION ON AMENDING NOVEMBER 2022 STATE BOARD MEETING DATES

Mr. Jones moved to temporarily suspend Board practice to allow for a vote this month on amending the November 2022 State Board meeting dates. Dr. Horst seconded. Motion carried 10-0. Mr. Jones moved to change the November 2022 State Board meeting to the afternoon of Wednesday, Nov. 9 and all day Thursday, Nov. 10 in order to avoid conflicting with election day on Tuesday, Nov. 8. Mrs. Haas seconded. Motion carried 10-0.

MOTIONS
(00:15:26)
(00:15:51)

DISCUSSION ON ESTABLISHMENT OF STATE BOARD LEGISLATIVE PRIORITIES FOR 2022

Deputy Commissioner Dr. Craig Neuenswander shared information on House Bill 2134, which contains language on remote learning and restrictions. The bill defines remote learning and states that a school district may not provide more than 40 hours remote learning to any student. The local board of education, however, can make an exemption for specific circumstances. The State Board must be notified by the district of exempted students. There was discussion about how the public is notified of the procedures and appeal process. (00:16:28)

State Board Legislative Liaisons Deena Horst and Ben Jones then led a discussion of existing and potential issues for the development of State Board legislative priorities. Members considered areas where they have direct responsibility, tone of the document and recommended additions/deletions. They discussed topics that the State Board would support and/or oppose, by general consensus. Members had the chance to comment or offer suggestions as the group worked (00:41:47)

through the draft. Revisions will be brought back to the Board in September for further consideration and to prioritize the list.

BREAK

Members took a break until 10:45 a.m.

(01:58:05)

INFORMATION ON NATIONAL COUNCIL ON TEACHER QUALITY

The National Council on Teacher Quality (NCTQ) has been a requested agenda topic. Dr. Rick Ginsberg, Dean at the University of Kansas School of Education and Human Sciences, gave an overview of NCTQ that accesses publicly available data to rank teacher preparation programs. However, Dr. Ginsberg noted concerns that the data collected is not considered robust or that faculty are not interviewed in the process. NCTQ is not an accrediting body, but assigns a rating. He answered questions throughout the presentation.

ADJOURNMENT

The meeting adjourned at 11:25 a.m.

The next regular meeting is Tuesday, Sept. 14 in the Board Room. The Wednesday, Sept. 15 session is the annual joint meeting with the Kansas Board of Regents at KBOR offices.

POST-MEETING ACTIVITY

Members were offered an optional professional development training on how to use the Zoom interactive meeting platform.

_____ _____

Jim Porter, Chair Peggy Hill, Secretary

MINUTES

Kansas State Board of Education

Tuesday, July 13, 2021

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, July 13, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:13:20)

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 AMENDED AGENDA

Chairman Porter announced two additions to the day's agenda: information from Commissioner Randy Watson on ESSER III set-aside funds and discussion on issuing a statement of fact about Kansas standards. Mrs. Dombrosky requested a separate vote on consent item 21 f. (Mental Health Intervention Team program grants and applications). Dr. Horst moved to approve the Tuesday agenda as amended. Mrs. Haas seconded. Motion carried 10-0. (ESSER is the federal Elementary and Secondary Emergency Relief issued as a result of COVID-19 pandemic) **MOTION** (00:17:21)

APPROVAL OF THE JUNE MEETING MINUTES

Dr. Horst moved to approve the minutes of the June 8 and 9 regular Board meeting. Mrs. Arnold seconded. Motion carried 10-0. **MOTION** (00:17:38)

COMMISSIONER'S REPORT

Dr. Randy Watson highlighted a number of topics in his monthly report to the State Board, many of which would be covered on the agenda. He briefed members on the first two meetings of the task force examining high school graduation requirements in Kansas. He reported that Apollo III is the last of the school redesign cohorts as the program transitions into the accreditation process. Dr. Watson addressed misinformation about Critical Race Theory teachings, confirming that Kansas standards have never included Critical Race Theory, nor will they. He reminded members that 99.5 percent of federal ESSER COVID-19 relief funds go directly to the schools. Remaining discretionary/set-aside funds support specific initiatives such as learning loss, summer enrichment and after-school programs. These initiatives include $15 million for teacher training on the science of reading to increase student literacy; an increase to the per student true up amount allocated to certain school districts; the Sunflower Summer Program, which provides free access for Kansas students and families to many educational attractions in the state. Lastly, he previewed the (00:17:54)

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

CITIZENS' OPEN FORUM

(00:41:55)

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

RECEIVE REPORT ON DATA COLLECTED BY SYSTEMS THAT PAUSED ACCREDITATION ACTIVITY DURING PANDEMIC

(00:54:04)

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

BREAK

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

ACTION ON ACCREDITATION REVIEW COUNCIL'S RECOMMENDATION TO UPGRADE ACCREDITATION STATUS FOR HOPE LUTHERAN AND ST. PAUL ELEMENTARY

(01:24:00)

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

MOTION
(01:38:53)

ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION: REMINGTON-WHITEWATER USD 206

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

MOTION
(01:39:51)

RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION

(01:40:38)

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

five-year cycle. Executive summaries, accountability reports and other narratives were provided to Board members for Cimarron-Ensign USD 102, Prairie Hills USD 113, Olathe USD 233, Emporia USD 253, Valley Center USD 262, Rock Creek USD 323, Oxford USD 358, Caldwell USD 360, Chaparral USD 362, Holcomb USD 363, Durham-Hillsboro-Lehigh USD 410, Auburn Washburn USD 437, Dodge City USD 443, South Haven USD 509. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in August.

ANNOUNCEMENT OF APOLLO III KANSANS CAN SCHOOL REDESIGN COHORT AND PROGRAM UPDATE

(01:43:03)

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

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

LUNCH

KANSANS CAN HIGHLIGHT — SCHOOL REDESIGN AND SUMMER ACTIVITIES AT USD 379

P.M. SESSION
(03:42:55)

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

PRESENTATION OF APOLLO AND APOLLO II SCHOOLS' REDESIGN PLANS FOR ACCEPTANCE AND LAUNCH

(04:25:47)

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

MOTION
(04:36:13)

UPDATE ON KANSAS EDUCATIONAL LEADERSHIP INSTITUTE PROGRAM

(04:41:18)

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

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

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chair of the Professional Practices Commission, and KSDE General Counsel Scott Gordon answered questions about the PPC's recommendation on one case presented this month. Dr. Horst moved to adopt the findings of fact and conclusions to deny the application of the individual in case 20-PPC-16. Mr. McNiece seconded. Motion carried 10-0. **MOTION** (05:11:44)

RECEIVE PUBLIC SCHOOL EXPENDITURE PLANS FOR ESSER II FEDERAL COVID-19 RELIEF FUNDS

Federal assistance to public schools has been made available through the Elementary and Secondary Emergency Relief (ESSER) fund. Federal law outlines allowable expenditures directly related to COVID-19, and to support student learning and student needs associated with the pandemic. Assistant Director Doug Boline reported on the current group of 38 screened applications from public schools for using ESSER II funds and provided a cumulative program summary. He explained the rationale for items labeled ineligible expenses. He also went over the change request process and 11 individual requests submitted by school districts. (05:14:16)

UPDATE ON ESSER III SET-ASIDE FUNDS

Commissioner Watson stated that federal ESSER III relief funds increased by additional $700,000. It is recommended that the excess amount be applied to districts to increase the true up amount from $600 to $625 per student. This benefits school districts impacted by the Title I funding formula. (05:28:13)

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

RECEIVE UPDATE ON, AND PROPOSED CHANGES TO, OFFICE OF GENERAL COUNSEL SCREENING OF PROFESSIONAL PRACTICES CASES

KSDE General Counsel Scott Gordon began with a brief history of licensure screening. In 2014, the State Board gave the Office of General Counsel additional authority to approve educator licenses under certain conditions. He described the current proposal, which would give additional authority to the Office of General Counsel to approve applications at its discretion without coming to the Professional Practices Commission or the State Board. These applications must fall into specific categories. The OCG would not be able to deny applications without going through the full process. The Board will vote on the proposal in August. (05:43:02)

QUARTERLY UPDATE ON WORK OF THE SPECIAL EDUCATION ADVISORY COUNCIL

Bert Moore, Director of Special Education and Title Services at KSDE, and Heath Peine, Immediate Past Chair of SEAC, made the presentation. They shared highlights from recent meetings. Among these were the formation of a membership committee and committees to work with teacher licensure. They also previewed agenda topics for the SEAC's July meeting. These included survey results and federal fiscal updates. One priority is utilizing pandemic-related funds for student acceleration of learning. They then answered questions from the Board. (06:08:54)

UPDATE ON SUNFLOWER SUMMER PROGRAM

The Sunflower Summer program, which is being funded by federal ESSER set-aside monies, offers Kansas students and their families unique learning opportunities at Kansas attractions for free. KSDE, Kansas Department of Commerce, Kansas Department of Wildlife, Parks and Tourism, Kansas Children's Cabinet and Trust Fund, KU Center for Public Partnerships and Research, and (06:24:09)

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

ACTION ON CONSENT AGENDA

MOTION
(06:42:08)

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

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

authorized the Commissioner of Education to negotiate and

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

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

SEPARATE ACTION ON CONSENT AGENDA ITEM

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

MOTION
(06:42:35)

ACTION ON CALENDAR YEAR 2022-2023 STATE BOARD MEETING DATES

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

MOTION
(06:44:09)

The 2022 schedule is as follows:

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

The 2023 schedule is as follows:

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

CHAIRMAN'S REPORT

Action on Board Travel — Dr. Horst moved to approve the travel requests and updates. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(06:58:06)

Committee Reports — Updates were given on the following:

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

Board Attorney's Report — Mark Ferguson informed members on potential and recent Supreme Court decisions that could impact school policy.

Requests for Future Agenda Items —

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

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

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

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

_____ _____

Jim Porter, Chair Peggy Hill, Secretary

MINUTES

Kansas State Board of Education

Wednesday, July 14, 2021

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on July 14, 2021. (00:11:17)

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 AMENDED AGENDA

Chairman Porter announced the addition of agenda item 5 (a) Act on increase of true up dollars for school districts by using additional ESSER III set-aside funds. Commissioner Randy Watson explained this requested action yesterday. Dr. Horst moved to approve the Wednesday agenda as amended. Mr. Jones seconded. Motion carried 9-0 with Mr. McNiece absent for the vote. **MOTION** (00:14:28)

KANSANS CAN HIGHLIGHT: USD 501 STUDENT JAQUI ORTEGA

Highland Park High School student Jaqui Ortega was invited to talk about her school project to enhance social-emotional understanding in her school community and beyond. Social-emotional growth, measured locally, is one of the State Board of Education's outcomes. Ms. Ortega will be a senior this fall at Highland Park High School (Topeka USD 501). Her video project — "You are Beautiful" — is one example of a student initiative creating positive reflection. In addition, her work exemplifies how social-emotional growth can be embedded in classroom learning. Ms. Ortega commented on her school and extra-curricular activities. She plans to study psychology and music after high school. Dr. Tiffany Anderson, Superintendent of Topeka USD 501, described the district's trauma-informed approach, emphasis on acquiring student voice and multiple school mental health initiatives. (00:14:51)

ACTION ON PUBLIC SCHOOL EXPENDITURE PLANS FOR ESSER II FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Boline offered to answer questions about Task Force recommendations for the current applications and expenditure plans as well as submitted change requests. Districts submit their plans for approval before being able to draw down federal Elementary and Secondary School Emergency Relief (ESSER) funds from the second phase of the ESSER allocations. (00:41:47)

Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Mrs. Arnold seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. **MOTION** (00:42:17)

ACTION ON ESSER III SET-ASIDE FUNDS

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

MOTION
(00:43:09)

LEGISLATIVE MATTERS AND ACTION ON BUDGET RECOMMENDATIONS

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

(00:44:24)

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

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

SERIES OF MOTIONS
(00:55:13)

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

BREAK

CONTINUED ACTION ON BUDGET RECOMMENDATIONS

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

SERIES OF MOTIONS (02:32:10)

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

ACTION ON STATE BOARD RESPONSE LETTER TO DIVISION OF THE BUDGET AND LEGISLATIVE RESEARCH REGARDING FEDERAL COVID-19 RELIEF FUNDS

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

MOTION (02:58:57)

DISCUSSION ON LEGISLATIVE PRIORITIES

(03:00:58)

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

DISCUSSION ON BOARD STATEMENT

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

MOTION (03:29:03)

AMENDED MOTION (03:35:23)

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

NEWS CONFERENCE

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

BOARD MEETING RESUMES

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

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

ADJOURNMENT

ADJOURN

The meeting adjourned at 1:20 p.m.

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

_____ _____

Jim Porter, Chair Peggy Hill, Secretary

ESSER II 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%	$ 186,406	$ 179,300	96%	$ 179,300	100%	$ 613
2	206	Remington-Whitewater	456	39%	$ 236,899	$ 25,120	11%	$ 25,120	100%	$ 55
3	208	Wakeeney	357	37%	$ 216,571	$ 216,571	100%	$ 216,571	100%	$ 607
4	211	Norton Community Schools	620	42%	$ 439,659	$ 350,145	80%	$ 350,145	100%	$ 565
5	234	Fort Scott	1,737	58%	$ 1,815,622	$ 1,243,424	68%	$ 1,243,424	100%	$ 716
6	235	Uniontown	450	61%	$ 418,063	$ 382,387	91%	$ 382,387	100%	$ 850
7	252	Southern Lyon County	475	43%	$ 234,427	$ 234,427	100%	$ 234,427	100%	$ 494
8	299	Sylvan Grove	232	48%	$ 182,405	$ 56,201	31%	$ 56,201	100%	$ 243
9	308	Hutchinson Public Schools	4,071	67%	$ 3,778,947	$ 3,778,947	100%	$ 3,778,947	100%	$ 928
10	329	Mill Creek Valley	415	30%	$ 187,667	$ 187,667	100%	$ 187,667	100%	$ 452
11	352	Goodland	882	46%	$ 715,088	$ 715,088	100%	$ 715,088	100%	$ 811
12	358	Oxford	324	40%	$ 176,452	$ 167,091	95%	$ 167,091	100%	$ 515
13	360	Caldwell	228	60%	$ 202,116	$ 202,116	100%	$ 202,116	100%	$ 885
14	372	Silver Lake	675	16%	$ 202,623	$ 202,623	100%	$ 202,623	100%	$ 300
15	389	Eureka	587	61%	$ 528,745	$ 528,745	100%	$ 528,745	100%	$ 902
16	392	Osborne County	289	52%	$ 211,044	$ 211,044	100%	$ 211,044	100%	$ 729
17	408	Marion-Florence	463	44%	$ 269,918	$ 269,918	100%	$ 269,918	100%	$ 584
18	412	Hoxie Community Schools	427	37%	$ 266,276	$ 266,276	100%	$ 266,276	100%	$ 624
19	418	McPherson	2,304	40%	$ 1,070,195	$ 431,487	40%	$ 431,487	100%	$ 187
20	426	Pike Valley	202	49%	$ 130,463	$ 16,350	13%	$ 16,350	100%	$ 81
21	428	Great Bend	2,827	65%	$ 2,657,407	$ 2,207,441	83%	$ 2,207,441	100%	$ 781
22	434	Santa Fe Trail	968	45%	$ 608,679	$ 350,884	58%	$ 350,884	100%	$ 362
23	452	Stanton County	429	60%	$ 358,777	$ 44,500	12%	$ 44,500	100%	$ 104
24	462	Central	281	62%	$ 292,862	$ 222,015	76%	$ 222,015	100%	$ 791
25	463	Udall	334	46%	$ 195,640	$ 195,640	100%	$ 195,640	100%	$ 587
26	471	Dexter	238	51%	$ 142,705	$ 142,705	100%	$ 142,705	100%	$ 599
27	487	Herington	419	62%	$ 409,256	$ 409,256	100%	$ 409,256	100%	$ 978
28	492	Flinthills	269	51%	$ 120,968	$ 120,368	100%	$ 120,368	100%	$ 448
29	500	Kansas City	21,058	88%	$ 36,708,777	$ 29,317,221	80%	$ 29,317,221	100%	$ 1,392
Total			**42,304**	**70%**	**$ 52,964,657**	**$ 42,674,957**	**81%**	**$ 42,674,957**	**100%**	**$ 1,009**

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

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

ESSER II Change Request Overview and Table of Contents

	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	258	Humboldt	550	36%	$ 419,308	$ 112,668	27%	$ 156,000	$ 268,668	$ 156,000	64%	$ 488
2	298	Lincoln	318	58%	$ 246,941	$ 232,936	94%	$ 246,941	$ 246,941	$ 14,005	100%	$ 777
3	477	Ingalls	233	36%	$ 83,381	$ 83,381	100%	$ 83,381	$ 83,381	$ -	100%	$ 359
Total			**1,101**	**42%**	**$ 749,630**	**$ 428,985**	**57%**	**486,322**	**$ 598,990**	**$ 170,005**	**80%**	**$ 544**

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.

ESSER II 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	259	Wichita	45,158	77%	$ 75,503,105	$ 43,589,144	58%	$ 43,589,144	100%	$ 965
2	272	Waconda	293	42%	$ 238,868	$ 238,868	100%	$ 238,868	100%	$ 816
3	345	Seaman	3,736	35%	$ 1,214,581	$ 1,214,581	100%	$ 1,214,581	100%	$ 325
4	346	Jayhawk	555	55%	$ 435,141	$ 384,050	88%	$ 384,050	100%	$ 692
5	367	Osawatomie	1,027	61%	$ 954,345	$ 954,345	100%	$ 954,345	100%	$ 930
6	383	Manhattan-Ogden	6,310	38%	$ 3,227,828	$ 3,007,828	93%	$ 3,007,828	100%	$ 477
7	454	Burlingame Public School	268	48%	$ 218,946	$ 161,000	74%	$ 161,000	100%	$ 601
8	456	Marais Des Cygnes Valley	209	57%	$ 198,957	$ 186,630	94%	$ 186,630	94%	$ 836
9	461	Neodesha	690	60%	$ 598,392	$ 69,423	12%	$ 69,423	100%	$ 101
Total			**58,244**	**69%**	**$ 82,590,163**	**$ 49,805,869**	**60%**	**$ 49,805,869**	**100%**	**$ 855**

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

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

ESSER II Change Request Overview and Table of Contents

	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	205	Bluestem	478	43%	$ 265,659	$ 265,659	100%	$ 265,659	$ 178,323	$ (87,336)	67%	$ 373
2	239	North Ottawa County	597	43%	$ 296,260	$ 296,260	100%	$ 296,260	$ 296,260	$ -	100%	$ 496
3	250	Pittsburg	3,138	61%	$ 3,123,210	$ 1,867,000	60%	$ 838,980	$ 838,980	$ (1,028,020)	27%	$ 267
4	260	Derby	6,931	44%	$ 2,642,818	$ 1,643,082	62%	$ 2,642,818	$ 2,642,818	$ 999,736	100%	$ 381
5	325	Phillipsburg	580	38%	$ 317,916	$ 317,916	100%	$ 317,916	$ 317,916	$ -	100%	$ 549
6	420	Osage City	674	46%	$ 496,759	$ 338,162	68%	$ 346,202	$ 346,202	$ 8,040	70%	$ 514
7	493	Columbus	874	57%	$ 748,446	$ 748,446	100%	$ 748,446	$ 748,446	$ -	100%	$ 857
8	499	Galena	769	60%	$ 846,712	$ 788,062	93%	$ 846,712	$ 846,712	$ 58,650	100%	$ 1,102
Total			**14,039.80**	**49%**	**$ 8,737,780**	**$ 6,264,587**	**72%**	**6,302,992**	**$ 6,215,656**	**$ (48,931)**	**71%**	**$ 443**

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.

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

Item Title: 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. Written comments may be emailed to State Board secretary plhill@ksde.org by Sept. 10.

Because of the current mass gathering restrictions to limit the spread of COVID-19, only written comments will be accepted for the September State Board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Meeting Date: 9/14/2021

Staff Initiating:	Deputy Commissioner:	Commissioner:
Doug Boline	Brad Neuenswander	Randy Watson

Item Title:

Act on public school expenditure plans for ESSER II 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 submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented.

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 following the Sept. 10 Task Force meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/14/2021
Jeannette Nobo	Mischel Miller	Randy Watson		

Item Title:

Act on recommendations for Kansas Education System Accreditation (KESA)

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 290 Ottawa, USD 333 Concordia, USD 335 North Jackson, USD 337 Royal Valley, USD 340 Jefferson West, USD 345 Seaman, USD 413 Chanute, and from the Kansas City Archdiocese - Sacred Heart, Sts. Peter and Paul, Holy Name, Holy Rosary, Holy Family, Mater Dei and St. Rose Philippine.

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

The following systems are recommended for an accreditation status of accredited:

USD 290 Ottawa
USD 333 Concordia
USD 335 North Jackson
USD 337 Royal Valley
USD 340 Jefferson West
USD 345 Seaman
USD 413 Chanute
Z0029-0234 Kansas City Archdiocese - Sacred Heart
Z0029-6664 Kansas City Archdiocese - Sts. Peter and Paul
Z0029-8384 Kansas City Archdiocese - Holy Name
Z0029-9706 Kansas City Archdiocese - Holy Rosary
Z0029-9891 Kansas City Archdiocese - Holy Family
Z0029-9894 Kansas City Archdiocese - Mater Dei
Z0029-9896 Kansas City Archdiocese - St. Rose Philippine

Staff will be available for any questions.

Accreditation Summary

Date: 06/03/2021

System: D0290 Ottawa (0000)

City: Ottawa

Superintendent: Ryan Cobbs

OVT Chair: Cognia - Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:

• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution.

The ratings in this area were as follows:

Tiered Framework of Support
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. For example; instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level; while an impacting level was given for the system's implementation of processes to identify and address the specialized needs of learners.

Family, communities and Business Partnerships
According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution 's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect an analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion
While the system is at the improving level for monitoring and adjusting instruction to meet individual learners' needs, they are at impacting levels at identifying and addressing the specialized needs of

learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills
Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an impacting level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving.

Civic and Social Engagement
The system was marked at the impact level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health
The system was marked at the impact level in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation
The system was marked at the impact level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation
The system provides programs and services for learners' educational futures and career planning. This received an impacting level.

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

ARC Comment

Goal: All students will demonstrate the skills to hold life sustaining employment.

Each school had a set of indicators and actions. The indicators were:
• All students will participate in a pathway at Ottawa High School (OHS) with an increased number of pathway completers.
• OHS will provide students with an increased number of community partnerships through internships, guest speakers, job shadowing, and community service options.
• All OHS students will participate in a student led conference discussing their Individual Plans of Study.
• All Ottawa Middle School (OMS) students will participate in Project Based Learning and complete a project centered around their personal career interests.
• All OMS students will engage in acts of community service as a means to engage in and give back to their community.
• All OMS students will participate in career exploration.
• All elementary students will display skills that demonstrate critical thinking through the use of the Design Model.
• All elementary students will be technologically equipped for real world applications.
• All elementary students will display civic engagement through service projects within the community.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

Goal: USD 290 will implement a more in-depth birth to PreK programming

The indicators were:
• The Early Childhood Team will explore expansion of current programming and full-day programming opportunities for early childhood students and families.
• The Early Childhood Team will review and define the instructional approach for USD 290 Early Childhood Programs.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

The governing body in tandem with the senior leadership team demonstrate tremendous support for and ensure autonomy of USD 290, allowing the system to meet goals for achievement, instruction, and manage day-to-day operations effectively. Both governing board members and senior leadership participate in site councils and within-district committees. One governing board member mentioned that the school board has always functioned well, but the current leadership team is particularly adept at "engaging the board." Moreover, the current board has longevity ranging from 2 to 18 years, which proves greatly beneficial in guiding the district.

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

ARC Comment

Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups.

Board Outcomes

Social-Emotional Growth	Social-Emotional development is an area of focus within the district's strategic plan beginning in Preschool. At the elementary level all staff are utilizing Boys Town Well Managed Schools strategies and are utilizing quarterly data sweeps to determine its effectiveness.

	At the middle school and high school level, mental health teams support students and staff with a trauma informed care approach. Social workers have been added at all schools and OHS is partnering with Elizabeth Layton Center to provide a licensed therapist for their students. Preschool is just beginning work towards the implementation of a tiered system of support for students with social emotional needs to be implemented in 2020-21.
Kindergarten Readiness	The school participates with ASQ in soliciting parent input and engaging parents. USD 290 has expanded its programming for preschool students and now has a morning and afternoon program at each of the 3 elementary schools.
Individual Plans of Study	The compliance of Cognia standards indicates that the curriculum includes career exploration. An IPS is in place for students grades 7-12. According to the system, they have individual plan of study in place for every student attending USD290.
High School Graduation Rate	The vision of USD 290 is that all students graduate from Ottawa High School with the knowledge, skills, and behaviors to hold life sustaining employment. Evidence indicates that the rate of high school graduation has increased over the cycle. It is currently at 90% which is above the state's average.
Postsecondary Success	USD 290 sees 50% of its students attending an educational institution with 33% receiving a degree or certificate. They are working to increase this through CTE certificates programs through the Neosho County Community College.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is limited. Multiple venues of one-way communication for external stakeholders are available. However, external stakeholders noted in interviews that they would benefit from more opportunities to provide input and be an integral part of decision-making. The district should explore ways to identify and implement new venues to engage all stakeholders in two-way communication and ensure multiple viewpoints are embedded and integral in decision-making systematically.

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

ARC Comment

The team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

The district followed the Cognia accreditation cycle, but was also aware of the requirements for KESA. The visiting team determined that the district was effective in implementing the Cognia standards which also supports the KESA process. As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

There are multiple outstanding opportunities for students, families, staff, and community. The governing body in tandem with the senior leadership team demonstrate support for the autonomy of the district. Therefore, the goals for achievement, instruction, and day to day operations are effective.

Challenges

There were indications from staff that the clarity of the evaluation process would be helpful to improve teacher performance. Goal statements were defined, but in some programs hard data was lacking. Much of the limited data may be due to COVID restrictions. The system wrote goals in all Four R's during this cycle; and they may need to look very carefully at their data to determine what goals need to be continued and which need to be maintained.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Ottawa USD 290

1404 S Ash St, Ottawa, KS 66067-2223
(785) 229-8010
www.usd290.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Ryan Cobbs**

Demographics

2,396 Students

- African American 1.38%
- Hispanic 5.59%
- Other 6.97%
- White 86.06%

District Kansans Can Star Recognition

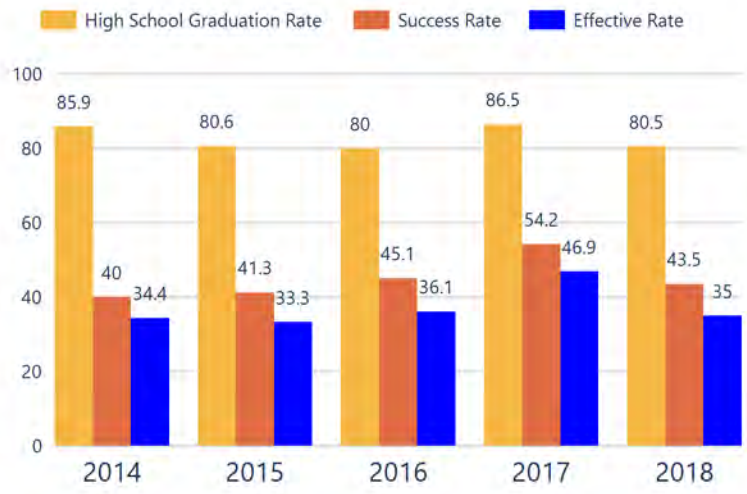
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **83%**

Five-Year Success Avg **45%**

Five-Year Effective Avg **37%**

95% Confidence Interval for the Predicted Effectiveness Rate **45.5 - 47.5%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

90.1% State: 88.3

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

94.6% State: 94.5

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

14.8% State: 13.9

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: 1.3

District ESSA Expenditures Per Pupil

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

$12,204
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Ottawa USD 290

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.01	39.40	37.30	35.29	35.53	41.68	N/A	N/A	N/A
Level 2	42.91	35.02	31.15	43.56	37.59	28.87	N/A	N/A	N/A
Level 3	17.08	21.88	21.92	17.56	22.97	24.09	N/A	N/A	N/A
Level 4	2.98	3.68	9.61	3.57	3.89	5.35	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	44.66	49.50	43.20	43.66	43.36	49.45	N/A	N/A	N/A
Level 2	43.38	31.24	35.20	42.02	36.66	27.07	N/A	N/A	N/A
Level 3	10.66	17.11	15.60	12.81	18.47	20.57	N/A	N/A	N/A
Level 4	1.28	2.13	6.00	1.49	1.49	2.88	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	64.83	72.13	66.03	59.60	64.53	73.49	N/A	N/A	N/A
Level 2	28.02	18.03	22.64	33.49	21.67	20.48	N/A	N/A	N/A
Level 3	6.04	9.28	5.66	6.40	12.31	6.02	N/A	N/A	N/A
Level 4	1.09	0.54	5.66	0.49	1.47	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

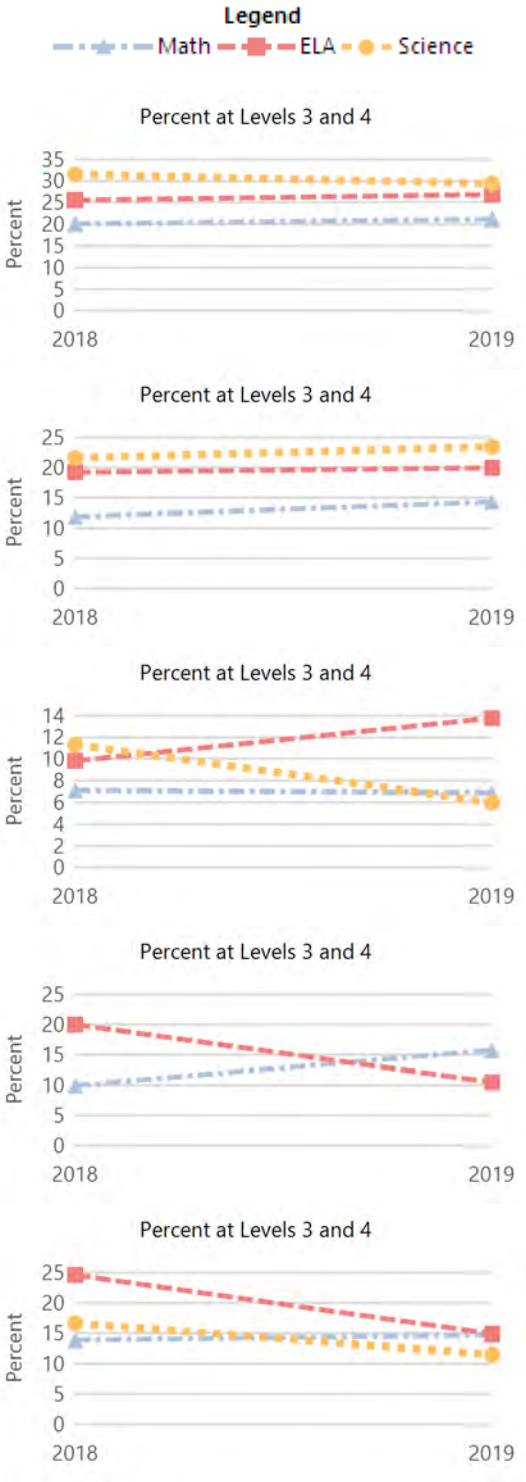
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	60.00	60.00	N/A	47.36	52.63	N/A	N/A	N/A	N/A
Level 2	30.00	20.00	N/A	36.84	36.84	N/A	N/A	N/A	N/A
Level 3	10.00	20.00	N/A	15.78	10.52	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	0.00	0.00	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	46.37	44.44	47.05	35.82	53.84	N/A	N/A	N/A
Level 2	36.11	28.98	38.88	38.23	49.25	34.61	N/A	N/A	N/A
Level 3	12.50	23.18	13.88	13.23	14.92	11.53	N/A	N/A	N/A
Level 4	1.38	1.44	2.77	1.47	0.00	0.00	N/A	N/A	N/A

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

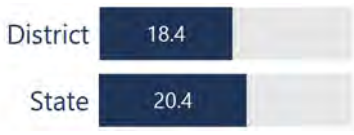
Academically Prepared for Postsecondary Success



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/08/2021

System: D0333 Concordia (0000)

City: Concordia

Superintendent: Quentin Breese

OVT Chair: Cognia - Paul Bielawski

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. For example, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations; and the system implements processes to identify and address the specialized needs of learners and the learning progress is reliably assessed and consistently and clearly communicated was given an improving level; while an impacting level was given for the system planning and delivering professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Family, Communities and Business Partnerships
The system is at both the Impacting and Improving levels in this area. At the improving level, stakeholders collectively demonstrate actions to ensure the achievement of the institution 's purpose and desired outcomes for learning are realized, and leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making. At the impacting level, leaders engage stakeholder to support the institution's purpose and direction.

Diversity, Equity and Inclusion
According to the Cognia Accreditation Engagement Review, the system is at the improving level for monitoring and adjusting instruction to meet individual learners' needs, they are at impacting levels at

identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills
The system is at the Improving Level in the area of promoting creativity, innovation, and collaborative problem-based. The team rated the system at the Initiating Level and stated the following: Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and the system implements a process in place to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement
The system was marked at the initiating level in this area. There is a need to enhance and extend improvement efforts of educators for students in the area of Civic Engagement. The system can enhance its implementation of its curriculum in this area. The system does have high expectations and prepares learners for their next level of education. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health
The system was marked at the initiating level in this area. The initiating level represents areas to enhance and extend current improvement efforts. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation
The system was marked at the initiating level in this area which represents area to enhance and extend current improvement efforts. The following are areas of improvement: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels, and there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation
The system provides programs and services for learners' educational futures and career planning. This received an improving level according to the Cognia Accreditation Engagement Review team.

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

ARC Comment

USD 333 will enrich the success of each student through Curriculum and Instruction.

USD 333 had a set of indicators and actions. The indicators were:
• All staff will submit their updated Scope and Sequence linked to their content specific standards by August 2021.
• Staff have implemented and updated Curriculum maps with each grade level/department. Steps to ensure both vertical and horizontal alignment are in place.
• Implementation of Kansas MTSS in grades PK-12 has begun with a goal of 80% of students reaching benchmark at their grade level.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

USD 333 will enrich the success of each student through Future Ready Skills.
• Each student will attend a minimum of four career development activities including Career Day, Career Fair, Mentorship with Community Leaders, Second Steps Curriculum, weekly K-6 counseling classes, Panther-Pride Families at CES, Panther Pride electives for students in grades 5-6, and extra-curricular offerings at the high school.

USD 333 will enrich the success of each student through technology integration.
The indicators were:
• At least 80% of staff will implement at least one activity per quarter using the School Supported Software and Learning Management System.
• Staff will purposely use technology to enhance student learning, and purposely integrate technology to enhance the curriculum.
• Technology Integration Specialist meets regularly with staff.
• The K-6 Student Integration Specialist works with students' understanding of learning platforms and build their confidence in using technology to enhance their learning.
• All students in grades K-12 had a device, and USD 333 worked with the local internet vendors to ensure that every family had wifi access.

Each indicator had 3-5 actions. The OVT review indicated that the system was engaged in a continuous improvement process that produced evidence of improvement. According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

The governing body in tandem with the senior leadership team demonstrate tremendous support for and ensure autonomy of USD 333, allowing the system to meet goals for achievement, instruction, and manage day-to-day operations effectively. Both governing board members and senior leadership participate in site councils and district committees. Interviews verified that district leaders and board members share in the mission of the district.

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

ARC Comment

Evidence submitted generally showed gains. Leaders collect data for multiple stakeholder groups, although it is unclear that data is analyzed and used to make curricular decisions.

Board Outcomes

Social-Emotional Growth	Social-Emotional development is an area of focus linked directly to the system's district and building goals. An additional Social Worker has been hired for the 2021-2022 school year. Additionally, a Social Worker and Behavioral Interventionalist has been hired. Second-Step curriculum is used for students in PK-8, and "We Thinkers is utilized for students in the Tier 2 groups. Weekly guidance classes in Character Education is offered for all K-6 students. Students in grades 7-12 receive instruction from teachers during the PAWS Seminar time.
Kindergarten Readiness	The school participates with ASQ in soliciting parent input and engaging parents. USD 290 has expanded its programming for preschool students and now has a morning and afternoon program at each of the 3 elementary schools. USD 333 is currently working to redesign the current Early Childhood system. At the present, the system offers CCDC for children at ages 3-4, and the state prekindergarten to four-year-old. Additionally, Head Start is offered in the area and housed at the Service Center.
Individual Plans of Study	The compliance of Cognia standards indicates that the curriculum includes career exploration. The IPS program Xello is in place for students grades 7-12. According to the system, they have individual plan of study in place for every student attending USD 333.
High School Graduation Rate	USD 333 institutes many components to ensure that students attain their highest levels of academic achievement, which includes high school graduation. Evidence indicates that the rate of high school graduation has increased over the cycle. It is currently at 91.4% which is above the state's average. Additionally, USD 333 received the KANSAS CAN Silver Star Award for high school graduation.
Postsecondary Success	USD 333 provides all students with multiple opportunities to plan for post-secondary success. Additionally, USD 333 received the KANSAS CAN Bronze Star Award for post-secondary success.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is strong. A regular, reflective, strategic planning process is used to gather stakeholder input to link the district's work back to the institution's mission. According to interviews, USD 333 is truly a mission-centered community that encourages stakeholder input to ensure multiple viewpoints are embedded and integral in decision making.

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

ARC Comment

The team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

According to interviews at both the district and school levels, stakeholders indicated that their input is heard and valued in making instructional and operational decisions. Furthermore, USD 333 has developed effective policies and procedures to govern and support all activities.

Challenges

Data collection, analysis, and use to target student academic interventions. USD 333 collects several sources of data including student assessment and stakeholder perception data; however, it is not yet a data-driven organization.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Concordia USD 333

217 W 7th, Concordia, KS 66901-2803
(785) 243-3518
www.usd333.com

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Quentin Breese**

Demographics

1,086 Students

- African American 1.29%
- Hispanic 4.51%
- Other 2.95%
- White 91.25%

District Kansans Can Star Recognition

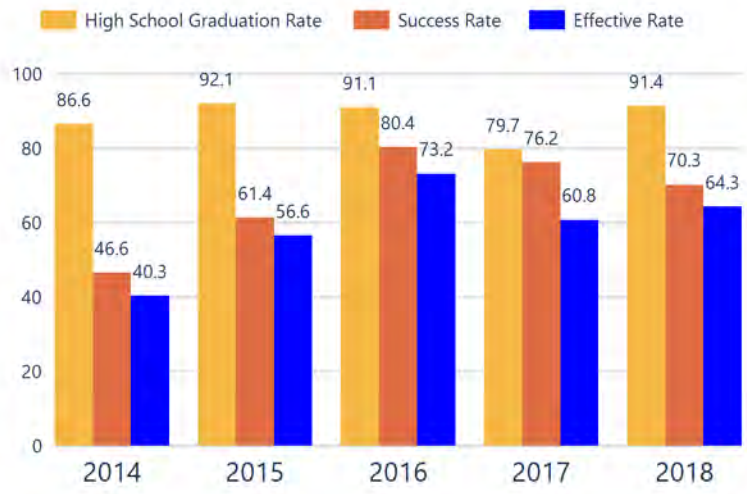
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation		✶		
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **88%**

Five-Year Success Avg **67%**

Five-Year Effective Avg **59%**

95% Confidence Interval for the Predicted Effectiveness Rate **47.8 - 50.6%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

89.7% State: 88.3

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

95.5% State: 94.5

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

14.8% State: 13.9

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: 1.3

District ESSA Expenditures Per Pupil

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

$13,372
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Concordia USD 333

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.35	27.50	23.58	33.97	29.86	43.25	N/A	N/A	N/A
Level 2	37.50	37.32	32.31	41.46	37.15	27.90	N/A	N/A	N/A
Level 3	21.25	29.64	28.82	19.86	27.60	21.39	N/A	N/A	N/A
Level 4	5.89	5.53	15.28	4.70	5.38	7.44	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.07	35.33	33.92	42.08	34.05	47.66	N/A	N/A	N/A
Level 2	36.26	38.86	34.82	39.92	38.70	28.03	N/A	N/A	N/A
Level 3	14.08	22.26	24.10	15.82	24.37	18.69	N/A	N/A	N/A
Level 4	4.57	3.53	7.14	2.15	2.86	5.60	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.79	64.94	42.10	67.70	73.95	77.14	N/A	N/A	N/A
Level 2	21.87	22.68	36.84	32.29	19.79	17.14	N/A	N/A	N/A
Level 3	6.25	12.37	18.42	0.00	6.25	5.71	N/A	N/A	N/A
Level 4	2.08	0.00	2.63	0.00	0.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

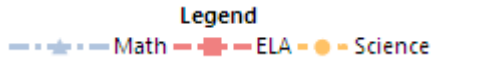
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

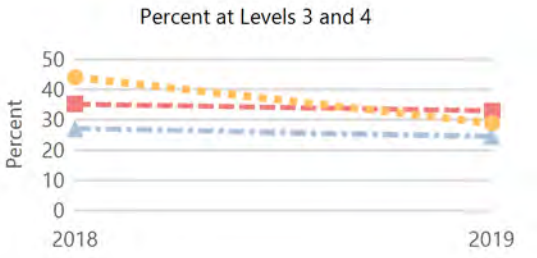
HISPANIC STUDENTS

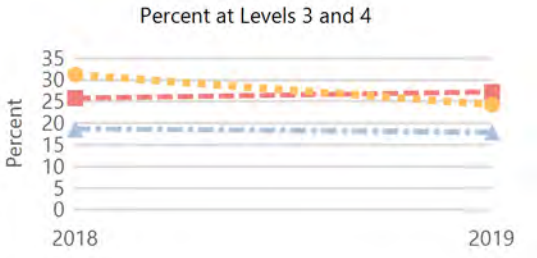
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	47.61	N/A	41.37	31.03	N/A	N/A	N/A	N/A
Level 2	13.63	14.28	N/A	31.03	13.79	N/A	N/A	N/A	N/A
Level 3	27.27	28.57	N/A	17.24	41.37	N/A	N/A	N/A	N/A
Level 4	9.09	9.52	N/A	10.34	13.79	N/A	N/A	N/A	N/A

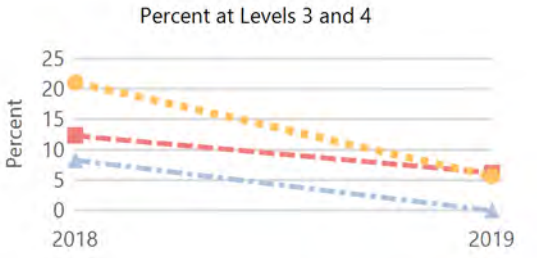
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



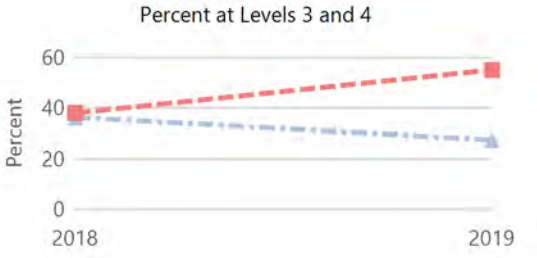






Percent at Levels 3 and 4

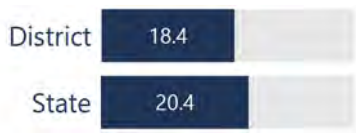
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 07/02/2021

System: D0335 North Jackson (0000)

City: Holton

Superintendent: Jim Howard

OVT Chair: Jeanine Murphy

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Supports
• The system continues to expand and make improvements to their Tiered Framework of Supports. The systems district and building leadership teams review data yearly adjusting as needed.

Family, Business, and Community Partnerships
• The system has increased opportunities through grants, charitable organizations, and alumni involvement. The system has increased family engagement by offering a virtual school, school activities, access through assessment date. Some examples include the KITE portal, expanded opportunities through Washburn Tech, grants from local businesses that have provided extracurricular activities for students.

Diversity, Equity, and Access
• The system received the District Learning and Telemedicine Grant through K-state. The goal is to support STEM education in rural areas. The system is working with households to get discounted internet access through the Emergency Broadband Benefit program. Diversity conversations with students have taken place. The high school teacher are working on diversity and inclusion opportunities for all students including their Native American student and family populations.

Civic and Social Engagement
• The high school students apply to be guardians and are involved with Honor Flights helping veteran senior citizens fly to see the highlights in Washington DC. The high school's history of being an Atlas missile base has contributed patriotism within the district/community.

Physical and Mental Health
• The system began with a large student population of mental health concerns. With the implementation of Second Step character education, Sanford Harmony, and the addition of a school social worker, student mental health is improving. Character development continues with the addition of Habituates during IPS time. The system sees improvements in student self-advocacy and grit when addressing adolescent mental health issues.

Arts and Cultural Appreciation
• The system has a visiting international teacher from Spain. She has applied for a work Visa extension so she can continue teaching in the district next year. There have been numerous opportunities to connect with students in Spain providing real world opportunities to use foreign language. With the challenges of COVID in music classes this year, the system added Ukuleles providing students with enhanced music activities.

Postsecondary and Career Preparation
• The district is looking at enhancing Work Release opportunities for seniors.

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

ARC Comment

The system uses Second Step character education curriculum skills taught by the school social worker and implement the Sanford Harmony curriculum in homerooms on a regular basis. The System uses teachers to teach Second Step character education curriculum skills that will also be reinforced during their IPS time

Evidence to support progress made toward reaching their goal:
The system began to address social emotional student needs by implementing EdGuide as a curriculum at high school. After a year of implementation, the system reviewed data and student engagement and decided to move forward with a new program, Second Step. With the addition of Second Step elementary students were added in year one and then middle school in year two. The high school needs were not being addressed with EdGuide and the system moved to a new program, Habitutes. This program is better aligned with the Kansas model Social-Emotional and Character development standards. During the cycle a school social worker was added to staff to assist with student needs and implementation of a SEL curriculum.

The evidence to support impact on buildings and alignment to the system: The system added two employees to address social-emotional needs, a counselor and a social worker. They trained teachers in the Second Step curriculum and enhanced rigor and fidelity to the program. Having these staff members deeply involved in the SEL curriculum was a benefit to students as they transitioned from elementary school to middle school. The alignment of K - 8 is enhanced by adding the Habitutes program in high school. The development of acting on social and emotional goals, is enhanced by the implementation of buddy-up time in the elementary classrooms.

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

ARC Comment

The systems middle school and high school differentiate IPS time by grade level through the implementation of Xello. The system began with a different program but after a short time changed to Xello and determined that this program meets the differentiation needs from year to year. Xello allows for each student to have unique goals and to progress through the program. Staff have been trained to use Xello and this has enhanced the use of the program. SMART goals were implemented at each grade level in the elementary school. Staff to student conferences are a portion of the SMART goal program that makes it worth consideration to continue. The elementary SMART goal was implemented to set the foundation for the IPS process at the middle and high schools. The system has added quarterly career counseling for junior and seniors which increased the validity of the IPS process to increase post-secondary goals.

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

ARC Comment

The system has had several changes in staff and administration during this cycle, and they are working to implement a continual improvement action plan. They are making progress and have tweaked some of their strategies. The system has identified some of their changes they would like to implement and work on in the next cycle. This was evident in the Outside Visiting Team Chair 's report: Policy and procedure added to the system include additions to the student handbook for tiered intervention. Referral forms have been developed for student referral to the social worker. Board of Education support through funding of programs and positions.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The system utilized the Kansas Community That Care (KCTC) survey results. The KCTC survey outcomes for 7th and 8th grade showed a 2% increase in students giving their best effort on school work. Seventh grade summative scores in Second Step were at 90% and eighth grade was 97% this year. Due to COVID there are no scores to use for comparison.
Kindergarten Readiness	The district was one of nine in Kansas to be awarded the Copper level Star Recognition for Kindergarten readiness. Eighty-nine percent of kindergarten students taking the ASQ had no concerns as indicted on the screening. This has remained consistent throughout the cycle.
Individual Plans of Study	The system has students in grades 7-12 complete XELLO surveys annually to explore interests and careers This year career conferences were held at home due to COVID and there was about a 20% drop in attendance. Each teacher was able to reach out to those students to have conversations with families about career opportunities. The system hopes to increase participation next year with in-person conferences.
High School Graduation Rate	The system's four year adjusted cohort graduation rate is 97.1% compared to the state rate of 88.3%. Graduation data is showing an upward trend.
Postsecondary Success	The system focused on social emotional needs of students, development of an IPS system, and their success rate has declined. The effectiveness rate is at 49% (average over the cycle). Small school districts tend to be at a disadvantage on this outcome with students entering the workforce due to local farming and family business.

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

ARC Comment

The system demonstrated many stakeholders are involved in the goal setting review and reflective practices. The system and building site councils, work cooperatively to increase the effectiveness of the system. Evidence shows other stakeholders provided feedback to the system about their improvement efforts. A needs assessment survey is used to gather information from teachers, parents, and community members. The system continues to relate data to the needs of their community and gain input from many stakeholders.

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

ARC Comment

The system is a dedicated and collaborative system focused on the whole child. Students are a priority in their academic progress, perceptions of safety, mental/emotional wellbeing, and connections with the community. It is a collaborative environment which enables stakeholders to work toward a common goal of student success. As efforts to improve relevance and relationships to ensure quality instruction continue, the OVT encourages the integration of reliable tools to measure instructional practices. This can help to guide future professional development and alert to which evidence-based strategies may need supported.

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

ARC Comment

The system used data to demonstrate that they made growth or declines and tracked progress. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all building. The systems' Action Plan exists and is aligned with building needs. Evaluation of strategies is in place.

ARC Recommendation

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

Justification

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

Strengths

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

The system has looked outside the school for grants, opportunities for civic engagement, and work-based learning opportunities for students. The system has also a commitment to social-emotional learning and the dedication of staff to ensure fidelity to the process.

Areas of growth could be the development of a K - 12 continuum of learning for social emotional growth. Making student IPS to drive decisions for post-secondary engagement in the work-force, university, or technical education. This system has persevered over the years of this KESA cycle to ensure that student and staff needs are addressed. Although staff have multiple responsibilities they continue to serve the students and families of the district.

Challenges

Professional development should be the core of this process to ensure that teachers fully understand and implement with fidelity. On-boarding new staff through the PLC process could be a need for the system to enhance their goals. Learning to review data and progress monitor goals for continued improvement system wide. Embedding this in other school initiatives will build coherence to the data collection process. Accountability and follow through of school administration could be addressed in the next cycle. Continue with Kindergarten readiness and work towards the next level of star recognition.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

North Jackson USD 335

12692 266th Road, Holton, KS 66436-1794
(785) 364-2194
www.jhcobras.net

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Adrianne Walsh**

Demographics

371 Students

- African American 0.81%
- Hispanic 1.08%
- Other 6.74%
- White 91.37%

District Kansans Can Star Recognition

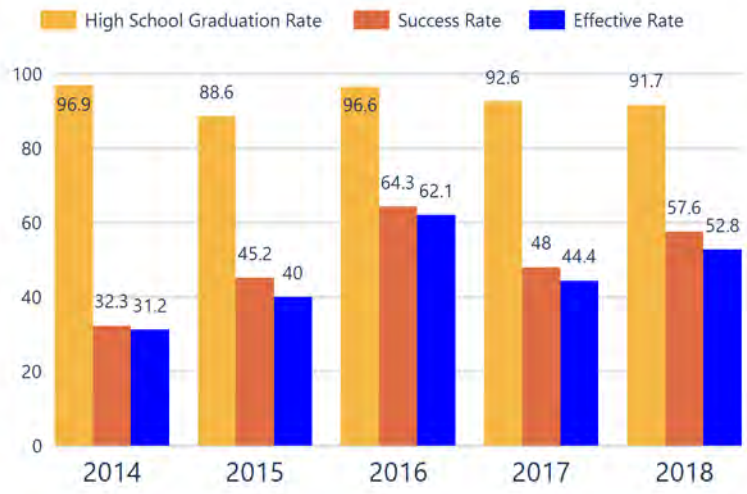
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				✶
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **93%**

Five-Year Success Avg **49%**

Five-Year Effective Avg **46%**

95% Confidence Interval for the Predicted Effectiveness Rate **54.8 - 57.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

97.1% State: 88.3

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

96.9% State: 94.5

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

2.2% State: 13.9

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

1.8% State: 1.3

District ESSA Expenditures Per Pupil

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

$13,959
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

North Jackson USD 335

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.70	13.30	32.00	15.84	14.75	19.56	N/A	N/A	N/A
Level 2	40.68	38.91	24.00	40.98	33.87	32.60	N/A	N/A	N/A
Level 3	31.37	36.94	25.00	25.13	36.61	34.78	N/A	N/A	N/A
Level 4	13.23	10.83	19.00	18.03	14.75	13.04	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.98	21.25	42.10	24.67	23.37	30.55	N/A	N/A	N/A
Level 2	45.67	40.00	23.68	46.75	38.96	33.33	N/A	N/A	N/A
Level 3	22.22	32.50	15.78	16.88	31.16	27.77	N/A	N/A	N/A
Level 4	11.11	6.25	18.42	11.68	6.49	8.33	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	26.82	65.38	44.00	32.00	54.54	N/A	N/A	N/A
Level 2	57.14	51.21	23.07	52.00	52.00	27.27	N/A	N/A	N/A
Level 3	4.76	19.51	11.53	0.00	8.00	18.18	N/A	N/A	N/A
Level 4	4.76	2.43	0.00	4.00	8.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

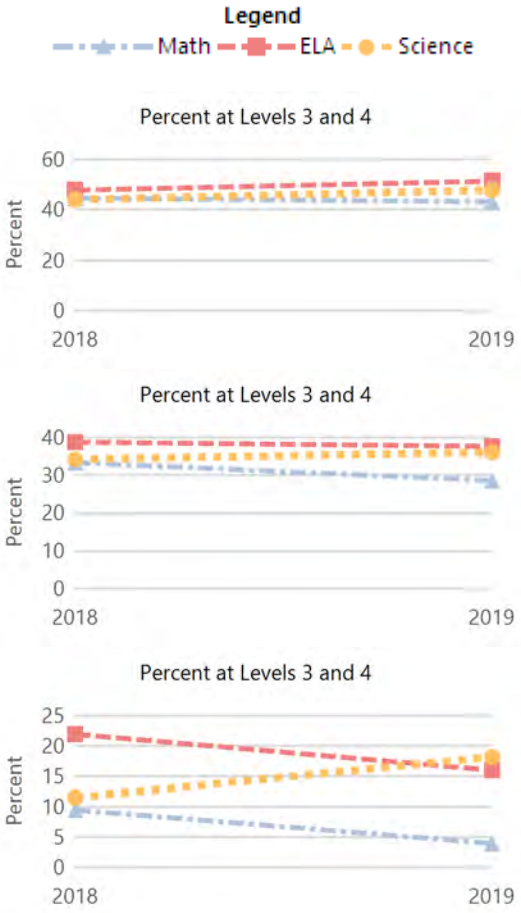
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

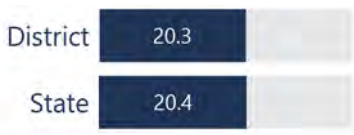
Percent at Levels 3 and 4

*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 (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 07/12/2021

System: D0337 Royal Valley (0000)

City: Mayetta

Superintendent: Aaric Davis

OVT Chair: Lucas Shivers

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Supports

- The system has experienced tremendous improvements with SEL, along with walk to intervention with literacy in upper grades. TASN has helped over the last few years and Royal Valley (RV) is now in sustainability. Protocols are strong and growing as the teams learn! They are revisited and on continuous improvement on the self-correcting feedback loops. Attendance, behaviors, and scores are growing. In early learning and elementary, interventions are supporting each student in all areas. Specifically, in the middle grades, data is used for flexible grouping and using strong, evidence-based interventions. Moving from tracking systems to remedial support has been part of the high school growth with certified staff and strong curriculum.

Family, Business, and Community Partnerships

- The system is embedded as 'hubs of community.' Literary nights are key. Site Councils are strong at all levels. The tribal support has an increasing place for student-centered support. The mental health events are also highlights of family guidance and support. CTE Pathway meetings are also noted as successes. Increased partnerships with the Prairie Band Potawatomi Nation have taken place during the pandemic. The tribal council approved for the health department to provide vaccinations to all RV staff as well as the Tribal health clinic offering physicals to be given at school during theday.

Diversity, Equity, and Access

- There are several clubs and opportunities for each student to find belonging to the system. SIT programs, 504s and IEPs support each student. COVID access tools have been noted as being strong for continuous learning plans and remote learning. Strengths of the system are diversity and dedication to the partnership with the Prairie Band Potawatomi Nation. Over the 5-year KESA cycle, partnerships have continued and grown.

Communication and basic skills

- The system is positioned to provide evidence-based curriculum tools with a structured literacy approach. Communication channels are strong. Social media, newsletters, phone and direct meetings are all positive and meet Rose Capacities. Technology literacy is also highlighted in early grades through successful graduates.

Civic and Social Engagement

- Service-learning opportunities are plentiful to give back to communities. The system's HS has a focus area on civic engagement. During the KESA cycle, teams identified civic engagement as a goal area at Royal Valley High School. Many activities and events currently conducted fall under civic and social engagement. As a result of this goal, there has been an increased focus on teams providing opportunities for civic engagement at all levels.

Physical and Mental Health

- Programming for all stakeholders and especially for staff with check-ins and employee assistance programs to manage the stress of the last few years. Collaboration has supported staff. MHIT program also provides onsite visits for mental health visits.

Arts and Cultural Appreciation

- RV has high-quality fine arts with celebrations of the diverse areas of Native American populations. Growth over the last few years has been the infusion of language programs. Project based learning has made a huge impact.

Postsecondary and Career Preparation

- The system's IPS percentages are significantly higher over the past several years. Students are ready for their futures. Data for the post-secondary focus is growing. Since the beginning of the cycle expansion of the opportunities and career preparation activities has been a focus for Royal Valley. Teams are always evaluating the effectiveness of CTE program, IPS, and career exploration activities K-12, with input from all stakeholders (students, parents, teachers, administrators, and the business/community leaders).

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

ARC Comment

The system worked on Curriculum Alignment:

- Throughout the 5-year process Royal Valley has developed a curriculum alignment process that started at RVES but has transitioned to PreK-12. Their process involves reviewing data, determining district values for instruction, prioritizing standards, adopting resources, planning professional development, and evaluating progress.

- Individual Plan of Study: RVMS and RVHS both have building level goals based on implementing and using the IPS system to improve students educational and career opportunities. All students are using Xello through their advisory or home room. Students complete activities discuss options as a class or individually. Students indicate that while they don't love the system, they are benefiting from the knowledge gained. Families indicate that they are also benefiting from learning about their students' career aspirations and how the school system can help students achieve their desired path.

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

ARC Comment

Royal Valley will develop and sustain a caring and safe learning environment for students, faculty, staff, and community. Royal Valley will provide a respectful and caring environment for employees, students, and the community. Projects like the Mental Health Matters, SAEBER screeners and others are supported with growth.

Goal Area- Relationships

- Relationships Social Emotional Growth: Throughout the entire system, the initiatives including the SEL component in the MTSS system have really helped to improve response to behavior and to improve the overall development of students. The goal was to engage families as a core instructional strategy. This started with simply inviting parents in more often, however as COVID has changed things the way of operations has also changed. Now the strategies are focused more on finding ways to connect with families positively throughout the day, week, and year. This also lends to virtual family engagement activities, improved communication systems, weekly playlists and newsletters, and remote learning landing pages.

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

ARC Comment

The system has fully embedded core parts of the SEL program into the full system. From the HR side, social workers are part of the staffing teams. MTSS processes are all going to continue and seek improvements. Board of Education support through funding of programs and positions.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The system's Social-Emotional Growth Curriculum implementation has been key with the tiered 'triangle' reports tracking ongoing data. Second Step in elementary and Lions Quest for secondary are successful curricula. Over the KESA cycle, they have gone from having no SEL program to now providing a core curriculum that is implemented PK-12. They are also measuring local data using attendance, grades, office discipline referrals and the SAEBRS social emotional student screener to determine interventions for students.
Kindergarten Readiness	The data on ASQ has been successful as well as the addition of the at-risk pre-K program. TASN has supported early learning myIGDIs data.

Individual Plans of Study	The system is a highlight in this area. It has also been an area of improvement. They are effectively implementing the IPS program with their students and include families. They are working towards the goal of 100% which is attainable in future years.
High School Graduation Rate	The system's rates are continuing to grow. 2015-16 - 85.9% 2016-17 - 93.2% 2017-18 - 90.7% 2018-19 - 93.8% 2019-20 - 93.9%. Royal Valley's graduation rate has increased from 85.9% up to 93.9% over the past five years; attributed to efforts to include parents and students in the IPS process as early as 7th grade and begin planning and setting goals for future educational and career opportunities.
Postsecondary Success	The system has seen a steady increase in effectiveness rate as measured by post-secondary success. Some of this increase is just by chance as the data is several years behind current initiatives related to student success after High School.

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

ARC Comment

The system's site council and leadership teams were used at all levels. Stakeholders have been able to provide feedback and support in the full process. Staff and site councils have been directly involved in the KESA process. The main lesson learned based on the way that KESA was unveiled and the growth process that took place across the state is to involve stakeholders often by scheduling their involvement and creating measurable and attainable goals to review. BOE reports are an annual cycle to share publicly with stakeholders. All stakeholder groups were involved in the KESA process. Next steps are to increase involvement by improving how they will involve the different stakeholder groups.

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

ARC Comment

The system is dedicated and collaborative focused on the whole child. According to the OVT staff and leadership are incredibly responsive and strong.

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

ARC Comment

The system used data to demonstrate they made growth and tracked progress. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all building. The system's action plan exists and is aligned with building needs. Evaluation of strategies is in place.

ARC Recommendation

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

Justification

The system has shown that they have a process in place and understand their next steps. There is evidence of moving forward with programs, and continued work within the State Board outcomes to achieve recognition. State board goals are showing movement toward growth

Strengths

Overall, the system is strong and growing! The data supports the self-reflection in the report. How nice that SEL and family engagement were the focuses so that in the pandemic, and teams had the ability to continue to connect and monitor. The OVT indicated that Kudos should go to the staff. They seemed to have worked their plan of action with focus and intent.

Challenges

Learning to review data and progress monitor goals for continued improvement system wide. Embedding this in other school initiatives will build coherence to the data collection process. Accountability and follow through by school administration could be addressed in the next cycle.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Royal Valley USD 337

101 W Main, Mayetta, KS 66509-0219
(785) 966-2246
www.rv337.com

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Aaric Davis**

Demographics

872 Students

- African American 0.69%
- Hispanic 7.80%
- Other 33.03%
- White 58.49%

District Kansans Can Star Recognition

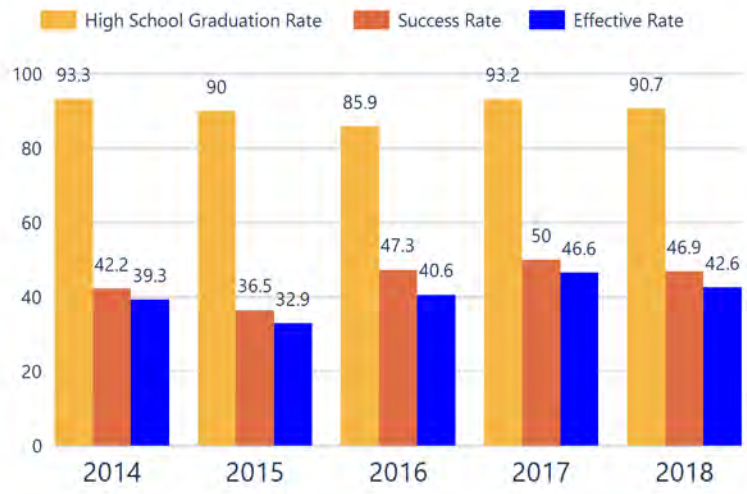
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **91%**
- Five-Year Success Avg **44%**
- Five-Year Effective Avg **40%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **48.6 - 50.9%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

93.9% State: 88.3

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

94.7% State: 94.5

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

13.8% State: 13.9

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: 1.3

District ESSA Expenditures Per Pupil

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

$12,524
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Royal Valley USD 337

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.32	29.16	39.56	26.15	21.75	38.61	N/A	N/A	N/A
Level 2	36.57	34.02	30.21	39.58	37.50	29.20	N/A	N/A	N/A
Level 3	24.30	30.32	21.97	23.14	31.48	22.77	N/A	N/A	N/A
Level 4	8.79	6.48	8.24	11.11	9.25	9.40	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.93	40.41	52.43	35.14	29.20	56.66	N/A	N/A	N/A
Level 2	37.30	34.71	28.04	42.07	39.10	24.44	N/A	N/A	N/A
Level 3	17.61	20.20	15.85	18.31	25.74	14.44	N/A	N/A	N/A
Level 4	4.14	4.66	3.65	4.45	5.94	4.44	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	68.65	70.14	72.41	68.25	71.42	73.33	N/A	N/A	N/A
Level 2	25.37	22.38	17.24	26.98	23.80	23.33	N/A	N/A	N/A
Level 3	4.47	7.46	6.89	4.76	4.76	3.33	N/A	N/A	N/A
Level 4	1.49	0.00	3.44	0.00	0.00	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

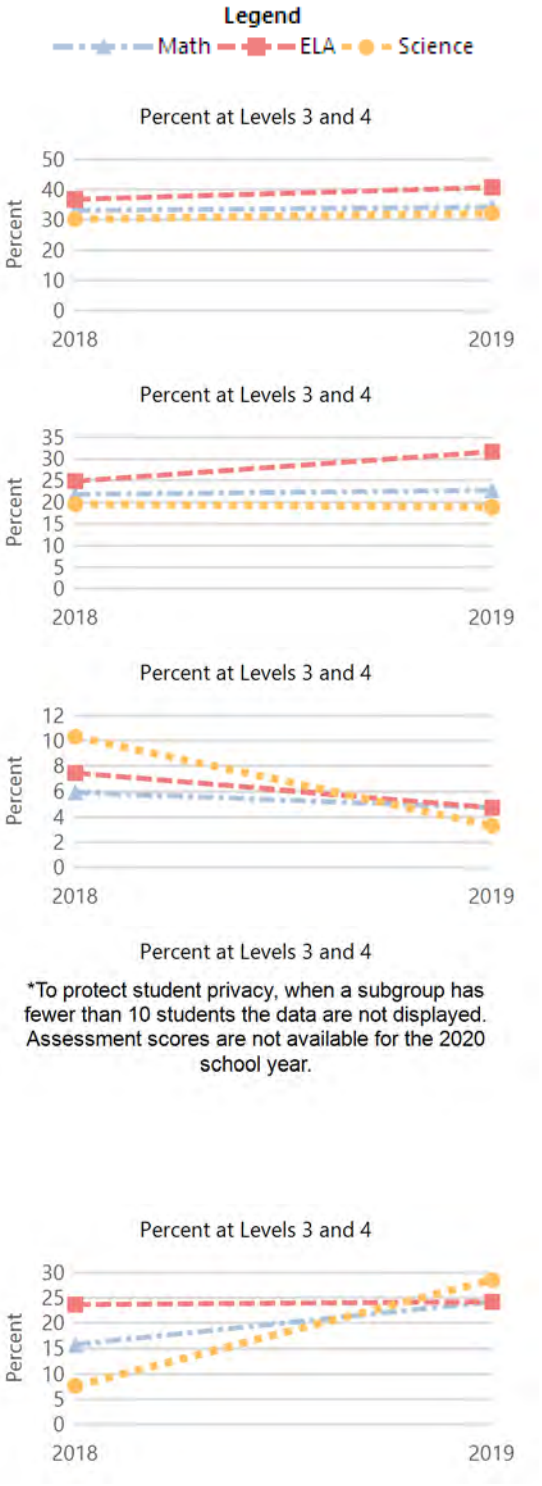
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.94	36.84	84.61	27.27	24.24	42.85	N/A	N/A	N/A
Level 2	55.26	39.47	7.69	48.48	51.51	28.57	N/A	N/A	N/A
Level 3	10.52	23.68	7.69	18.18	18.18	28.57	N/A	N/A	N/A
Level 4	5.26	0.00	0.00	6.06	6.06	0.00	N/A	N/A	N/A

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

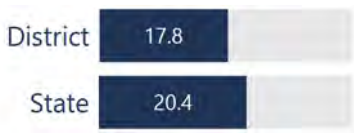
Academically Prepared for Postsecondary Success



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 07/12/2021

System: D0340 Jefferson West (0000)

City: Meriden

Superintendent: Pat Happer

OVT Chair: Susan Danner

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

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

Tiered Framework of Supports:
All of the buildings in the system have a tiered framework of supports in place and utilize data to determine individualized plans to support students. Adjustments to schedules occur to address the needs of students. They have redesigned their reading and math framework to include the tiered supports and added supports for social-emotional learning. The system has hired instructional aides at all levels to assist in this program's facilitation. Each building has developed time and or classes to provide tier 2 and 3 supports for their students with qualified teachers. The system has developed and implemented its tiered framework by using the work started in previous years with TASN.

Stakeholder engagement:
The system uses parent, student, and staff surveys as needed for feedback throughout the year. This year, they continued to use surveys with stakeholder groups to help gauge their remote learning students' and parents' attitudes with this process. The building and district site councils meet regularly throughout the year. The system utilizes partnerships with local organizations and businesses to enhance the learning opportunities they provide for their students. Relationships with parents continued to be developed during year five, however due to COVID protocols they had to continue this process remotely. District buildings provide the Board of Education updates on school partnerships with local businesses and organizations.

Diversity and Equity:
District curriculums are evaluated to give diversity and equity to students at all intellectual levels. The system welcomes all students within their district boundaries, and those that meet the Board adopted guidelines as out-of-district students to attend their schools. Teachers and staff work in concert with their special education teachers and paras through Keystone Learning to provide an equitable experience for all students with an IEP. Extended school year services were made available for students who needed additional time and support to learn the critical competencies at their grade level and course completion opportunities for middle and high school students. Services and resources are available to assist all students. Any student that meets the criteria for Tier 2 and 3 targeted assistance in reading, math, and behavior receive those services.

Communication and Basic Skills:
The system's curriculum supports the communication and basic skills. Each teacher expects each student to use and develop primary executive function and communication skills in their daily interactions with others. The system encourages all students to communicate with staff and parents to share their needs, life events and use basic social skills to be successful students and citizens. Students needing tier 2 and 3 behavior support participate in activities with the administration, counselors, school psychologist, and the social worker to improve their interaction and communication skills.

Civic and Social Engagement:
The system has developed a student mentoring structure engaging older students to mentor younger students. They system documented numerous student civic engagement activities at the elementary and secondary levels. Teachers foster civic and social engagement differently in their buildings. While they were unable to hold some civic activities due to COVID restrictions, they were able to facilitate their first-ever Read-A-Thon to engage students in reading during Read-Across America Week to raise funds for the local library to build a new building.

Physical and Mental Health:
The OVT team reports that curricula that support the structures in physical and mental health were evident. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. A comprehensive group of staff and community members serve on the District Wellness Committee. The counselors from each building, the social worker, school psychologist, and the school nurse make up a district mental health team to help address students and staff members social and emotional needs. They have also secured the services of a full-time social worker for their students.

Arts and Cultural Appreciation:
The OVT report that curricula supporting the arts and cultural appreciation structures were somewhat evident. District-wide fine arts and social/emotional standards are aligned with state led curriculum standards and practices. Each building offers a variety of classes in the area of the arts. Students in grades K-5 participate in art and music classes. Students in grades 6-12 have the opportunity to take courses in art, vocal, and instrumental music classes. Students in each grade, K- 5, have a separate music program.

Postsecondary and Career Preparation:
Curricula that support the structures in postsecondary and career preparation were evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. The system has a five-year graduation average above the state rate at 97% and a five-year effectiveness average of 57 which falls slightly below their predicted effectiveness confidence interval of 57.9-61.2.

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

ARC Comment

District Goal: Every Jefferson West student will have a meaningful connection with a district teacher (or staff) member and Jefferson West district will develop a systemic family engagement plan.
The OVT reported that the system has developed and implemented a systematic process for communicating, building relationships, and monitoring relationship data to facilitate and maintain improvement in this goal area. The system's data indicated that progress has been made at all building levels. At elementary SAEBRS data was tracked and Second STEP curriculum was facilitated to provide the system with student emotional data and information on areas for improvement. Secondary schools facilitate an annual survey of students and staff to determine connections between the two groups. Data provided demonstrates a marked decrease in the number of students not having a relationship with a staff member. The schools use this information to individualize a plan to grow a connection with those not having an identified connection. Staff also places high priority on making personal home

connections at the beginning of each school year with parents to welcome them to the school year. During the 2020-2021 school year, eight students said they did not have a positive connection with an adult in the building. They believe that COVID had an effect on this data.

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

ARC Comment

The OVT reported the system has an intentional process and curricula that support the structures in academic achievement and postsecondary and career preparation. The process was integrated and evident at every level. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. Academic trend data shows that the system is consistently making progress. The system has a five-year graduation average above the state rate at 97% and a five-year effectiveness average of 57 which falls slightly below their predicted effectiveness confidence interval of 57.9-61.2.

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

ARC Comment

Based on the evidence provided by the system and OVT, the system effectively works with its local school board to ensure all needed procedures and policies to support improvement efforts are instituted and sustainable. The local BOE is supportive of the changes and resources have been set aside to sustain the changes and improvements. The OVT reported that the district has developed a team approach throughout the cycle that will better allow them to sustain their improvement efforts.

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

ARC Comment

It is evident that the system has put work into increasing each of the board outcomes throughout the KESA cycle.

Board Outcomes

Social-Emotional Growth	Each of the buildings in the system has seen consistent and sustained social-emotional growth since the start of the KESA process. Following the 2017-2018 school year, the System's Board of Education hired an additional counselor, so each building now has a full-time counselor. The data shows that 80% of their students are showing as NOT at-risk on a consistent basis using the SAEBRS model. This will continue to be used to help identify students that need additional support.
Kindergarten Readiness	The system reported that they have worked to improve both the number of parents completing the ASQ screener along with working with the SPED preschool and Headstart that are housed inside the system. They also reported reaching out to the other preschool in the district to communicate the needs that they are seeing from the screener.

Individual Plans of Study	The system has in place both a curriculum and IPS plans for all students. They have also instituted student led conferences with post-secondary plans for grades 7-12. The spring of 2021 roughly 80-85% of parents attended the student led presentations.
High School Graduation Rate	USD 340 continues to strive to assist each and every student to achieve graduation. The system has consistently been in the 90% graduation rate and will continue to strive to meet each child's need to earn their credits and graduate. They did have a drop to 88% for the class of 2019, but they have raised that back to 97% for 2020.
Postsecondary Success	Overall the system has demonstrated an increase of 12 percentage points from 2014 to 2018. They did have a high of a 17 percentage points increase in over three years but fell back five percentage points with the 2018 data. The system is very close to their confidence interval- within 1% point.

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

ARC Comment

The Jefferson West district utilizes a variety of activities and processes to involve their stakeholders. These include: site councils building and districtwide, Back to School or Orientation Nights for all grade levels, weekly emails to parents from administration and teachers, student led IPS conferences with parents, Parent-Teacher conferences twice a year, multiple student recognition opportunities, parent involvement in the Title I program, districtwide booster club for all student sports and activities. The past year they have shared multiple survey opportunities with parents soliciting their input on what they are doing or what they would like to see related to the pandemic.

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

ARC Comment

The USD 340 District Leadership Team was very receptive to recommendations made by the OVT. It was stated that the leadership team asked good, clarifying questions, indicating their desire to learn, improve and move forward. Even though the transition to MTSS was challenging, it was evident that USD 340 staff had developed a good relationship with TASN members participating on the OVT. USD 340 has moved to a point which they can sustain the MTSS process. This fact illustrated the success of a collaborative process with the TASN team that was based on trust and commitment. More importantly, there was talk of future TASN support if needed.

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

ARC Comment

The OVT indicated that USD 340 has shown growth and have been responsive throughout the KESA cycle.

ARC Recommendation

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

Justification

While USD 340 had growth in almost every area, it was also evident that the system used their data to drive decisions and instruction. The system responded to questions and suggestions from the OVT and worked throughout the cycle to provide examples of growth. The system also has a team in place to continue to use data to drive decisions and instruction while focusing on continued growth and improvement into the next KESA cycle.

Strengths

It was evident that USD 340 has used data to make decisions and drive change. The system has worked hard to make the changes needed and those suggested by the OVT. They have also worked hard to develop and grow relationships.

Challenges

Encourage the system to develop ways to report data from a system point of view. Continuing the growth seen during the first KESA cycle.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Jefferson West USD 340

3675 74th Street, Meriden, KS 66512-0267
(785) 484-3444
www.usd340.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Pat Happer**

Demographics

872 Students

- African American 0.80%
- Hispanic 3.90%
- Other 6.08%
- White 89.22%

District Kansans Can Star Recognition

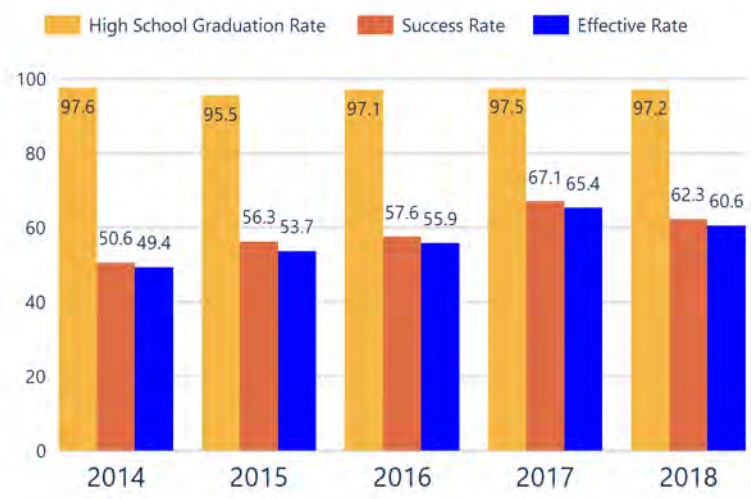
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				✶
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **97%**

Five-Year Success Avg **59%**

Five-Year Effective Avg **57%**

95% Confidence Interval for the Predicted Effectiveness Rate **57.9 - 61.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

97.0% State: 88.3

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

96.8% State: 94.5

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

4.0% State: 13.9

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: 1.3

District ESSA Expenditures Per Pupil

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

$12,756
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Jefferson West USD 340

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.43	22.62	25.00	19.70	23.25	25.00	N/A	N/A	N/A
Level 2	37.42	33.82	31.63	40.04	36.36	30.39	N/A	N/A	N/A
Level 3	34.24	35.09	29.59	31.77	31.92	29.90	N/A	N/A	N/A
Level 4	12.89	8.45	13.77	8.47	8.45	14.70	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.84	31.84	34.54	31.21	34.39	44.44	N/A	N/A	N/A
Level 2	41.40	33.12	40.00	39.49	35.03	31.74	N/A	N/A	N/A
Level 3	23.56	29.29	20.00	23.56	26.75	17.46	N/A	N/A	N/A
Level 4	10.19	5.73	5.45	5.73	3.82	6.34	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.65	65.11	56.66	53.84	57.69	65.51	N/A	N/A	N/A
Level 2	29.06	19.76	23.33	34.61	29.48	27.58	N/A	N/A	N/A
Level 3	13.95	10.46	20.00	7.69	8.97	6.89	N/A	N/A	N/A
Level 4	2.32	4.65	0.00	3.84	3.84	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

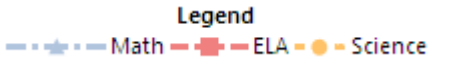
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

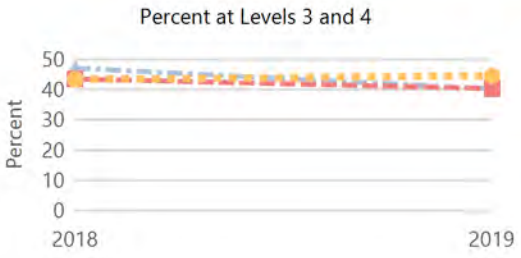
HISPANIC STUDENTS

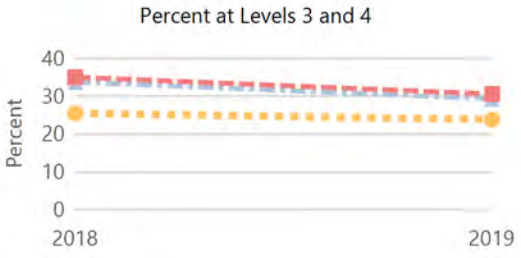
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	15.38	15.38	N/A	40.00	20.00	N/A	N/A	N/A	N/A
Level 2	53.84	53.84	N/A	33.33	73.33	N/A	N/A	N/A	N/A
Level 3	23.07	15.38	N/A	20.00	0.00	N/A	N/A	N/A	N/A
Level 4	7.69	15.38	N/A	6.66	6.66	N/A	N/A	N/A	N/A

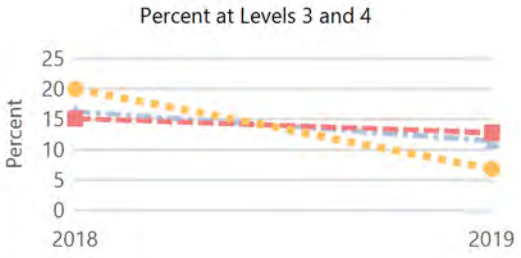
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



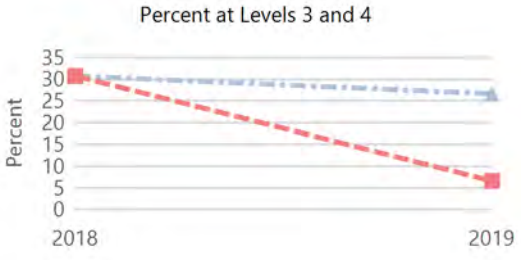






Percent at Levels 3 and 4

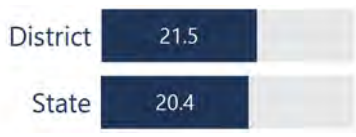
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 07/12/2021

System: D0345 Seaman (0000)

City: Topeka

Superintendent: Steve Noble

OVT Chair: Susan Danner

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

TIERED FRAMEWORK OF SUPPORT
The system has moved from a CiT3 to a TASN model of support. All buildings have master schedules that support built-in intervention time at all levels Early Childhood - 12. Data routines/protocols are in place and have been systematized. Instructional coaches and content area teachers analyze data regularly. Directors of education and building administrators routinely review and analyze all data that is collected. PLC and collaboration are implemented at each level and in each building to analyze student data and identify students for tiered intervention support at all three tier levels.

FAMILY, BUSINESS, AND COMMUNITY PARTNERSHIPS
Seaman has strong partnerships with families, businesses and their community. Since their first year in this KESA cycle the High School has added a Career and Tech Education Business Advocacy Council to assist in providing career partnerships for the students. In response to some pressing topics in the community, Seaman has sponsored “community conversations” which are opened to the public and engage the community and keep them informed of happenings in the district.

DIVERSITY, EQUITY, ACCESS
Thirty-four high school students are now part of the Equity Action Network (EAN) which was developed in the Fall of 2020. Their goal is to assist the district with the responsibility of ensuring equitable and fair education to all students. At the preschool level, children 3-5 years old, the percentage went from 16.36 % to 64.47%, due to the change in moving to an integrated preschool model. LRE for students ages 6-21 increased from 64.02% to 76.08%. Additional emphasis has been placed on equity and inclusion through the development of LGBTQ clubs and curricular programming that now includes Spanish for Heritage Speakers.

COMMUNICATION AND BASIS SKILLS
A variety of tools have been implemented to improve communication including a Schoology and SeeSaw. Project Lead the Way, a curriculum which promotes engaging, hands-on learning and the development of skill students need to thrive, was implemented in grades K- 12.

CIVIC AND SOCIAL ENGAGEMENT
The Civic Engagement Club was established in the Fall of 2019 at the high school. This group has written and presented bills at their Senate House. To foster civic engagement, the district has Student Councils or student advisory groups in place at the building and district levels. Eligible high school students received support in becoming registered voters. Transportation was provided for those wanting to vote in 2018.

PHYSICAL AND MENTAL HEALTH
USD 345 elementary schools created wellness rooms in the 2017-18 school year which were designed for student regulation needs, and have now been expanded to staff. These rooms allow staff and students to go to these room and 'take a break' from something that may be stressful to them for a short period of time. There are mental health teams the monitor SEL and streamline meetings/services with families and community agencies at building and the district level. Seaman has created a Bullying Prevention Plan and a Suicidal Protocol so their staff know how to consistently address concerns.

ARTS AND CULTURAL APPRECIATION
Arts and cultural appreciation are a strength for Seaman Schools. Evening art events began during the 2019-20 school year and are offered at the high school by the art department which is an opportunity for local artists to engage with the students. Math nights at the elementary building have been enhanced to STEAM Nights (2018-19) which gives families an opportunity to see students showcase some of their work in the areas of science, technology, engineering, art and mathematics. Sixth grade orchestra has added a second class to meet the needs of all the students who want to participate.

POSTSECONDARY AND CAREER PREPARATION
Seaman has a comprehensive program that allows students to evaluate their options for postsecondary success. Resources students use to explore these areas include counselors, career and college advocates, Xello, and program planning guides. The high school currently has 24 different career pathways. Student led conferences are now being held at the high school and the middle school. Over the last 4 years junior and senior students have been able to participate in a career internship program to include job shadowing.

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

ARC Comment

USD 345 is dedicated to increasing the rigor of instruction through strategic analysis of specified measures. Each building level (Early Childhood, Elementary, Middle, High School) has an individualized goal to support the area of rigor. Assessment tools were identified and used for analyzing student progress. This data was used for tailoring instruction to the individual needs of all students, which was reviewed through strategic professional learning communities ensuring that all teaching staff were involved with and dedicated to the improvement process. Shared assessment data results indicated that progress was made and students demonstrated success as a result of district measures.

Results: Systematized practices have been implemented at all levels for collecting, analyzing, and acting upon data. The system noted specific academic improvements and goal attainments, which are attributed to their continuous improvement efforts, yet also expressed a need to improve certain core curriculum materials in specific grades in order to see continued improvement in the future. State assessment results indicate that the system has maintained their outcome levels throughout the process. Local data indicates that some improvement occurred during the five-year process at all levels with the expected drops during and following the pandemic. Still, the strategic process in place coupled with the projected adjustments in core instructional materials should result in a continued growth and improvement.

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

ARC Comment

It is clear that the overarching goal for the district was to improve the relevance of instruction for students by using data to improve intentionality and effectiveness of the selected programs and pedagogy. Each building level (Early Childhood, Elementary, Middle, High School) has an individualized goal to support the area of relevance. These goals range from the establishment of a system for evaluating the effectiveness of the implemented structures and practices at the Early Childhood level to student-led learning models and personalized learning through the use of Xello/Career Cruising at the Secondary Level, thereby ensuring effective, individualized learning outcomes.

Results: increased collaboration time, SEL training, institutionalized data sharing, and the establishment of routinized forms are all signs of progress. At the middle school level, blended learning, Schoology, and video conferencing were all used to show increased communication. The high school made good use of Xello, Career Life Planning, student-led conferences, and the opportunity to engage in more Career Pathways to increase relevance and show progress.

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

ARC Comment

Seaman has established multiple systematic philosophies and procedures to ensure sustainability of their progress. Building Leadership Teams have been created across the district to analyze data, make instructional decisions, and gauge progress on their goals. In addition, substantial time has been set aside for collaboration, professional learning, and family engagement strategies. The MTSS structure has been integrated district wide and a variety of assessments are being used to determine student progress. These areas include tiered instruction, behavior, social emotional learning, physical health, and family engagement. The district has been creative in allocating funds and resources to maintain progress and create innovative ways to achieve goals. Specific examples include hiring intervention teachers, social workers, a PreK administrator, and establishing a tutoring program. They have also dedicated funds and time for training to support their programs and purchase technology. Their plan is student centered and aligns well with all state standards and initiatives. It is impressive how the district has managed to actively support system wide initiatives and processes while maintaining the individuality of each grade band and building. Specific examples of this include the integrated PreK program, the MTSS structure at the elementary level, Viking Time at the middle school level, and the eight-period schedule as well as Career Life and Planning at the high school level. In addition, the Title I buildings in the district have created intervention teachers and after school tutoring programs. Based on the evidence, the Seaman school district is well on its way to sustaining the progress they have made over the course of this KESA cycle.

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

ARC Comment

System effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan coupled with a systematic plan and the structures in place to support the continual sustainability of the implemented plan.

Board Outcomes

Social-Emotional Growth

USD 345 utilizes the Kansas Communities that Care (KCTC) and the Student Risk Screening Scale - Internalizing and Externalizing (SSRSS-IE) to measure social- emotional growth in their district.

Positive results have been reflected in the participation rate in the KCTC surveys as they have witnessed an increase from 70.35% to 73.2% from year 1 to the present. Additionally, positive school climate has seen an increase of 3.3% from 60% to 63.3% in the same time period. When analyzing the data the Seaman school district noted a decrease in alcohol, drugs and cigarette usage but they have noticed an increase in vaping. Although many positives have been noted in their data they are also continuing to monitor their suicide related data as it has risen since the first year and continues to be higher than the state average.

On the SRSS-IE the goal of reaching 80% of the students in the green category has been met for the externalizing category every year as demonstrated in the spring screening data.

Kindergarten Readiness

The Seaman school district continues to make Kindergarten Readiness a priority and as such they have seen gains in this area. On the ASQ -SE2 and the ASQ-3 the district has noted increased parent completion from 89.80% in 2018 to 91.58% in 2020. Along with this increase in participation rate they have witnessed an increase in parents voicing no concerns on the ASQ-SE2 from 89.52% to 90.63%.

The goal of the district is to have 80% of their parents voicing no concern on the ASQ-3 questionnaire. This goal was not achieved in 2020 and as a district they continue to look for ways to meet the needs of their community in order to ensure all students are ready for Kindergarten.

Individual Plans of Study

USD 345 has implemented Xello at both the middle school and high school levels. At the middle school the purpose of the IPS is to support student interests, instructional choice and post-secondary awareness. At the High school Career and Life Planning time is built into the master schedule. All freshmen students complete a Success 101 course (college and career readiness and exploration). Students in grades 10-12 are assigned a College and Career Advocate that they meet with once a semester. Additionally, internship programs, career fairs, and the implementation of the AVID program all give students opportunities to gain postsecondary awareness and skills. Over 60+ students from Seaman take advantage of Washburn Tech and the Washburn CEP program's duplicated enrollment of 650-700 students exceeds 2000 hours each year.

High School Graduation Rate

USD 345 graduation rate has fluctuated over the last five years, but over the course of this KESA cycle they have witnessed an increase from 93.2% to 94.2%. Graduation rates: 2020 - 94.5%, 2019 - 91.6%, 2018 - 93.2%, 2017 - 95.5%, 2016 - 93.9%. A six year average of 20.5 students did not graduate on time, but the good news is that many students did graduate in the 5th year.

Postsecondary Success	USD 345 has had an increase in its Postsecondary Success Rate when looking at the data from 2014 to 2018. In 2014 the effectiveness rate was 49.4 and in 2018 it was 51.4. The highest post secondary effectiveness was recorded in 2017 when it was at 53.8. In addition to this data set Seaman High School has over 50% of their students complete at least 1 dual credit course prior to graduation. They also have 60+ students enrolled at Washburn technology and 3-5% of their population joins the military upon graduation.

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

ARC Comment

The Seaman School District has rich partnerships with many different stakeholder groups. One way in which they reach out to stakeholder for input is through the use of surveys. They use surveys to get feedback from teachers, students and families. Some of the surveys that they use are the TASN Family Engagement Survey, TASN staff survey about their MTSS, Kansas Communities that Care and the Ready to Reopen Survey. The high school uses additional surveys, such as Graduate Follow-Up by Faculty and Seaman District Survey. The district uses all its survey data to make decisions about how to best support its students. As a result of some of this data, the district realized that they have a need to address equity concerns, so they created the Equity Action Network. This group is made up of students and staff and they work to address equity concerns across the district. Throughout the KESA cycle, the OVT has had the opportunity to meet with site council groups that consisted of students and community members. During their year 5 OVT visit, they had three school board members in attendance and they actively participated in the meeting. It is clear that the district has been intentional about sharing information from their KESA cycle and progress toward their goals with the Board of Education.

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

ARC Comment

It was reported that USD 345's desire to change and improve were evident by their responsiveness to the feedback given to them by the OVT. Seaman's leadership team embraced the feedback that was given to them and they adjusted their processes when relevant based on the feedback they were given. Through probing questions, the OVT was able to help them identify areas for improvement which led them to additional analysis of data, helping them to see their progress from a different vantage point.

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

ARC Comment

The members of the leadership team for USD 345 worked together to identify the needs of their system and they created goals that were relevant and timely based on feedback from all stakeholders. Adjustments were made throughout the process as needed, but these adjustments were especially evident in their response to the COVID-19 pandemic. The work of the system continually demonstrated a unified effort to focus on the identified goals with a student-centered focus.
The leadership team was well prepared and provided presentations to the OVT team and participated in reflective discussions and proactive planning for next steps. Presentations were thorough and highlighted the use of data and gathered evidence throughout the individual years and the overall cycle to determine progress and next steps in a continuous drive for improvement. The effective collection and analysis of data was evident throughout the cycle.

As the system reaches closure with this cycle, they are well prepared and able to plan for a new cycle using the lessons they have learned throughout the process. They are in a great position to continue building on their established momentum to reach their goals and improve on the state board outcomes.

ARC Recommendation

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

Justification

The system has very intentional goals tailored to each building-level with a detailed plan for achieving their goals ensuring that systemic improvement is applicable at each level. There has been a strategic implementation of data analysis that led to individualized instruction improving both the rigor and the relevance of instruction. Seaman has been very responsive to the observations and suggestions of their OVT demonstrating a true dedication to the accreditation process.

Strengths

There appear to be several areas of strength for this system as noted by the OVT. USD 345 has a strongly defined commitment to the MTSS framework and the integration of data through data-based decision making in all areas of the district (PreK-12, content areas, initiatives, etc.). Additionally, stakeholder input-surveys provided students, parents, and community members a crucial voice in the plans and adjustments of the district. Finally, the system has made a true commitment to post-secondary preparations through rigorous academic programs, systematic data analysis, systemic curriculum alignment process, and extensive pathway offerings.

Challenges

It was state that through discussion with the OVT, the system acknowledged concerns pertaining to equity. In response, the district has created an Equity Action Network (EAN) to address student and community concerns around equity. Additionally, more participation in extra-curricular activities is a goal that the district communicated to the OVT. Finally, the Success Rate of USD 345 is at 54%, and the district would like to see this increase through the use of Individual Plans of Study and helping their students identify post-secondary goals. Similarly, the district should pay special consideration to their chronic absenteeism rate, which currently sits at 12.6%.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Seaman USD 345

901 NW Lyman Rd, Topeka, KS 66608-1900
(785) 575-8600
www.seamanschools.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Steve Noble**

Demographics

3,886 Students

- African American 2.65%
- Hispanic 8.90%
- Other 7.23%
- White 81.21%

District Kansans Can Star Recognition

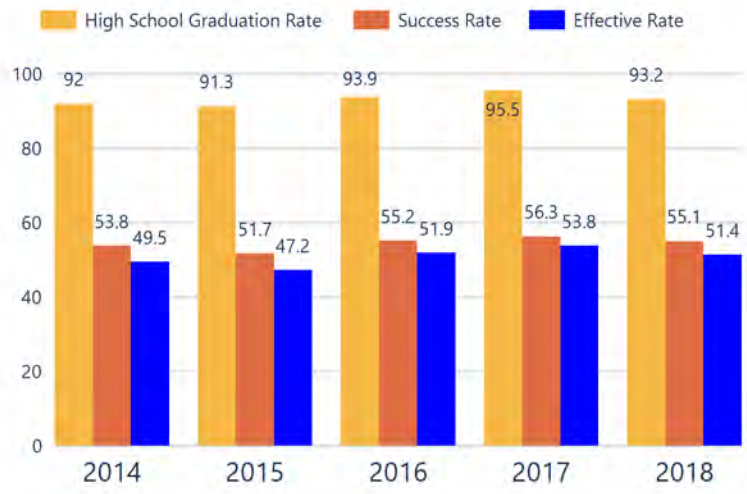
	Gold	Silver	Bronze	Copper
Social-Emotional Growth		✶		
Kindergarten Readiness				
Individual Plan of Study				✶
Academically Prepared for Postsecondary				✶
Civic Engagement				✶
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **93%**
- Five-Year Success Avg **54%**
- Five-Year Effective Avg **51%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **54.0 - 56.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

94.2% State: 88.3

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

94.7% State: 94.5

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

12.6% State: 13.9

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

0.8% State: 1.3

District ESSA Expenditures Per Pupil

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

$10,725
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Seaman USD 345

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.45	25.67	29.50	22.84	25.19	35.64	N/A	N/A	N/A
Level 2	41.11	35.39	32.89	40.60	37.40	30.23	N/A	N/A	N/A
Level 3	26.57	31.77	26.77	26.29	29.89	25.41	N/A	N/A	N/A
Level 4	8.85	7.15	10.81	10.26	7.50	8.70	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.54	37.08	41.53	33.43	35.36	45.49	N/A	N/A	N/A
Level 2	42.34	37.22	32.00	43.83	41.15	33.72	N/A	N/A	N/A
Level 3	19.94	23.23	18.76	19.31	20.95	16.86	N/A	N/A	N/A
Level 4	2.16	2.45	7.69	3.41	2.52	3.92	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	62.83	62.03	60.90	61.01	62.45	69.42	N/A	N/A	N/A
Level 2	28.37	25.08	27.06	28.81	26.27	19.00	N/A	N/A	N/A
Level 3	7.09	11.86	8.27	9.49	9.89	9.91	N/A	N/A	N/A
Level 4	1.68	1.01	3.75	0.67	1.36	1.65	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

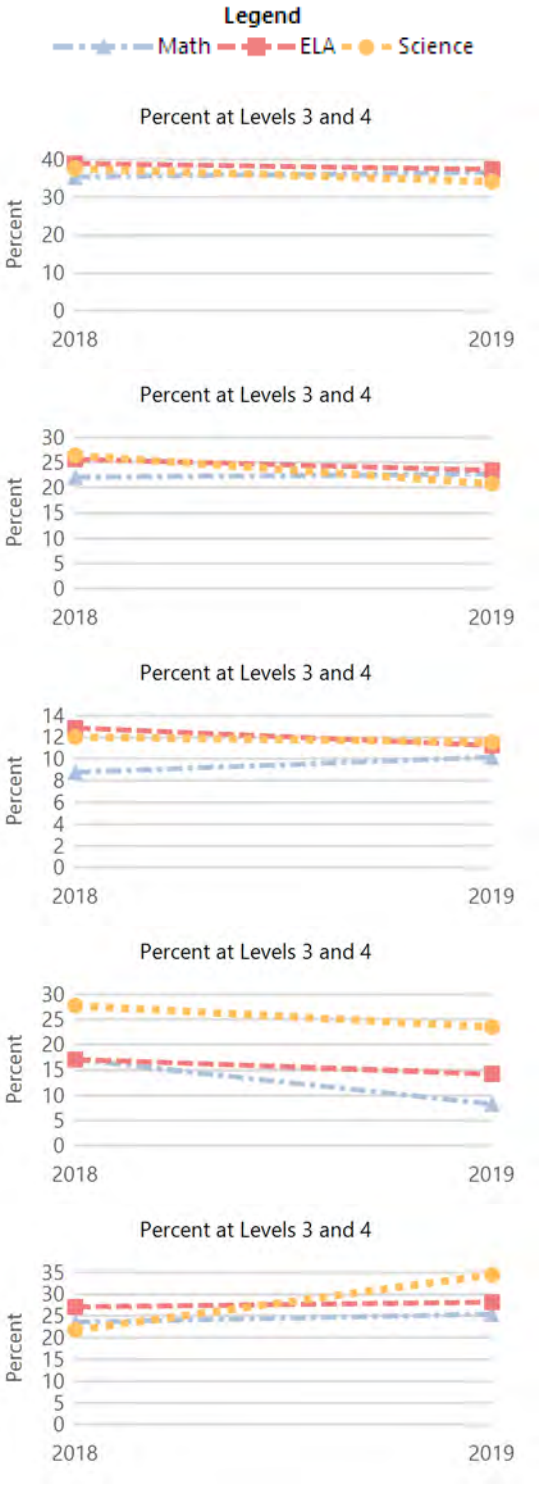
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.90	48.78	50.00	44.44	45.71	47.05	N/A	N/A	N/A
Level 2	39.02	34.14	22.22	47.22	40.00	29.41	N/A	N/A	N/A
Level 3	12.19	14.63	27.77	5.55	14.28	11.76	N/A	N/A	N/A
Level 4	4.87	2.43	0.00	2.77	0.00	11.76	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.33	33.33	46.37	29.83	29.28	33.33	N/A	N/A	N/A
Level 2	46.06	39.54	31.88	44.75	42.54	32.14	N/A	N/A	N/A
Level 3	18.53	19.20	18.84	19.88	23.20	27.38	N/A	N/A	N/A
Level 4	5.05	7.90	2.89	5.52	4.97	7.14	N/A	N/A	N/A

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

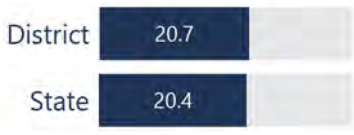
Academically Prepared for Postsecondary Success



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/15/2021

System: D0413 Chanute Public Schools (0000)

City: Chanute

Superintendent: Kellen Adams

OVT Chair: Kay Lewis

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

• Tiered Framework of Supports: Chanute Public Schools has a MTSS system that uses a multi-prong approach to review data through state assessments, MAP, common assessments and ACT. The elementary and middle school has structures in place to ensure MTSS systems of support are based on data and students receive interventions in a systemic approach. It is not clear if the high school has a very structured program (there are days where staff discuss students who are struggling in core classes); however, SIT is being used to support students throughout the system.

• Stakeholder Engagement: The system has engagement within the administration, staff, and students to address the system goals. The system does acknowledge some weaknesses in communication with stakeholders. The communication could be clearer and outcomes focused to ensure stakeholders understand the process of system improvement.

• Diversity, Equity, and Access: Chanute has a low percentage of diverse populations; however, there is a higher number of students who are from low socio-economic backgrounds and disabilities. The system focuses on using highly qualified teachers to address effective instruction for all subgroups within the system.

• Communication and Basic Skills: The system has made this area a strength by focusing on improving and addressing student access to instruction related to finance, job seeking, resume building, letter writing and positive self-presentation skills. Collaboration takes place in a K-12 effort through an early release program to ensure these skills are reinforced in the classroom setting.

• Civic and Social Engagement: The system has focused on civic and social engagement with partnering with local agencies and providing opportunities for volunteerism by community members within the school.

• Physical and Mental Health: Chanute has adopted Character Strong Curriculum 6-12 and Second Step Curriculum K-5 to address social-emotional growth and behavior. The district has committed funds to the Communities in Schools program and partnered with local agencies to provide some dental and medical care. Mental health professionals provide support within the school setting to work on social emotional regulation skills. Chanute has adopted the SAEBRS through FastBridge to give to their students for a social-emotional screening tool.

• Arts and Cultural Appreciation: All students K-12 have some types of music class; art is offered in all schools as well. The system has added an additional band instructor at the secondary level to increase student opportunity.

• Postsecondary and Career Preparation: The system has made a concerted effort to reach out and partner with the community to create relationships for Postsecondary success.

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

ARC Comment

Chanute has had a large amount of turnover with administration during this KESA cycle. New administration felt that more work in this area was needed. The system found that there was a need for additional data to provide them specific evidence of progress. They had originally done the KESA Rubrics as a self-reflection which told them that this was an area of need, but when the time came to talk about progress they realized they did not have sufficient data to give them this information. Also, the original KESA Rubrics were only given to staff and not the community. Consequently, this year they have given another survey to not only staff but also to community members. This survey indicated that 61% of staff; 26% of students, 31% or parents and 36% or their community members believed that there were partnerships between the district, business and industry, community and post-secondary institutions that went beyond the high school's CTE programs to support K-12 education. If this is an area for continual work during the next cycle it will be imperative that the system develop a more rigorous and data driven goal. Goals work best when they are specific, measurable, achievable, results oriented, and time bound (SMART).

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

ARC Comment

The district selected two indicators from the RELEVANCE rubric, component 2, Instruction: Strategies and Alignment.

Results indicated that:
• Common and formative assessments developed to represent student learning on essential outcomes, Data review and analysis procedures established as PLC routine: Year 1: 24.5% - Year 5: 80.3%
• Engaging in the RTI process: Year 1: 25% - Year 5: 63.2%
• District teachers were asked to work in PLCs (Professional Learning Communities) to demonstrate that ALL educators were:
1) utilizing mutually agreed upon structures and processes for gathering and analyzing data
2) utilizing common/formative assessments to determine instructional steps and/or strategies in order to meet the learning needs of all students
3) employing processes for determining effectiveness of instructional strategies (proficiency)
4) applying shared decision making to determine student interventions based on data. Collecting and analyzing student learning data, evaluating results and amending instructional strategy as necessary and agreed upon.

For the 2018/2019 school year, the system implemented a monthly early release time for this purpose. Summer Institute and other district in-service opportunities are now devoted to successfully achieving these identified accreditation outcomes. Also, the system now maintains a system of formative assessment data for each student regarding essential standard milestones.

Areas For Improvement

Comment	Specific goals will need to be developed to connect the data, programs, and processes implemented in the district during the next KESA cycle for each of your goals. Many districts confused areas of focus with goals and these are two different things.
Rationale	Systems cannot improve if they do not know what needs improvement.
Tasks	N/A
Timeline	N/A
System Response	N/A

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

ARC Comment

Chanute has had a large amount of turnover with administration during this KESA cycle. This has caused some disruption, but the system is committed to ensure the system continues to focus on system improvement. Monies have contributed to hiring new staff, purchasing materials, and providing professional development. All departments are involved in the process.

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

ARC Comment

The system is working on all state board outcomes and has identified areas of need.

Board Outcomes

Social-Emotional Growth	The system implemented FastBridge mySAEBRS this past year to identify specific needs of students to improve their response to those students in need of social/emotional support. At the middle school the staff has been trained and implemented Character Strong, at the elementary level the staff has been trained and implemented Second Step. There was no identified program for the high school. The system has increased mental health supports through grants. The system has implemented a variety of programming to support staff. Chronic Absenteeism: The data suggests that the system is still in need of supports at the secondary levels.

Kindergarten Readiness	The three-year trend of % of students participating in ASQ3 2018 - 67/135 - 49.6% 2019 - 26/123 - 21.1% 2020 - 41/96 - 42.7%. The three-year trend % of students participating in ASQ:SE-2 2018 - 67/135 - 49.6% 2019 - 26/123 - 21.1% 2020 - 41/96 - 42.7%. The system has an early childhood program focused on students who meet the following criteria: at-risk, developmental delays or peer models. The system has found that students attending the program are scoring lower than students that are not. The system is going to expand the early learning center to include more peer models to decrease the saturation of at-risk students and students with developmental delays and give them the opportunity to work alongside student peer models.
Individual Plans of Study	The system began with no students having an individual plan of study and vary sporadic participation in career interest and exploration. Currently, the system has every student, 6-12, with an individual plan of study. The system uses Xello involving career interests, exploration and planning. Chanute has a speaker's bureau, which has speakers from local industries and businesses that regularly speak at all schools.
High School Graduation Rate	The system has an above average graduation rate (94.7%). The system will continue to focus on ensuring graduation stays as a main focus. This system received a bronze Star Recognition.
Postsecondary Success	The post-secondary data shows a high graduation rate, but the success and effective averages are low in comparison to the graduation rate. the system however is within its 95% confidence interval for the predicted effective rate. Their effective rate is 44% at the higher end of their range. The system will improve the industry recognized certification. The system will use essential learning outcomes to ensure the students are being prepared for the rigor of post-secondary. This will be the systems baseline year. It is hoped that this will not only help maintain and improve graduation rate but that postsecondary success will also improve.

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

ARC Comment

Chanute started involving a 30-person community, educator, parent planning committee that has looked at internal and external factors impacting their district. This committee in turn has developed seven strategies to address their district focus in this area. The system plans to involve community members, parents, students, and staff in the development of goals and strategies through our strategic planning process that coincides with our KESA process.

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

ARC Comment

The previous administration responded to the OVT feedback. In year 4, the system reviewed the OVT comments for year 3, and discussed the changes that needed to be made with building leadership and PLC's. Each building built an improvement plan focused on student achievement and social/emotional learning.

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

ARC Comment

The system followed the system improvement process by using data to develop plans and take action. The system followed the OVT team feedback, as well as implemented a higher level of involvement from stakeholder groups within the system.

ARC Recommendation

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

Justification

Chanute has processes and protocols in place to provide evidence of some systemic improvement. The system provides next steps of action to ensure future success by implementing new programs, focusing on alignment to State Board Outcomes, and system leadership to ensure ongoing improvement. With this being said, the system did not have measurable goals to connect with their data, programs, and processes.

Strengths

Chanute has worked to develop system-wide ownership and engagement with system improvement. The systems has been intentional with their programming as well as ensure alignment to KESA processes as well as State Board Outcomes.

Challenges

The system has had a large amount of leadership turnover which has caused disruption to the KESA process as well as continuous focus on system improvement. This will decrease as system leadership continues to sustain within the next few years. The system did not have measurable goals during this KESA cycle.
Specific goals that are measurable will need to be developed to connect the data, programs, and processes. implemented in the district during the next KESA cycle.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Chanute Public Schools USD 413

321 E. Main, Chanute, KS 66720
(620) 432-2500
www.usd413.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12**
Superintendent: **Kellen Adams**

Demographics

1,863 Students

- African American 1.13%
- Hispanic 8.37%
- Other 6.33%
- White 84.17%

Academically Prepared for Postsecondary Success

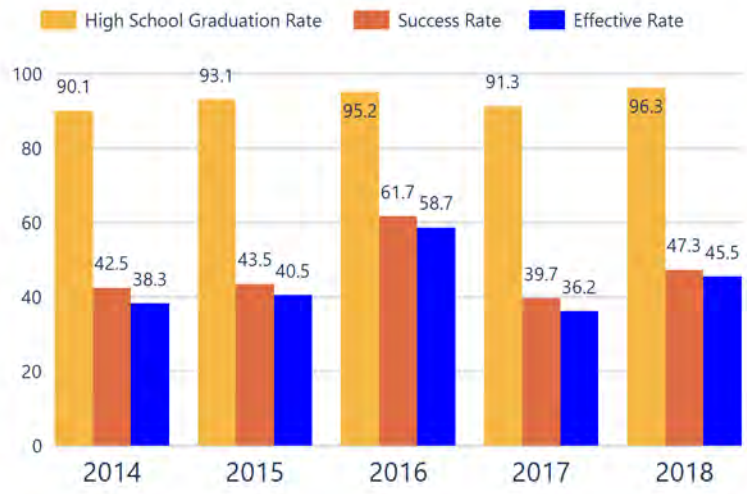
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**93%**
Five-Year Success Avg	**47%**
Five-Year Effective Avg	**44%**
95% Confidence Interval for the Predicted Effectiveness Rate	**42.3 - 44.6%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

94.7% State: 88.3

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

93.9% State: 94.5

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

16.8% State: 13.9

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

0.8% State: 1.3

District ESSA Expenditures Per Pupil

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

$11,716
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Chanute Public Schools USD 413

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.68	29.84	30.23	33.00	30.40	38.44	N/A	N/A	N/A
Level 2	39.54	34.18	33.25	40.55	33.40	29.92	N/A	N/A	N/A
Level 3	24.45	28.75	25.81	20.77	28.80	20.92	N/A	N/A	N/A
Level 4	6.31	7.21	10.69	5.66	7.40	10.70	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.19	38.89	37.16	39.48	38.79	45.41	N/A	N/A	N/A
Level 2	42.02	33.90	34.07	42.22	32.75	29.69	N/A	N/A	N/A
Level 3	17.49	22.71	21.68	15.21	23.62	19.21	N/A	N/A	N/A
Level 4	4.28	4.47	7.07	3.07	4.82	5.67	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	65.03	60.28	58.57	62.65	58.86	66.15	N/A	N/A	N/A
Level 2	25.17	23.40	30.00	24.68	22.78	24.61	N/A	N/A	N/A
Level 3	9.09	12.76	10.00	10.12	14.55	6.15	N/A	N/A	N/A
Level 4	0.69	3.54	1.42	2.53	3.79	3.07	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

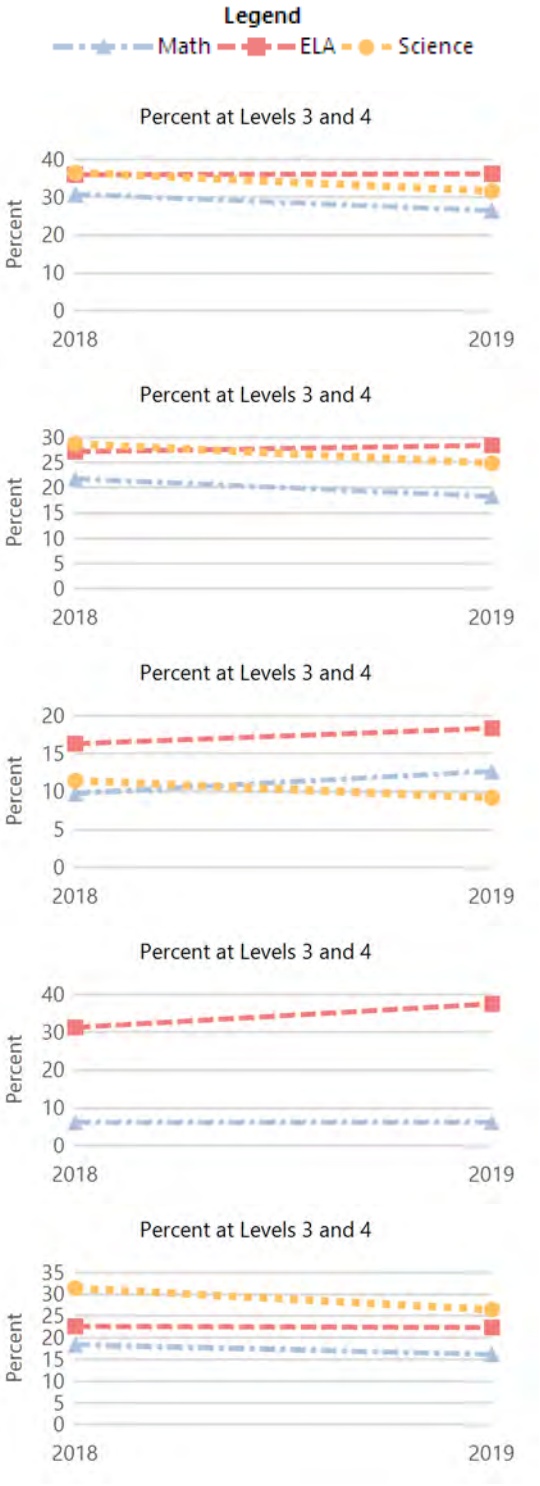
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.75	31.25	N/A	50.00	25.00	N/A	N/A	N/A	N/A
Level 2	50.00	37.50	N/A	43.75	37.50	N/A	N/A	N/A	N/A
Level 3	6.25	31.25	N/A	0.00	37.50	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	6.25	0.00	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.18	35.71	34.28	37.20	34.11	44.11	N/A	N/A	N/A
Level 2	49.42	41.66	34.28	46.51	43.52	29.41	N/A	N/A	N/A
Level 3	16.09	22.61	22.85	12.79	21.17	26.47	N/A	N/A	N/A
Level 4	2.29	0.00	8.57	3.48	1.17	0.00	N/A	N/A	N/A

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

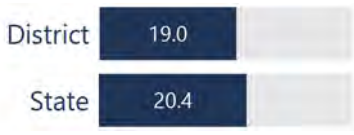
Academically Prepared for Postsecondary Success



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/07/2021

System: Z0029 Kansas City Catholic Diocese - Sacred Heart (0234)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Kathy Rhodes

OVT Chair: Cognia

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The foundational structure and Cognia standards are evident in the system in that work is completed, data is collected and analyzed and action plans put in place. The system shows evidence that defined foundational structures are in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)
The system shows evidence of improving performance in this area. Improving means that within the system there are quality practices that are improving and meet the expected standards. For example, There is improvement in the tiered framework of supports in place for students and in the data used to determine student tiers. Although student learning is monitored, differentiated instruction and project-based learning are not consistently evident.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)
The system is performing varying levels in this area. At the impacting level, stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. At the improving level, system leaders are engaging stakeholders to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. At the initiating level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)
According to the Cognia Accreditation Engagement Review, the system is at the improving level for providing learners with equitable opportunities to develop skills and in monitoring and adjusting instruction to meet individual learners' needs. The system performs at an impacting level at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills (2.2, 2.5, 2.6)
The system is at the Initiating Level of promoting creativity, innovation, and collaborative problem-based solutions. The system is at the improving level for implementing a curriculum that is based on high expectations and prepares learners for their next levels; and the system performs at an impacting level for implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)
The system shows evidence of improving its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system performs at an impacting level for implementing a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)
The system was marked at the improving level in this area. The initiating level represents areas to enhance and extend current improvement efforts in the following standards: The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)
The system shows evidence at the Improving level relative to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the Impacting level that ensure the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)
The system received an Initiating level rating for programs and services for learners' educational futures and career planning.

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

ARC Comment

Sacred Heart will improve student performance on both MAPs to reach RIT goals and/or KSA by increasing the student performance level, so that students perform in levels 3 or 4 through the use of differentiated instruction.

Action steps outlined by Sacred Heart to improve student performance included the following:
1. Increase professional development for the teachers so that differentiated instruction is implemented in each classroom.
2. Create schedules that provide dedicated time for MTSS process in the classrooms that is protected and supported.
3. Conduct ELEOT observations regularly to measure student engagement and analyze the data to show improvement in the areas indicating that students are working on projects that are interesting and challenging to them.
4. Survey students, parents and teachers using the COGNIA engagement survey and establish a formal process to compare/analyze the results together.
5. Provide dedicated PLC time for teachers to analyze data in a systematic way and monitor individual student classroom data.

The Cognia team found no deficiencies in this area and noted that they had worked to meet this goal.

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

ARC Comment

Sacred Heat will establish a process to collect, analyze and make decisions based on longitudinal data. To achieve this outcome, Sacred Heart will do the following:
1. Create a survey timeline for each school year, including time analyze.

2. Collect information/results in school Google drive so that access is immediately available for all staff to analyze for planning lessons.
3. Analyze data as a team on a quarterly basis with administration, staff and share with stakeholders.

The Cognia team found no deficiencies in this area and noted that they had worked to meet this goal.

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

ARC Comment

Policies and procedures are in place to guide the system. The school allocates human, material, and fiscal resources aligned with the school's identified needs and priorities to improve student performance and organizational effectiveness. The school budget provides for ample financial support. A formalized process and timeline for purchasing textbooks and instructional resources are budgeted.

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

ARC Comment

The system is meeting expectations in providing data for State Board outcomes. The system is in the improvement stages of collecting data and have established a plan for effectively meeting goals for achievement, instruction and management of administrative operations.

Board Outcomes

Social-Emotional Growth	Social-Emotional development is an area of focus linked directly to the system's district and building goals. Students participate in Olweus Anti-bullying program which includes monthly class meetings. A full-time counselor was hired and follows a schedule to visit classrooms regularly. The counselor also works with small groups of students and uses the Everyday Speech social thinking curriculum. In addition, a Social Worker and Behavioral Interventionalist was hired. Second-Step curriculum is used for students in PK-8, and "We Thinkers" is utilized for students in the Tier 2 groups. The system also offers weekly guidance classes in Character Education for all K-6 students and those in grades 7-12 receive instruction from teachers during the PAWS seminar time.
Kindergarten Readiness	The system collects data on a Scholastic tool regarding emotional, physical and academic preparedness. They partner with parents to address questions in informational meetings and provide educational materials. The system uses ASQ and analyze and use the data to identify overall strengths and areas for growth.
Individual Plans of Study	Sacred Heart implemented the Archdiocesan Individual Plans of Study (IPS) and individual discernment of talents and gifts for future careers. Students in computer classes develop a Google site as a digital portfolio to reflect on careers they have researched. Surveys in Christian Leadership are utilized as well as the website Careeronestop.org in technology to explore careers and research areas that may be of interest to students.

High School Graduation Rate	The system has a successful rate as 100% of the students going to high school, with about 94% going on to Catholic High Schools where graduation rates are 99.5%. Sacred Heart of Jesus students participate in middle school house leadership activities, a Christian Leadership Class and academics, such as Algebra, to prepare them for high school.
Postsecondary Success	There is evidence to show that Sacred Heart students are prepared academically and emotionally to do well in high school, which prepares them for the post-secondary success.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. Sacred Heart demonstrates actions are taken to collectively involve stakeholders to ensure effective decision making. This is demonstrated through multiple interviews with teachers, students, and parents, and the theme "Preparing minds for the future, souls for eternity" was identified as the driving force in every decision.

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

ARC Comment

All reports were submitted to KSDE throughout the accreditation cycle and the they provided all documentation requested by Cognia throughout this accreditation cycle.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, identified sources of evidence support significant impact has been gained on the accreditation process toward positive improvement.

Strengths

The system works well with stakeholders, parents, teachers, and students to ensure effective learning outcomes for students. The system has a strong civic engagement curriculum that allows learners to be good citizens in helping to help others.

Challenges

The review team did not see evidence of project-based learning in the artifacts. Data is collected and analyzed but there is no longitudinal data reviewed.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Sacred Heart Elem -
Kansas City Catholic Diocese - Z0029

21801 Johnson Dr., Shawnee, KS 66218-8102
(913) 422-5520
http://school.shoj.org
Principal: **Kathy Rhodes**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **K-8**
Superintendent: **Vincent Cascone**

Demographics

415 Students

- African American 1.93%
- Hispanic 7.95%
- Other 4.34%
- White 85.78%

Academically Prepared for Postsecondary Success

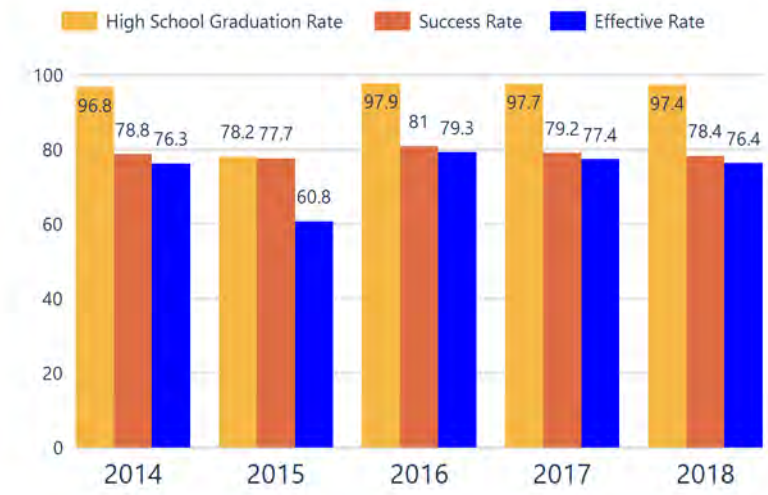
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

96.3% State: 94.5

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

5.1% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Sacred Heart Elem

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	3.40	6.06	8.13	3.63	4.36	3.40	N/A	N/A	N/A
Level 2	29.92	18.93	24.41	29.81	22.90	18.18	N/A	N/A	N/A
Level 3	46.59	56.43	45.34	40.72	48.72	44.31	N/A	N/A	N/A
Level 4	20.07	18.56	22.09	25.81	24.00	34.09	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	8.33	8.33	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	50.00	33.33	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	8.33	58.33	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	33.33	0.00	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

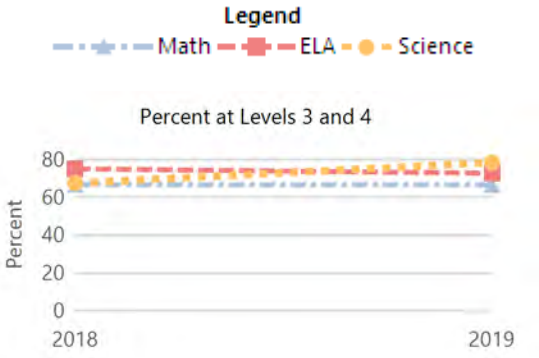
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	12.50	N/A	11.11	3.70	0.00	N/A	N/A	N/A
Level 2	37.50	20.83	N/A	33.33	33.33	27.27	N/A	N/A	N/A
Level 3	37.50	45.83	N/A	37.03	44.44	45.45	N/A	N/A	N/A
Level 4	16.66	20.83	N/A	18.51	18.51	27.27	N/A	N/A	N/A

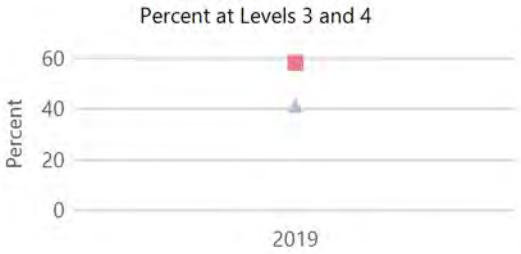
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



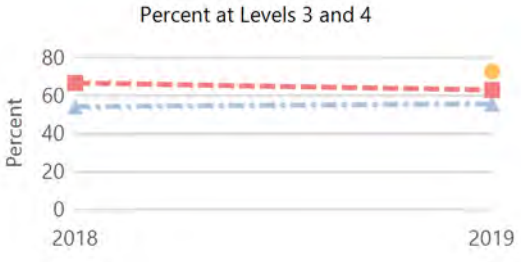
Percent at Levels 3 and 4

*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 (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 06/17/2021

System: Z0029 Kansas City Catholic Diocese - Sts. Perter and Paul (6664)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Todd Leonard

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Some of the foundational structure and Cognia standards are evident in the system in that the system is committed to its vision and mission and effectively engages its learners. There is evidence of that defined foundational structures are in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)
The system shows evidence of improving performance in this area. Improving means that within the system there are quality practices that are improving and meet the expected standards. For example, There is improvement in the tiered framework of supports in place for students and in the data used to determine student tiers. The system also shows Impacting performance in the monitoring of instruction to help meet the learners needs and the system's learning expectations.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)
The system is performing at the Impacting level and improving level in this area. At the impacting level, stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. The system is respected by stakeholders and the leaders engage stakeholders to support the purpose and direction of the institution. At the improving level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)
According to the Cognia Accreditation Engagement Review, the system performs at an impacting level l at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established. This is evident through its coaching programs and interventions.

Communication and Basic Skills (2.2, 2.5, 2.6)
The system is improving its performance in promoting creativity, innovation, and collaborative problem-based solutions. The system is at the improving level for implementing a curriculum that is based on high expectations and prepares learners for their next levels; and the system is improving in implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)
The system shows evidence of improving its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is improving in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)
The system is the improving level in this area. The system is improving its efforts to enhance and extend current improvement efforts in the following standards: The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)
The system shows evidence at the Improving level relative to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the improving level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)
The system received an improvement level rating for programs and services for learners' educational futures and career planning. The system has an Individual Program of Study program that has begun with middle school students. Career Interest surveys are provided to students to identify career interests. Further, activities such as STARBASE, Vocation Day, Science Olympiad, Junior Achievement, Geography Bee, and Scholars Bowl support interest development.

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

ARC Comment

St. Peter and Paul will focus on its phonics program Pathways to Reading (PTR) and apply it to reading and spelling. Additional action steps outlined are as follows:

1. Student within the 1-5 range are targeted to score in the range of 3-5.
2. Teachers are teaching QPS skills during MTSS (Tier 2 and 3 groups
3. Continue to work on Nonsense Word Fluency (NWF) and Oral Ready Fluency (ORF)
4. Continue to apply phonics skills in ORF and Comprehension practice using leveled readers and reading A-Z books during MTSS
5. Recognize deficiency in the QPS starting at advanced consonants, prefixes and suffixes and multi-syllable words. Use rules to break down multisyllable words.

The Cognia team found no deficiencies in this area and noted that they had worked to meet this goal.

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

ARC Comment

The system responded to the recommendation to research, develop and implement a systematic and comprehensive student assessment system inclusive of professional learning opportunities in the interpretation and use of data to drive daily instructional decisions. The progress is outlined as follows:

1. Hired a Resource Teacher position to coordinate MTSS activities, testing and professional development. The system was able to implement and develop its MTSS program to meet the needs of the learners. The system also states it conducts an extensive review and analysis of its data through the Student Improvement Team monitoring process.

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

ARC Comment

The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction. The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness. Long-term planning is needed.

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

ARC Comment

The system shows noticeable gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes through its improvement in implementing a systematic and comprehensive student assessment system.

Board Outcomes

Social-Emotional Growth	The system has implemented the 2nd Step Program to support social-emotional learning. Students with social/emotional needs participate in the Smalls and Talls program and are paired with high school peer models. The system provided training on the Color Code to help them become aware of different personality traits and how to effectively respond to others.
Kindergarten Readiness	The system tracks learner's progress through Dibels and students are supported by teachers with early interventions. Incoming Kindergarteners and parents utilize the Ages and Stages Questionnaire and the Social and Emotional assessments to help guide instruction for the incoming students and for placement of tier support groups.
Individual Plans of Study	St. Peter and Paul has an Individual Program of Study program with middle school students. Students complete a Career Interest Survey to help identified interests to enable future educational and career planning.
High School Graduation Rate	This system does not have a high school; however, they track the enrollment of their students attending high school.
Postsecondary Success	There is evidence to show that St. Peter and Paul students learn to effectively collaborate with peers, showing respectful and responsible actions and the system is committed to ensure learners are held to high expectations academically and behaviorally.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. St. Peter demonstrates its commitment to the system's vision and mission and is respected by stakeholders and the community. Throughout the visit meetings with stakeholders were held to gain input on the work of the system.

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

ARC Comment

The system provided all necessary documentation to both KSDE and Cognia throughout this cycle of improvement. All documentation for the purpose of accreditation was submitted.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, identified sources of evidence support significant impact has been gained on the accreditation process toward positive improvement.

Strengths

It is evident that St. Peter and Paul School is deeply respected and revered by the school stakeholders and is also a vital part of the community.
The system has a strong civic engagement curriculum that allows learners to be good citizens in helping to help others. A structured phonetics program has been adopted and is utilized with fidelity.

Governing authorities with policies are clearly outlined in the Archdiocesan Policy Handbook and followed with fidelity.

Challenges

The system should establish a review process, including survey data and other stakeholder opportunities. The team did not see evidence of a formal process of evaluation of the school mission statement. Long term planning and data analysis is needed for establishing strategic direction.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Sts Peter And Paul Elem -
Kansas City Catholic Diocese - Z0029

409 Elk St, Seneca, KS 66538-1679
(785) 336-2727
http://www.sppschool.com
Principal: **Todd Leonard**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics

Academically Prepared for Postsecondary Success

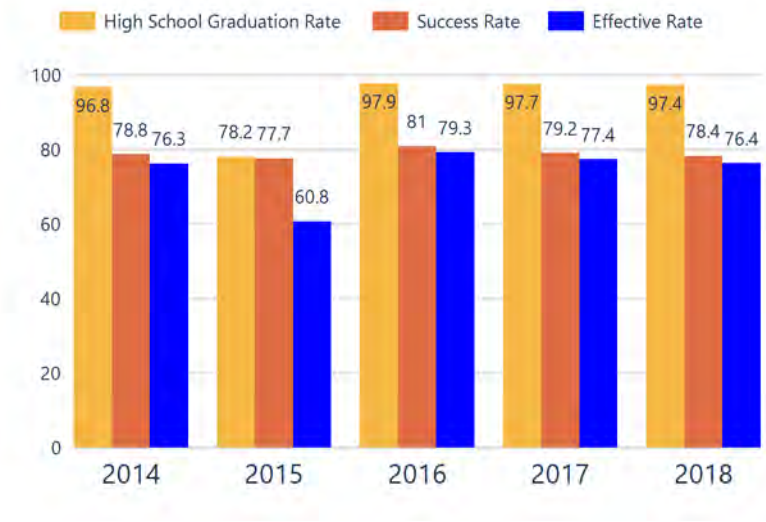
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

97.0% State: 94.5

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

2.4% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Sts Peter And Paul Elem

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	5.83	4.16	9.30	3.10	10.07	13.15	N/A	N/A	N/A
Level 2	24.16	27.50	27.90	33.33	24.80	23.68	N/A	N/A	N/A
Level 3	45.00	51.66	30.23	38.75	39.53	31.57	N/A	N/A	N/A
Level 4	25.00	16.66	32.55	24.80	25.58	31.57	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

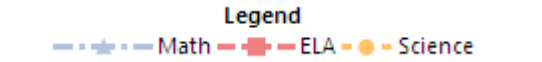
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

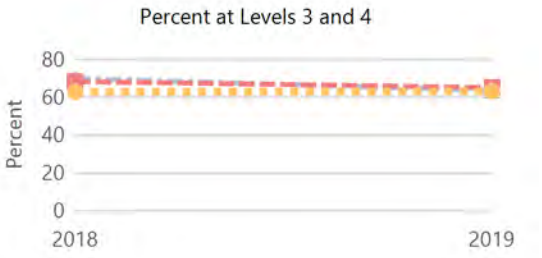
HISPANIC STUDENTS

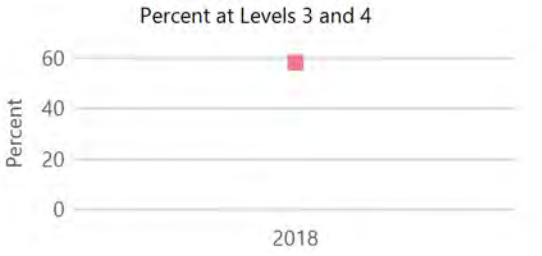
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success







Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 04/19/2021

System: Z0029 Kansas City Catholic Diocese - Holy Name (8384)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Randy Smith

OVT Chair: Andrea Hillebert

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. For example; instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level; while an impacting level was given for the system's implementation of processes to identify and address the specialized needs of learners.

Family, Communities and Business Partnerships
According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution 's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect an analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion
The system is at the impacting level at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established. Additionally, all student needs are represented and there is evidence of student input in the improvement process.

Communication and Basic Skills
Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an impacting level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving.

Civic and Social Engagement
The system was rated at the impacting level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health
The system was marked at the impacting level in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation
The system was rated at the impacting level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. It should also be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations This is also is integrated in the art and music classes.

Postsecondary and Career Preparation
The system provides programs and services for learners' educational futures and career planning. This received an improving level in this area.

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

ARC Comment

Provide a welcoming environment for families and invite them to be equal partners in the education of their children
The goal is that at least 90% of families will participate in at least one school-sponsored family activity. They have created a new website, a new school app, used social media, secured a notification system, established a Parent Involvement Team, and increased the number of family/school activities. Data show that 100% of parents attended in 2019-2020 (pre-COVID). Events were reduced in 2020-2021; 93% of families attended Parent/Teacher Conferences. This was the highest percentage over the past five years.

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

ARC Comment

100% of staff trained and use the Second Step Social Emotional Curriculum.
The indicators were:
Second Step Social Emotional Curriculum helps support students' skills of executive function, social skills, and emotional regulation. The Parent Involvement Team established a Wellness Committee. Data show significant improvements in social-emotional competence and behavior. Faculty report that students have more confidence, are able to set behavior goals, make better decisions, collaborate with

others in work and play, and navigate the views of others more effectively.
According to the OVT, the system produced sufficient evidence that this goal was being implemented and that results were being obtained.

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

ARC Comment

There is evidence that the Business Team's strategic plan demonstrates that the team is actively engaged and working toward its objectives, especially related to facilities improvements and providing extra budgetary resources.

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

ARC Comment

Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups.

Board Outcomes

Social-Emotional Growth	The system uses Second Step, a research-based social-emotional learning program. These lessons provided by teachers and counselor allows students to be better equipped to manage their own emotions, form healthy relationships, and make good decisions, and cope with everyday social and academic challenges. In addition, the Second Step program utilizes Virtuous Behavior Formation that includes Christ-like behaviors. A mental health survey has been given to parents/families and students. Student surveys indicated that they have a trusted adult in the building and that the Leadership and teachers are approachable and willing to listen to students.
Kindergarten Readiness	The school participates with ASQ in soliciting parent input and engaging parents. Data is used to create learning opportunities for students and parents. The system works closely with the Holy Name Preschool and local area preschools.
Individual Plans of Study	The compliance of Cognia standards indicates that the curriculum includes career exploration. An IPS is in place for students grades 6-8. According to the system, they have individual plans of study in place for every student in grades 6-8.
High School Graduation Rate	This is a K-8 school; however, according to the system, 99.5% of their students graduate from high school.
Postsecondary Success	This is a K-8 school, although 100% of Holy Name students attend high school they have no way to track their postsecondary success. They are upgrading their alumni roster to track student post-secondary success.

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

ARC Comment

Stakeholder involvement and feedback are strong components of the success of the system. Feedback and progress steps are shared, and stakeholder groups are actively involved in the school 's improvement process.

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

ARC Comment

The team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry into the next cycle.

Strengths

The system has strong leadership and an active stakeholder involvement. This guidance, vision, and dedication successfully contributes to the school's success. Holy Name supports student learning and teacher developments. There is a consistent, high-quality framework for instruction, which include setting high expectations for each student, aligning the curriculum to the standards, and adjusting instruction to meet the needs of each student. Collaborative experiences lead to successful operations and equitable learning environments. Data is collected, analyzed, and used to make instructional decisions.

Challenges

Interviews with stakeholders indicated that the system should reinstate the after-school clubs and increase its emphasis on art, music, and theater. The system has an opportunity to build upon its solid instructional base and expand its offerings to include programs and assignments that require and develop creativity, innovation, and collaborative problem-solving.

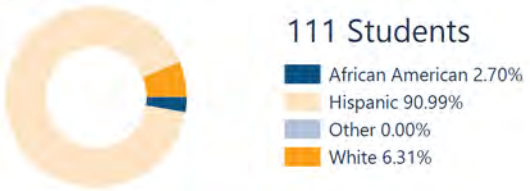
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Holy Name -
Kansas City Catholic Diocese - Z0029

1007 Southwest Blvd, Kansas City, KS 66103-1907
(913) 722-1032
https://holynamecatholicschool.org
Principal: **Randy Smith**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics



Academically Prepared for Postsecondary Success

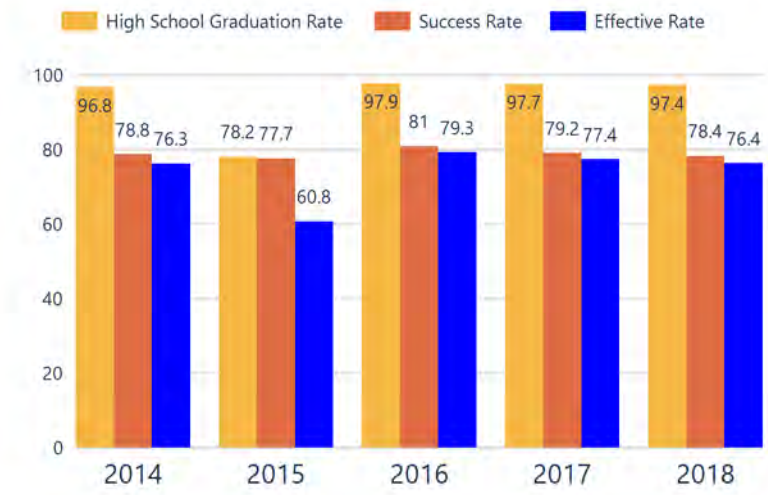
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

92.9% State: 94.5

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

20.0% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Holy Name

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.66	47.29	62.06	55.40	36.00	70.83	N/A	N/A	N/A
Level 2	44.00	31.08	34.48	37.83	44.00	20.83	N/A	N/A	N/A
Level 3	5.33	20.27	3.44	5.40	12.00	4.16	N/A	N/A	N/A
Level 4	0.00	1.35	0.00	1.35	8.00	4.16	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.83	50.00	61.11	57.77	39.13	85.71	N/A	N/A	N/A
Level 2	45.83	29.16	38.88	33.33	43.47	14.28	N/A	N/A	N/A
Level 3	8.33	18.75	0.00	6.66	10.86	0.00	N/A	N/A	N/A
Level 4	0.00	2.08	0.00	2.22	6.52	0.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

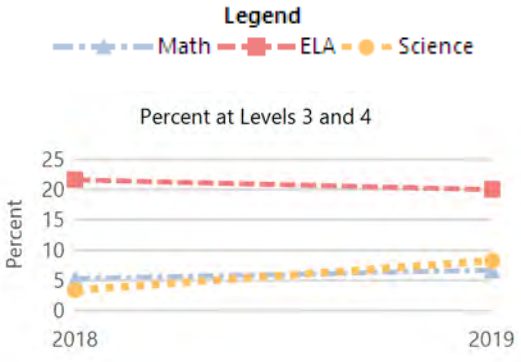
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

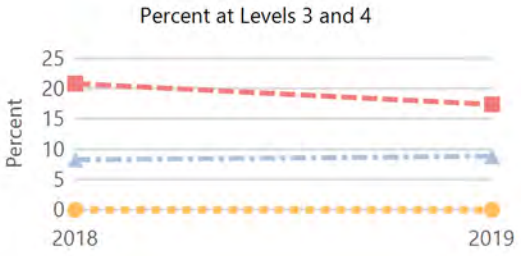
HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.78	52.72	76.19	54.23	36.66	70.58	N/A	N/A	N/A
Level 2	42.85	30.90	23.80	38.98	48.33	29.41	N/A	N/A	N/A
Level 3	5.35	14.54	0.00	5.08	10.00	0.00	N/A	N/A	N/A
Level 4	0.00	1.81	0.00	1.69	5.00	0.00	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



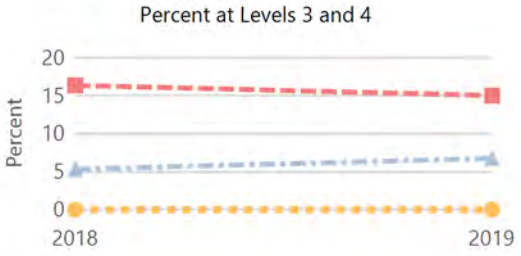


Percent at Levels 3 and 4

*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 (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 07/15/2021

System: Z0029 Kansas City Catholic Diocese - Holy Rosary (9706)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Nick Anista

OVT Chair: Cognia

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution.

The ratings in this area were as follows:
Tiered Framework of Support
The system received both improving and impacting levels in this foundational area, with a majority of ratings at the impacting level. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution; while improving means that within the system there are quality practices that are improving and meet the expected standards. There was one standard at the initiating level, which means that the system has areas to enhance and extend their current improvement efforts. For example, at the impacting level, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations and there is a process to identify and address the specialized needs of all learners, and educators gather analyze and use formative and summative data that lead to improvement of student learning; while an initiating level was given for the system's implementation of a process to continually assess its programs and organizational conditions to improve student learning.

Family, Communities and Business Partnerships
According to the Cognia Accreditation Engagement Review, the system is at the Improving and Initiating levels in this area. At the improving level, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized and leaders engage stakeholder to support the institution's purpose and direction. At the initiating level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion
The system is at the Impacting level for monitoring and adjusting instruction to meet individual learners' needs, identifying and addressing the specialized needs of learners and providing learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills
According to the Cognia Accreditation Engagement Review, the system is at the Impacting level in all areas related to communication and basic skills. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)
The system was rated at the Impacting level in the area of civic and social engagement. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health
The system was rated at the Impacting level in all areas of physical and mental health. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Furthermore, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation
According to the Cognia Accreditation Engagement Review, the system was at the Impacting level in the area of arts and cultural appreciation. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. Furthermore, it should be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also is integrated in the art and music classes.

Postsecondary and Career Preparation
The system provides programs and services for learners' educational futures and career planning. This area was rated at the Impacting level according to the Cognia Accreditation Engagement Review.

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

ARC Comment

Relevance
All students will utilize technology as a tool in and out of the classroom.

The following is the system's set of indicators and actions.
• All students participated in a survey regarding the use of computer skills.
• All students take classes in computer skills and problem solving.
• Computer programs such as storyjumper.com, storyboard.com, SeeSaw, etc, allow all students to work in collaboration with each other and develop both hard and soft skills.
• The system was awarded the Brown Family Foundation Grant which helped to fund STREAM (Science, Technology, Religion, Engineering, Arts, and Math). The grant monies allowed for the purchase of software and hardware. Additionally, the system became a 1:1 school.

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

ARC Comment

Holy Rosary WEA staff will participate in new professional development opportunities that support student learning.
The indicators and results were:
• Holy Rosary staff have participated in professional development; i.e., Project Based Learning, Dyslexia, Greg Tang Math, interactive boards, and remote learning platforms. Teachers have indicated that the emphasis in technology and professional learning has been positive and evidence of success is that students are not only consumers of technology but also producers of technology

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

ARC Comment

The Archdiocese of Kansas City, Kansas is governing authority and establishes a code of ethics, policies to support institutional effectiveness, and policies regarding staff supervision and evaluation to improve professional practice. The VIRTUS Child Protection Program, a moral code of conduct and child safety guidelines, is followed with fidelity.

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

ARC Comment

Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups.

Board Outcomes

Social-Emotional Growth	The system has processes in place to measure Social-Emotional factors using the research-based program Second Step. Lessons are taught by classroom teachers and implemented with fidelity. A new instrument, SAEBRS, will be used to measure students' self-awareness and needs individually in order to support the needs of all students.
Kindergarten Readiness	The school uses the Brooke's Ages and Stages Questionnaire (ASQ) in soliciting parent input and engaging parents/families.
Individual Plans of Study	The compliance of the Cognia standards indicates that the curriculum includes career exploration. An IPS is in place for all students in grades 6-8. As part of their IPS, students are encouraged to shadow at local high schools in order to learn more about the high school experience before thy choose a school to enroll. Students in fifth grade attend a diocesan vocation day where they learn more about being called to work in spiritual or domestic life.
High School Graduation Rate	Holy Rosary WEA is a K-8 system. All their students go into high school and are successful at that level.

Postsecondary Success	Holy Rosary WEA is a K-8 system. There is no information regarding its students at the post-secondary level.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is strong. Interviews with stakeholders indicated that they are satisfied with the shared community of teachers and families.

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

ARC Comment

The team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

The system has cultivated a culture of creativity, innovation, and problem solving which has become a part of daily school life.

Challenges

The system did not show evidence of a formal process to evaluate the mission statement. As the system looks forward, it will be critical to seek input and collaboration from more stakeholders. They currently get input and collaboration but the numbers are not high. According to interviews from staff, there is only informal mentoring for new teachers. Full utilization of the Archdiocesan Mentoring Program is vital to the success of new teachers.

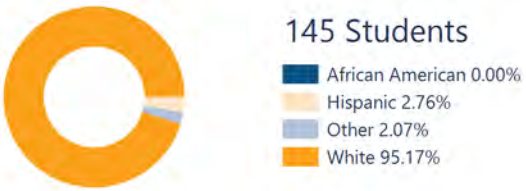
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Holy Rosary - WEA Catholic School - Kansas City Catholic Diocese - Z0029

22705 Metcalf Ave, Bucyrus, KS 66013-9115
(913) 533-2462
http://www.qhrwea.school/
Principal: **Nick Antista**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics



Academically Prepared for Postsecondary Success

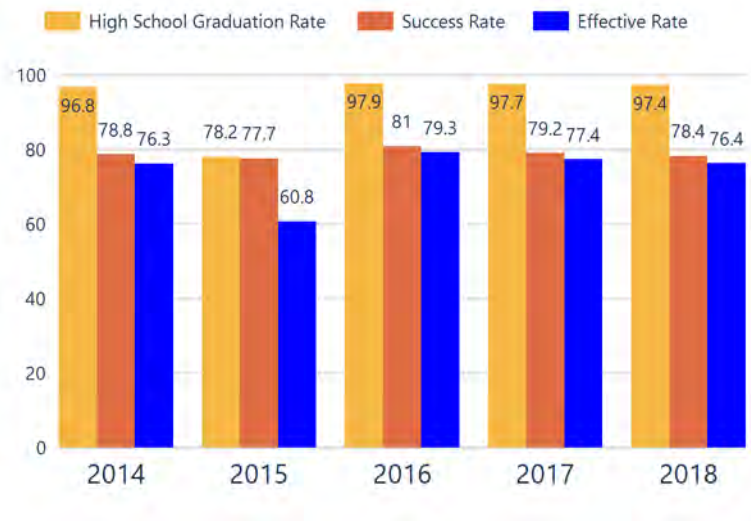
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

95.4% State: 94.5

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

4.1% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Holy Rosary - WEA Catholic School

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.51	4.25	11.11	3.44	4.59	7.40	N/A	N/A	N/A
Level 2	21.27	22.34	30.55	21.83	24.13	14.81	N/A	N/A	N/A
Level 3	36.17	54.25	25.00	45.97	47.12	40.74	N/A	N/A	N/A
Level 4	34.04	19.14	33.33	28.73	24.13	37.03	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

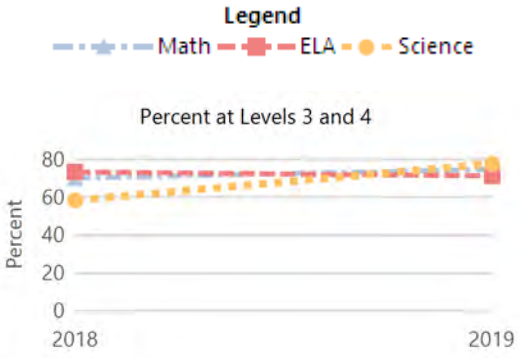
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 06/16/2021

System: Z0029 Kansas City Catholic Diocese - Holy Family (9891)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Nick Anderson

OVT Chair: Cognia – Nancy Bolz

Executive Summary/AFI

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:
Tiered Framework of Support
The system was rated at the improving level in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. For example; the system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences and instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level. Furthermore, the system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Family, Communities and Business Partnerships
According to the Cognia Accreditation Engagement Review, the system is at both the Impacting and Improving levels in this area. At the impacting levels, stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized and leaders engage stakeholder to support the institution's purpose and direction. At the improving level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making.

Diversity, Equity and Inclusion
The system is at the improving level for learners having equitable opportunities to develop skills and achieve the content and learning priorities established, and monitoring and adjusting instruction to meet individual learners' needs. Additionally, they identify and address the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills
At the impacting level, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. An improving rating was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving, and implements a process to ensure the curriculum is aligned to standards and best practices.

Civic and Social Engagement
The system was marked at both the impact level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health
The system was marked at the impacting and improving levels in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation
The system was marked at the impacting and improving levels in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. It should also be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations This is also is integrated in the art and music classes.

Postsecondary and Career Preparation
The system provides programs and services for learners' educational futures and career planning. This received an initiating level which represents areas to enhance and extend current improvement efforts.

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

ARC Comment

Foundational structures are evident in the system and there is evidence that work is being done and plans are being made.

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

ARC Comment

Goal 1: Rigor. To be more strategic in MTSS implementation.
There system is working to be more strategic in the implementation of MTSS. There is currently 30 minutes each day for MTSS Math and Reading in grades K-8. The system's review diagnostic tests and formative and summative assessments and uses that data to differentiate instruction. Teachers will be provided with more PLC time for analysis of data,

During next cycle the system will need to identify measurable goals that will improve student learning and success while also having on impact on the State Board Outcomes.

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

ARC Comment

Goal 2: Relevance - Develop and implement a professional learning plan that is aligned with the school's improvement plan efforts. The system completed their school improvement and strategic plan based on data from academics and surveys. They identified core components for professional learning.

New curriculum aligned with the dyslexia criteria has been purchased and being implemented which conforms to the dyslexia criteria and vertical curriculum alignment is embedded. The Scantron standard achievement and PLC meetings will be evidence of progressing.

During next cycle the system will need to identify measurable goals that will improve student learning and success while also having on impact on the State Board Outcomes.

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

ARC Comment

Holy Family has strong leadership and an active governing board. Leadership has been engaged throughout the continuous improvement process. The board's commitment to fiscal sustainability allows the school to thrive and grow. Holy Family was established in 2006 by merging three smaller Catholic schools. At that time, the governing board was created. The board represents stakeholders from all three parishes, the pastor, the principal, and community members. There is evidence of the board's commitment to fiscal sustainability which has allowed the school to thrive and grow.

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

ARC Comment

Holy Family collects data for some State Board outcomes although a formalized process for utilizing that data was not evident. Evidence submitted generally showed gains.

Board Outcomes

Social-Emotional Growth	Holy Family has a formal structure in place to ensure students develop positive relationships. Students report they feel safe and well cared for by teachers and they love their school. BP-PBS Anti-Bullying Curriculum is being utilized. Additionally, the school has a virtuous behavior plan that addresses holistic expectations for students to learn and grown. The system has a plan to infuse the new social-emotional learning requirements into their current programs and curriculum.
Kindergarten Readiness	During Kindergarten Readiness, prospective students meet with Kindergarten Teachers and take the readiness test. This with the ASQ data ensures an understanding of the needs the student have and allows teachers to have a plan in place to meet the needs of these students as they enter the first day of school. They also administer Dibels and Scantron the first quarter to further hone their understanding of individual students' readiness.
Individual Plans of Study	Middle school students and teachers work together to complete the Archdiocesan Individual Plans of Study. Parents sign off on the plans. Students complete career inventories and create a Google Portfolio that can be continually updated with new information. Additionally, Holy Family holds a "Vocations Day" each year consider their calling in life and the life of a priest.
High School Graduation Rate	Holy Family is a K-8 school. One hundred percent of their 8th graders continued their education at the local Catholic high school or other surrounding public schools.
Postsecondary Success	This is a K-8 school and therefore they do not have information on their students that pursue postsecondary success.

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

ARC Comment

Stakeholder involvement and feedback is a strong component of the success of Holy Family. Feedback and progress steps are shared, and stakeholder groups are actively involved in the school 's improvement process.

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

ARC Comment

The team was welcomed in a professional and respective way. Documentation as required by the Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

The system is working to improve its continuous improvement process. It is evident that they have followed the recommendations given to them by Cognia to put processes in place. As a small school, getting all teachers involved in different aspects of the improvement process is a little more difficult because of all the other responsibilities; however, they understand the needs and challenges faced and are willing to work on them. In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry them into the next cycle.

Strengths

The strong leadership and governing board at Holy Family Catholic Schools is an area of strength. Interviews confirmed that there is a clear vision and dedication of all stakeholders. There is a common pride in the culture and climate and all are committed to the success of all students.

Challenges

Data is collected but not fully utilized; therefore, a structured analysis of data that is collected can be used for continuous improvement should drive instruction. Holy Family has many digital resources available to all faculty, staff, and students, but it is unclear how these resources are used to enhance student learning. Professional development on the use of technology to activate higher-thinking skills can bridge this gap.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Holy Family Catholic School -
Kansas City Catholic Diocese - Z0029

1725 N.E. Seward Ave, Topeka, KS 66616-1245
(785) 234-8980
https://holyfamilytopeka.net
Principal: **Nick Anderson**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics

160 Students

- African American 0.63%
- Hispanic 72.50%
- Other 4.38%
- White 22.50%

District Kansans Can Star Recognition

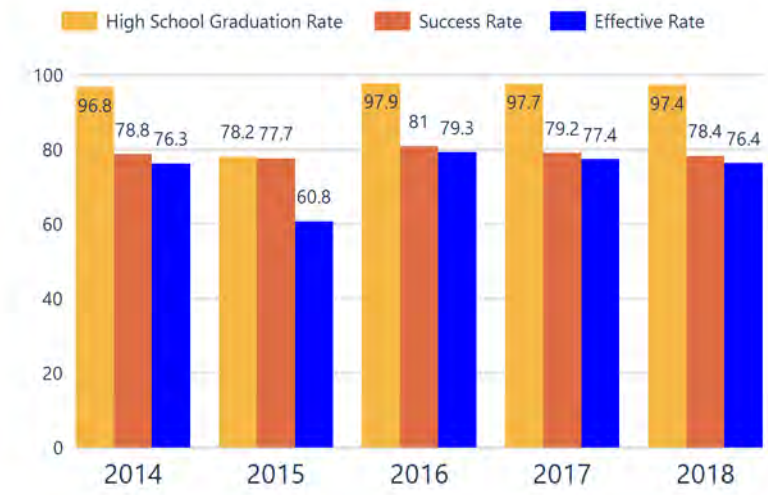
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

94.3% State: 94.5

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

18.3% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Holy Family Catholic School

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.28	52.06	48.88	59.25	53.77	47.36	N/A	N/A	N/A
Level 2	42.14	33.88	22.22	31.48	30.18	39.47	N/A	N/A	N/A
Level 3	7.43	13.22	24.44	8.33	14.15	13.15	N/A	N/A	N/A
Level 4	4.13	0.82	4.44	0.92	1.88	0.00	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.56	57.30	48.14	62.96	55.69	51.61	N/A	N/A	N/A
Level 2	42.69	29.21	22.22	29.62	32.91	35.48	N/A	N/A	N/A
Level 3	5.61	13.48	22.22	7.40	10.12	12.90	N/A	N/A	N/A
Level 4	1.12	0.00	7.40	0.00	1.26	0.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

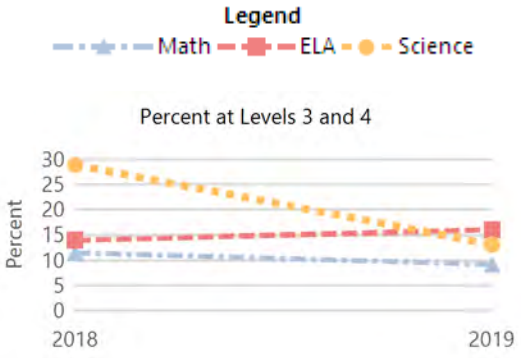
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

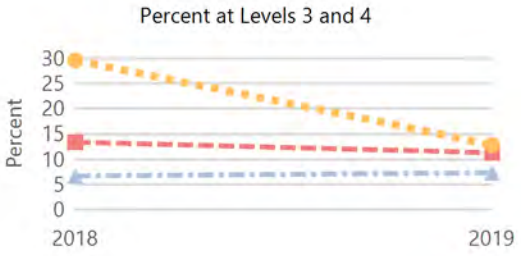
HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.31	55.05	54.83	60.25	60.52	50.00	N/A	N/A	N/A
Level 2	41.57	33.70	22.58	29.48	28.94	39.28	N/A	N/A	N/A
Level 3	7.86	11.23	19.35	10.25	9.21	10.71	N/A	N/A	N/A
Level 4	2.24	0.00	3.22	0.00	1.31	0.00	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



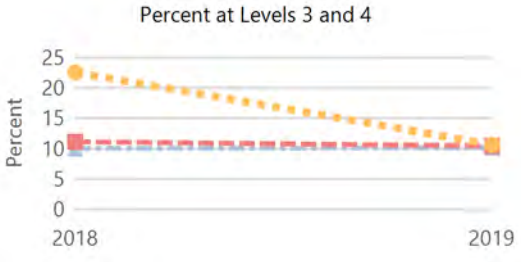


Percent at Levels 3 and 4

*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 (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 07/15/2021

System: Z0029 Kansas City Catholic Diocese - Mater Dei (9894)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Andrea Hillebert

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:

Tiered Framework of Support
The system received some impacting and improving levels in this foundational area, with a majority of ratings at the impacting level. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution; while improving means that within the system there are quality practices that are improving and meet the expected standards. For example, at the impacting level, instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations and there is a process to identify and address the specialized needs of all learners, and educators gather analyze and use formative and summative data that lead to improvement of student learning; while an improving level was given for the system's planning and delivering professional learning to improve the learning environment, learner achievement, and effectiveness.

Family, Communities and Business Partnerships
According to the Cognia Accreditation Engagement Review, the system is at the Impacting and Improving levels in this area. At the improving level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making. At the Impacting level, stakeholders collectively demonstrate actions to ensure the achievement of the institution 's purpose and desired outcomes for learning are realized and leaders engage stakeholder to support the institution 's purpose and direction.

Diversity, Equity and Inclusion
The system is at the Impacting level for monitoring and adjusting instruction to meet individual learners' needs, identifying and addressing the specialized needs of learners and providing learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills
According to the Cognia Accreditation Engagement Review, the system is at the Impacting and Improving levels in areas related to communication and basic skills. At the impacting level, educators implement a curriculum that is based on high expectations and prepares learners for their next levels there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement
The system was rated at the Impacting level in the area of civic and social engagement. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health
The system was rated at the Impacting level in all areas of physical and mental health. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Furthermore, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation
According to the Cognia Accreditation Engagement Review, the system was at the Impacting level in the area of arts and cultural appreciation. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. Furthermore, it should be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in their art and music classes.

Postsecondary and Career Preparation
The system provides programs and services for learners' educational futures and career planning. This area was rated at the Impacting level according to the Cognia Accreditation Engagement Review.

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

ARC Comment

All students will increase their participation in project-based learning lessons.

Their indicators of success were:
• Mater Dei has a STREAM coordinator to work with teachers to identify opportunities for project-based learning and provide in-class support.
• Teachers have participated in professional development with a focus on effectively implementing project-based learning.
• The MakerSpace is required for students in grades 3-5, and an elective for grades 6-8.
• All 8th grade students participate in the District History Day.

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

ARC Comment

All students will have adult advocates in the building.

The following is the system's set of indicators and actions.
- All K-8 students have been assigned at least two adult advocates in the school.
- All K-8 students have been assigned to a "house" with 2 members of the faculty and staff serving as mentors. Students will remain in that "house" during their time at Mater Dei.
- All students participate in MTSS and work with faculty and staff in order to build relationships.

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

ARC Comment

The system's governing body, in collaboration with the leadership team, ensures all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

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

ARC Comment

Evidence submitted generally showed gains. Leaders collect data for multiple stakeholder groups. Data is not consistently reviewed, and the OVT found no evidence of data collection that monitors the effectiveness of leadership activities such as mentoring and coaching.

Board Outcomes

Social-Emotional Growth	The system has processes in place to measure Social-Emotional factors using Education in Virtue and the Olweus Anti-bullying Program. Furthermore, the system is researching FastBridge so that they can more effectively screen students' social-emotional growth and develop lessons that meet each student's needs.
Kindergarten Readiness	The school use the Brooke's Ages and Stages Questionnaire (ASQ) in soliciting parent input and engaging parents/families. The system reviews the data and works to lessen any disparity between teachers and the parents. The system then uses that data to develop courses in PE, group lessons with the counselor, and any other special accommodations that are needed in the classroom.
Individual Plans of Study	The Cognia standards relative to this area indicates that the system's curriculum includes career exploration. An Archdiocesan IPS is in place for all middle school students; however, the school is also researching for a more formalized program. The system has been providing career exploration since 2014 with an integrated skills program.

High School Graduation Rate	Mater Dei is a K-8 system, although they work with all students to help them navigate a four-year plan for high school. They also provide their students entering high school with a template for a well-rounded resume that would allow them to apply for jobs and scholarships.
Postsecondary Success	Mater Dei is a K-8 system. Although information regarding postsecondary success is not available to them, they feel that their Education in Virtue program helps students develop the qualities that will make them servant leaders in the community and world.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure the achievement of the mission, creating a strong climate and culture that is warm and inviting and rooted in virtuous behavior. According to surveys and interviews, parents/families and students provide multiple opportunities for input into school decisions. The Cognia team indicated that the community of stakeholders expressed a welcoming climate and one that allows for input.

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

ARC Comment

The team was welcomed in a professional and respective way. The documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact on the accreditation process which will carry in the next cycle.

Strengths

Engagement of a variety of stakeholder groups is a strength of the system. The strategic plan was extensive and detailed. Additionally, the creation of the "house" system will be effective in adding to the positive school climate.

Challenges

Collected data is not consistently reviewed, and the OVT found no evidence of data collection that monitors the effectiveness of leadership activities such as mentoring and coaching.

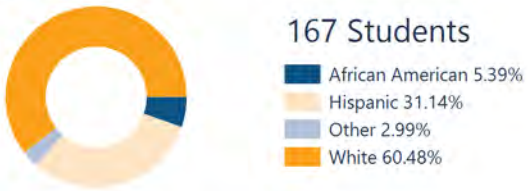
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Mater Dei Catholic School -
Kansas City Catholic Diocese - Z0029

934 S.W. Clay St, Topeka, KS 66606-1438
(785) 233-1727
www.materdeischool.org
Principal: **Andrea Hillebert**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics



District Kansans Can Star Recognition

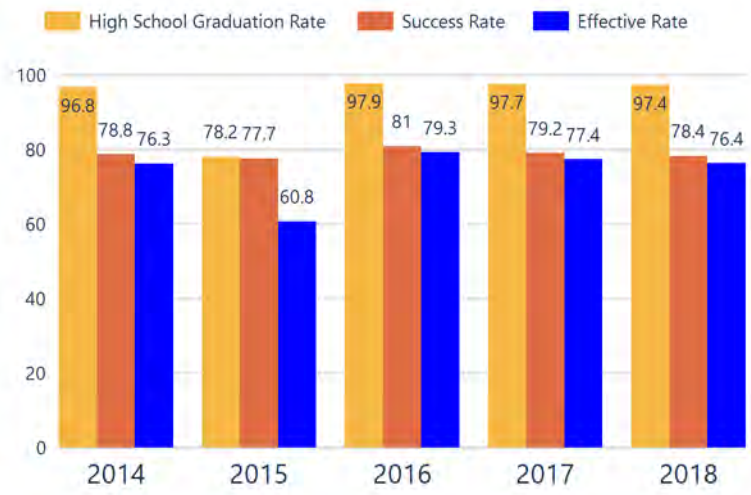
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

95.9% State: 94.5

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

5.9% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Mater Dei Catholic School

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.01	14.78	11.42	9.09	19.00	11.90	N/A	N/A	N/A
Level 2	41.22	34.78	40.00	44.62	32.23	26.19	N/A	N/A	N/A
Level 3	42.10	38.26	28.57	34.71	31.40	38.09	N/A	N/A	N/A
Level 4	9.64	12.17	20.00	11.57	17.35	23.80	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.51	15.78	16.66	12.82	23.07	N/A	N/A	N/A	N/A
Level 2	51.35	47.36	25.00	53.84	30.76	N/A	N/A	N/A	N/A
Level 3	29.72	34.21	25.00	20.51	30.76	N/A	N/A	N/A	N/A
Level 4	5.40	2.63	33.33	12.82	15.38	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

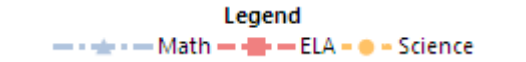
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

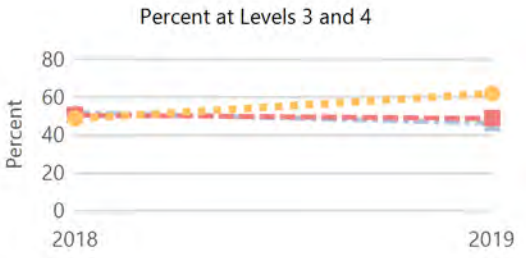
HISPANIC STUDENTS

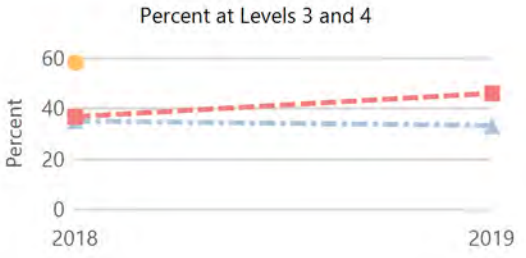
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.67	19.35	N/A	11.42	22.85	16.66	N/A	N/A	N/A
Level 2	41.93	41.93	N/A	54.28	40.00	33.33	N/A	N/A	N/A
Level 3	38.70	22.58	N/A	28.57	28.57	25.00	N/A	N/A	N/A
Level 4	9.67	16.12	N/A	5.71	8.57	25.00	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success





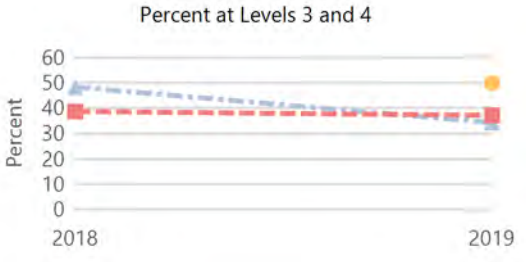


Percent at Levels 3 and 4

*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 (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 06/17/2021

System: Z0029 Kansas City Catholic Diocese - St. Rose Philippine (9896)

City: Kansas City

Superintendent: Vincent Cascone

Principal: Kelli Wolken

OVT Chair: Cognia - Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)
The system shows evidence of Impacting and Improving levels of performance in this area. Impacting performance indicates the institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is Improving in the area of monitoring instruction and adjusting to meet learners needs; Improving in the area of implementing a process to continuously assess its programs and organizational conditions to improve student learning; Improving in the area of planning and delivering professional learning to improve the environment, learner achievement and institution's effectiveness; and Impacting performance in the area of the system's professional learning structure and expectations to promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)
The system is performing at the Impacting level and Improving levels in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes. At the improving level, leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)
According to the Cognia Accreditation Engagement Review, the system performs at the Impacting level. At the Impacting level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is improving at monitoring instruction and adjusting learners needs to meet the expectations of the system and also at implementing processes to identify and address the special needs of learners.

Communication and Basic Skills (2.2, 2.5, 2.6)
The system is performing at the Impacting level in this area. The system performs effectively in promoting creativity, innovation, and collaborative problem-based solutions. It also implements a curriculum that is based on high expectations and prepares learners for their next levels; and the system implements at an impactful level a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)
The system shows evidence of impacting its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is impacting in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)
The system is at the Impacting level in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is impacting in its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, it is impacting in having its process in place that ensures the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)
The system shows evidence at the Impacting level for a formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the Impacting level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)
The system received an improving level rating for programs and services for learners' educational futures and career planning.

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

ARC Comment

St Rose will write a formalized plan for procedures within the school. These plans will assist in transparency and aid in the certainty of how things should be done. With changing staff and leadership many procedures were done or carried out without a formal plan. The formalization of procedures will assist any person who is in charge at that time to know and understand the process of improvement St. Rose is undergoing. It will also create a transparency of how things are carried out. Goals for students are set based on Star and DIEBEL. and student data is tracked and then compared with pre and posttests in an effort to determine reasonable outcomes.

It is important for St. Rose to be sure and provide in their EIEY reports to the State, not only what they intend or have done, but the results of the work (impact).

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

ARC Comment

St Rose school will conduct at least one survey a year to parents, staff, and students. The data from these surveys will be analyzed to determine if changes need to occur in the school. Evidence showed impactful results of collaborative relationships with families and community stakeholders. Enhanced problem-solving strategies were deployed with stem boxes, plays and digital interactive methods rather with traditional pencil and paper projects. Families were very impressed with this innovative approach.

It is important for St. Rose to be sure and provide in their EIEY reports to the State, not only what they intend or have done, but the results of the work (impact).

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

ARC Comment

The system appears to have documented policies, procedures and regulations in place for sufficiently guiding the system for long-term sustainability yet there is a need to ensure a formal digital integration to improve organizational effectiveness and student learning.

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

ARC Comment

The System appears to utilize its resources proficiently to meet its expectations and to ensure it meets the expectations of the Kansas Vision for Education and State Board Outcomes.

Board Outcomes

Social-Emotional Growth	St. Rose uses the ASQ in the younger grades as a social/ emotional screener. They are completed by parents. St. Rose also uses Education in Virtue, a program that presents a new virtue to students each week. Students get the opportunity to discuss what the virtue looks, feel and sounds like and then explain how it impacts or affects their life and then towards the end of the week, they act out the virtue in a scenario. There is an effective balance of social-emotional growth through student interaction, problem-solving and collaborative team grouping.
Kindergarten Readiness	St. Rose has a Pre-K class that populates their Kindergartner class. They participate in the Ages and Stages Questionnaires and the Ages and Stages Social & Emotional Questionnaire and they are given to the students at home by the parents by entering data electronically. The results are reviewed by the principal and teacher for certain behaviors outside normal range. St. Rose Pre-K focuses on reading to children, dramatic play, and skills needed for kindergarten. They also offer vision and hearing screening to the students. The system appears to have good civic and social engagement that sufficiently prepares students for kindergarten readiness.

Individual Plans of Study	St Rose instituted a program called XELLO, formerly known as Career Cruising. It is a computer program that the student logs into and can take interest inventories. After the assessment it pairs students with careers that they might like to explore. It also shares colleges that provide these career paths. XELLO also offers kids small lessons on skills that is designed to make them better students and eventually employees. The high school closest to St. Rose also uses this program so that St. Rose's students are able to transfer their data easily. For students below 6th grade, St. Rose offers many opportunities to view careers. They invite speakers in to share careers. They also have the Kansas Corn Growers come in and share about agriculture related jobs. The kids get to participate in the Day at the Farm interactively. St. Rose also invites religious brothers and sisters to share their vocations with the students. Student intervention and Individual Plans of Study structures are evident.
High School Graduation Rate	St. Rose's has processes in place to prepare for effecting graduation rates as its 8th graders attend high school at one of its local high schools. The Junior high meets with the local high school counselor and she helps them prepare for high school and enrollment into extra classes. St. Rose also offers high math classes so students can go into the appropriate math class for their level. Students also get to tour the high school.
Postsecondary Success	St Rose has a high rate of graduates that go to some sort of post-secondary school or training. In the last 5 years that percentage is around 70%. Many of those go on to do some sort of technical work or some have joined the military.

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

ARC Comment

Stakeholders appear to be very instrumental in the success of the system and its programs. The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. The system shows evidence that the system is reporting to their local community reports, action steps and goals that drive the improvement process. There was consistency and coherence amongst stakeholder groups regarding purpose and vision of the school and are well respected by the stakeholders.

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

ARC Comment

System leadership was very compliant and willing to assist the team with information requested as needed for the review.

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

ARC Comment

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity. There is a need to report on its goal areas with a little more thoroughness to understand impact. This is best done on the, Every Institution Every Year (EIEY) reports.

ARC Recommendation

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

Justification

The Cognia reports major areas of impacting levels of performance by the system. The system has a comprehensive strategic plan that it evaluates and updates on a regular basis and has a strong foundational structure that has been established to support an impactful experience for learners.

Strengths

Based on the Accreditation Review Team St. Rose's strength lie in the following areas:
- Collaborative Leadership team with a clear vision,
- Comprehensive Strategic Plan that is evaluated on a regular basis,
- Consistent instructional monitoring and adjustment,
- Commitment to stakeholders and respected by stakeholders,
- Admirable culture and climate, and
- Personalized training aligned with rigorous curriculum and data driven system evident.

Challenges

Based on the accreditation review, the system could benefit from a formal process for exposing students to various vocations and careers at all grade levels. St. Rose also lacks formalized digital integration into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

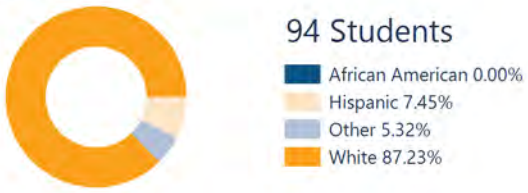
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

St. Rose Philippine Duchesne - Kansas City Catholic Diocese - Z0029

530 E. 4th Ave, Garnett, KS 66032-1510
(785) 448-3423
https://strosegarnett.eduk12.net/
Principal: **Kelli Wolken**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics



District Kansans Can Star Recognition

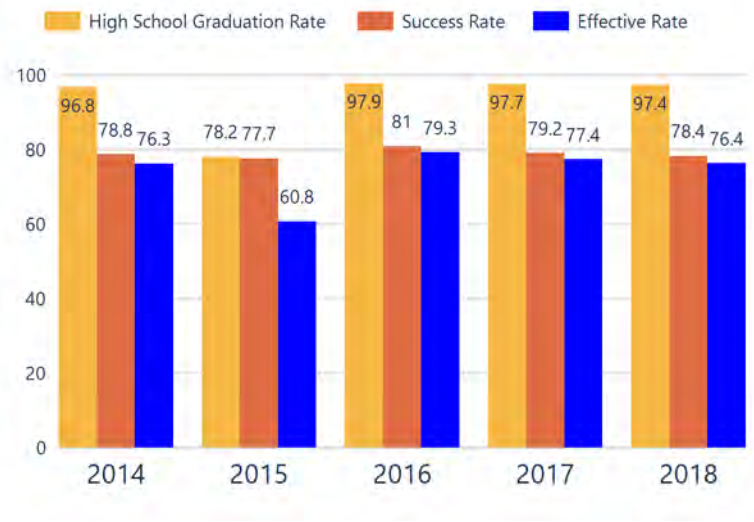
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

94.7% State: 94.5

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

10.2% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St. Rose Philippine Duchesne

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.09	13.63	6.25	18.51	22.22	13.33	N/A	N/A	N/A
Level 2	34.09	38.63	37.50	42.59	35.18	46.66	N/A	N/A	N/A
Level 3	50.00	36.36	50.00	31.48	37.03	40.00	N/A	N/A	N/A
Level 4	6.81	11.36	6.25	7.40	5.55	0.00	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	25.00	N/A	26.31	21.05	N/A	N/A	N/A	N/A
Level 2	41.66	50.00	N/A	47.36	47.36	N/A	N/A	N/A	N/A
Level 3	50.00	25.00	N/A	15.78	21.05	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	10.52	10.52	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

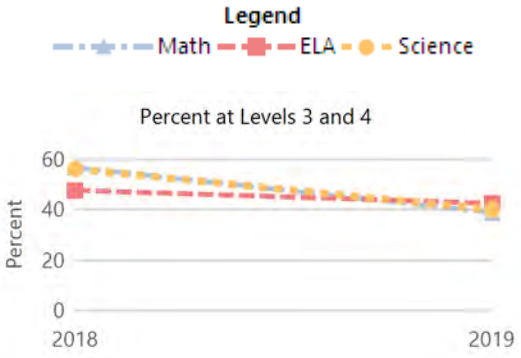
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

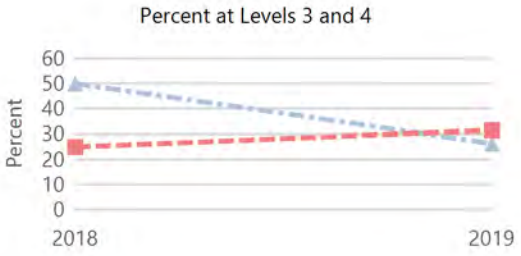
HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success





Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Agenda Number: 10

Meeting Date: 9/14/2021

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 KESA

From: Jeannette Nobo, Mischel Miller

During the 2020-21 school year, 39 systems (25 public and 14 private) were scheduled to receive an accreditation status recommendation. These 39 systems entered KESA as year two systems. It is important to note that these systems were given the opportunity to voluntarily pause their KESA process this past school year as a result of the COVID-19 pandemic. However, they chose to continue and move forward with their accreditation visit.

The ARC met in April, June and July to review all systems and to date, the State Board of Education has been presented with 29 of the 39 systems scheduled for an accreditation status recommendation.

The KESA process provides each system with a 15-day timeline to either accept or appeal the ARC's recommendation. This month five of the remaining 10 systems are presented to the State Board for review.

The State Board will have the opportunity to review each system's accreditation recommendation (Executive Summary) from the Accreditation Review Council the month prior to Board action.

The systems presented this time for review are:

USD 409 Atchison – Accredited
USD 456 Marais Des Cygnes - Conditionally Accredited
Z0029-9000 Bishop Miege High - Accredited
Z0029-9016 St. Ann Elem - Accredited
Z0029-9023 Holy Cross Catholic - Accredited

The five remaining systems will be presented to the State Board for review in October and action in November.

Accreditation Summary

Date: 06/09/2021

System: D0409 Atchison Public Schools (0000)

City: Atchison

Superintendent: Renee Scott

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

The foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support (2.4, 2.7, 2.12, 3.1, 3.2)
The system shows evidence of Impacting in all components of this area. Impacting performance indicates the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system is in the impacting stage in implementing a process to continuously assess its programs and organizational conditions to improve student learning; planning and delivering professional learning to improve the environment, learner achievement and institution ’s effectiveness; and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness; and, promotes collaboration and collegiality to improve learner performance and organizational effectiveness. The system’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effective is at the Impacting level.

Family, Communities and Business Partnerships (1.2, 1.8, 1.10)
The system is performing at the Impacting level in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in the ensuring action for supporting the institutions success of learning outcomes.

Diversity, Equity and Inclusion (2.1, 2.7, 2.9)
According to the Cognia Accreditation Engagement Review, the system performs at the Impacting level. At the Impacting level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is performing effectively at monitoring instruction and adjusting learners needs to meet the expectations of the system.

Communication and Basic Skills (2.2, 2.5, 2.6)
The system is performing at the Improving level in promoting creativity, innovation, and collaborative problem-based solutions. The system is also at the Improving level for implementation of a curriculum that is based on high expectations and preparing learners for their next levels; and the system is improving in implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement (2.5, 2.6)
The system shows evidence of impacting its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is impacting in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health (2.4, 2.5, 2.6)
The system is in the Impacting level in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is impacting in its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, it is improving in having a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation (2.5, 2.6)
The system shows evidence at the Improving level to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the Improving level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation (2.8)
The system received an improving level rating for programs and services for learners' educational futures and career planning.

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

ARC Comment

Student Achievement is USD 409's singular goal. Every student in the Atchison Public School System will receive a 21st century education and graduate from high school
prepared to succeed in work, further education, and civic engagement as measured by

- Demonstrating age/grade level appropriate knowledge mastery
- Having a post-secondary plan
- Graduating and successfully entering higher education arena and/or the workforce

During this past cycle they have committed to reaching their goal through rigorous, relevant, and student-centered academics supported by the following framework. Each of these areas was a sub goal to their one overarching goal.

- Highly Effective Teachers, Leaders, and Staff
- Safe, Healthy, and Supportive Learning Environment
- Effective, Sustainable Business Practices
- Informed, Engaged, Empowered Stakeholders

They have developed an action plans focused on each of the above frameworks mentioned. Each plan contains action steps, persons responsible, a timeline, performance measure for each step and evidence of progress.

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

ARC Comment

Responsive Culture goal was focused on a Safe, Healthy, and Supportive Learning Environment as well as having Informed, Engaged, and Empowered Stakeholders. In the area of Safe, Healthy and Supportive Learning, the following strategies were implemented with a series of action steps:
1. Strengthen and enhance safety and support networks for all students.
2. Provide equitable access to quality instructions programs.
3. Strengthen Response to Intervention Systems to provide differentiated academic and behavior instruction.
4. Establish a superior customer service approach from school sites to central office.

In the area of Informed, Engaged and Empowered Stakeholders the following strategies were implemented with a series of action steps:
1. Sustain long lines of communication with students, families and staff and strengthen awareness of district initiatives, activities, and programs.
2. Enhance parent engagement, access and advocacy.

The review of their action plan indicated that all action steps were implemented with a large majority completed.

Currently, Atchison is looking to develop a new five- year strategic plan. They indicate buildings are completing their building diagnostics and meeting with various stakeholder groups. Taking such into consideration, they have identified the need to have a goal in the area of social emotional learning with an emphasis on peer relationship/bullying and conflict resolution for next cycle.

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

ARC Comment

Based on the Cognia report of standards related to this area, the system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction. The system also allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness. The system was found to be at the impacting level.

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

he system shows noticeable gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes through its process of accreditation.

Board Outcomes

Social-Emotional Growth

Atchison has increased dedicated time for tier one instruction and student learning. At the elementary school, all students are exposed to direct SEL instruction through Second Step during an enrichment rotation. This came about as a change from a committee created to examine student discipline and behavior within the school. Students at the middle school are exposed to SEL through Second Step during their ICE (Intervention/Character Education) classes, which occurs daily and acts as an advisory period for the students, and the high school has implemented Seminar groups, where students are matched up with a teacher to help advise them through the duration of their high school education. Most recently, seminar groups have added the concept of service learning to their focus.

When launching the return to school for fall 2020, guardians were given the choice to begin the school year via remote, hybrid, or in-person learning. At the elementary school, all students were exposed to direct SEL instruction through Second Step during an enrichment rotation.

The committee developed the SOAR program, which ties to the school mascot and theme of Atchison Aviators: Aviators SOAR. **S**how integrity, **O**wn your learning, **A**ccept responsibility, **R**espect yourself and others. This positive behavior support philosophy is measured by rewarding students weekly as well as through cumulative improvement over the course of a grading period.

Kindergarten Readiness

Atchison has seen increased growth in this area. The procedure that has been most successful includes: families that come to school to meet teachers and complete the ASQ-3 at stations set up around the gym. This process will remain in place and be improved upon through better date and time selections.

Individual Plans of Study

Modification is currently underway in the area of IPS and there is a transition from the counselor holding the sole responsibility for implementation to teachers sharing the responsibility. In addition, the move from parent/teacher conference to student led conferences will be in place for the 2021-2022 school year. This needs to be monitored.

High School Graduation Rate	Their four-year cohort graduate rate is 93.2% which is above the state's 88.3%. In looking at their trend data, 2017 their graduation rate was 87%. Their highest subgroup was their Free and Reduced Lunch group which was 83.8% and their lowest subgroup was their African-American and Hispanic students with 81.30% graduation rate. Their African American population decreased their graduation rate by 1.3% from the previousyear. From 2017 to 2018 their graduation rate increased by 6.1%% from 87%-92.3%. Their subgroups increased as well. African-American students showed an increase of 14.8% from 81.3% to 93.3%. All subgroups increased their graduation rates. However, from 2018 to 2019 they had a decrease in their graduation rates from 92.3% - 82.2%, which is a decrease of 10.9%. Their African-American students had the largest decreased at 22.6% from 92.3% to 72.2%. Their students with disabilities 4-year graduation rate from high school was 83.3%. Atchison explains a lot of possibilities for their significant drop in graduation but has not fully examined this area. Leadership changes is one of the areas listed. Although strategies are in place, there is no structured plan to address this area. Atchison should consider this as an area for improvement.
Postsecondary Success	Atchison has a 37% five-year effective rate which is .4% below the 95% confidence interval for the predicted effectiveness rate which is 37.4 - 40.7. Considering their drop-in graduation rate, postsecondary success could show a decline and needs to be considered.

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

ARC Comment

The system shows evidence that it generally engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. Atchison requires a formal process to ensure student learning processes and achievements are reliably assessed and consistently and clearly communicated. Two-way communication can be improved across the district.

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

ARC Comment

Information requested by Cognia for the Outside Visitation Team was provided as requested and needed.

9. The system has **not** followed the KESA process with an expected level of fidelity.

ARC Comment

Although the system is utilizing the Cognia process for school improvement, it is required to submit yearly Every Institution Every Year Reports (EIEY) that focus on specific KESA related requirements and expectations. However, there was no evidence of these reports. This requirement was put in place beginning the 2018-2019 school year. The system did complete the KESA System Yearly Update for year 5 which was helpful to gain some of the required information. It is expected in the next cycle that the EIEY reports be submitted to KSDE and placed in the artifact section of the KESA Application.

ARC Recommendation

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

Justification

The Cognia Visiting Team reported most areas as impacting or improving. Those areas listed as initiating indicates that the system has processes in place and are focusing on improvement in such areas. There were no Insufficient standards reported.

Strengths

1. Visionary and collaborative leadership
2. Consistent focus on learners
3. Commitment to stakeholders and direction of system
4. Transparency in identifying challenges as well as successes

Challenges

1. Per USD's own analysis, graduation rates are not stable and should be looked at as an aggregate and subgroup level with strategies focused on areas that impact graduation rates. This needs to be done through a needs assessment with data on chronic absenteeism, attendance, dropout rates, and academics as well as any other relevant data.
2. Lacks formal process to ensure student learning processes and achievement are reliably assessed and consistently and clearly communicated
3. Expand virtual opportunities for rigorous instruction and high expectations
4. Analyze data for technology resource utilization

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Atchison Public Schools USD 409

626 Commercial Street, Atchison, KS 66002
(913) 367-4384
www.usd409.net

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Renee Scott**

Demographics

1,727 Students

- African American 10.94%
- Hispanic 3.59%
- Other 10.13%
- White 75.33%

Academically Prepared for Postsecondary Success

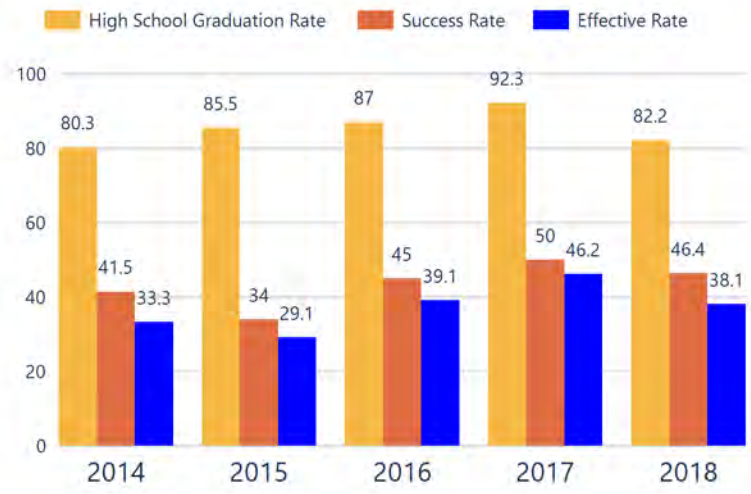
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg
85%

Five-Year Success Avg
43%

Five-Year Effective Avg
37%

95% Confidence Interval for the Predicted Effectiveness Rate
37.4 - 40.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

93.2% State: 88.3

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

93.8% State: 94.5

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

18.0% State: 13.9

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

1.2% State: 1.3

District ESSA Expenditures Per Pupil

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

$12,010
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Atchison Public Schools USD 409

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.45	35.41	40.65	35.66	34.96	40.98	N/A	N/A	N/A
Level 2	39.07	35.63	32.96	39.51	33.68	31.96	N/A	N/A	N/A
Level 3	20.19	23.90	18.68	20.16	26.10	21.03	N/A	N/A	N/A
Level 4	5.26	5.04	7.69	4.66	5.24	6.01	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.77	42.20	46.87	41.52	40.65	47.41	N/A	N/A	N/A
Level 2	40.46	34.15	33.03	41.00	34.42	31.89	N/A	N/A	N/A
Level 3	15.62	20.19	14.73	14.53	21.79	18.53	N/A	N/A	N/A
Level 4	2.13	3.44	5.35	2.94	3.11	2.15	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	66.29	69.66	73.23	63.24	67.20	73.41	N/A	N/A	N/A
Level 2	27.52	19.66	16.90	28.64	23.65	10.12	N/A	N/A	N/A
Level 3	3.93	9.55	8.45	7.02	8.60	16.45	N/A	N/A	N/A
Level 4	2.24	1.12	1.40	1.08	0.53	0.00	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

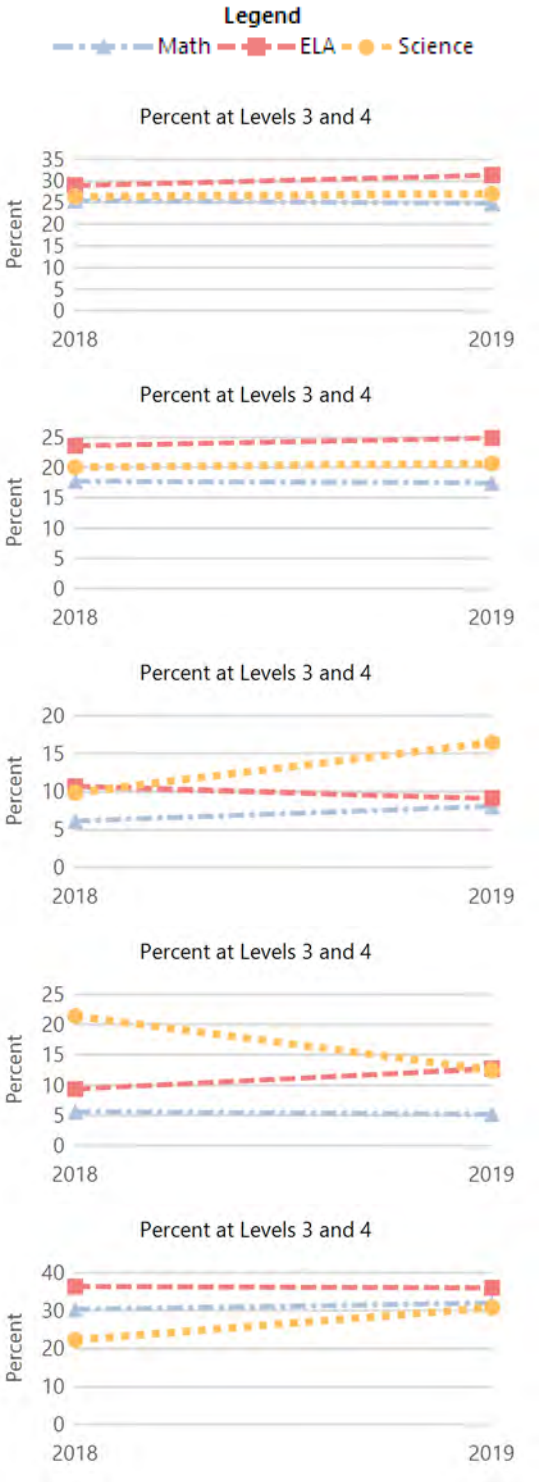
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.66	50.00	54.76	55.78	47.87	64.58	N/A	N/A	N/A
Level 2	38.67	40.56	23.80	38.94	39.36	22.91	N/A	N/A	N/A
Level 3	5.66	9.43	21.42	5.26	12.76	12.50	N/A	N/A	N/A
Level 4	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.27	24.24	38.88	44.00	32.00	61.53	N/A	N/A	N/A
Level 2	42.42	39.39	38.88	24.00	32.00	7.69	N/A	N/A	N/A
Level 3	21.21	30.30	11.11	28.00	36.00	23.07	N/A	N/A	N/A
Level 4	9.09	6.06	11.11	4.00	0.00	7.69	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.

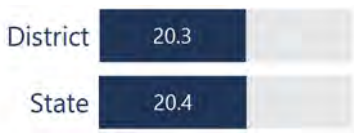
Academically Prepared for Postsecondary Success



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/07/2021

System: D0456 Marais Des Cygnes Valley (0000)

City: Melvern

Superintendent: Joe Sample

OVT Chair: Jennifer Hamlet

Executive Summary/AFI

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

ARC Comment

All compliance requirements were met as verified by KSDE.

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

ARC Comment

All of the buildings in the system have tiered framework of supports in place and utilize data to determine individualized plans to support students. At the secondary levels, students received specific re-teaching and reinforcement lessons in core content subject-area as determined necessary on a weekly basis. At the elementary level, students receive re-teaching and reinforcement lessons determined necessary on a daily basis. In all instances, students are selected based upon formal and informal assessments.

Stakeholder engagement:
Starting the current improvement cycle the system did not systematically plan for stakeholder engagement. There is a now a system-wide practice of engaging all stakeholders on a regular basis that is embedded throughout all goal areas. Consistent communication occurs through all communication outlets. System demonstrated evidence of data and a viable action plan to address this area resulting in goals that will appear will have an impact for continued change.

Diversity and Equity:
While aware of diversity, equity, and access issues in the system during this cycle, the system has taken specific steps to address these issues. All student group needs are represented in the improvement process. The system focused on the issues surrounding rural poverty. The system addressed this culture in the vision, action steps, and overall improvement process in an effort to improve upon its diversity, equity and access.

Communication and Basic Skills:
The system's curriculum supports the communication and basic skills. District-wide language arts and interrelated areas standards are aligned with state led curriculum standards and practices.

Civic and Social Engagement:
The OVT reported that curricula were implemented that support the structures of civic and social engagement, but could be further strengthened. District-wide social studies and social/emotional standards are aligned with state led curriculum standards and practices. Growth on this aspect was not a focus needed to specifically reach their system goals. Plans are being formalized to be specifically included as a focus in the next cycle.

Physical and Mental Health:
The OVT team reports that curricula that support the structures in physical and mental health were evident. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. Growth has specifically occurred in regards to mental health, as it was a focus for the system. Before the cycle, no formal process was in place, now a social worker has been hired and action steps in this area has been created and implemented.

Arts and Cultural Appreciation:
The OVT reported that curricula supporting the arts and cultural appreciation structures were somewhat evident. District-wide fine arts and social/emotional standards are aligned with state led curriculum standards and practices. Growth on this specific aspect has not necessarily been a focus, but not specifically necessary to reach their system goals.

Postsecondary and Career Preparation:
Curricula that support the structures in postsecondary and career preparation were evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. This has been a focus over the course of the cycle, with the system going from no formal process, to a very specific action plan. The system 's five-year graduation average of 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

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

ARC Comment

The system has goal statements in stakeholder engagement, school attendance, and social emotional, which are directly related to Relationships. Each goal statement has three action steps that were progress monitored. Out of nine action steps, six were fully achieved and three were partially achieved. The goal statements and action steps developed created solid system improvement structure that had an impact on student learning.

Stakeholder feedback was gathered through a process of surveys, DSC meetings, and personal interactions. Feedback was accumulated and it was evident that the system made an exerted effort to integrate it into the action plan. Progress is shared consistently regarding improvement in all goal areas through the use of social media action plan updates, board meeting discussions, and DSC meetings.

The system has maintained an average attendance rate of 93.1-93.9 rate. The system would like to raise this rate, but the OVT team noted that the size of this system makes consistency in data results difficult. In a district of their size they will continue to need to be able to tell their results story. It will be important for the system to also look at its chronic absenteeism to see how that can be improved and impact attendance rates.

The system developed a specific goal statement and action steps. SAEBRS data for social/emotional growth reflects that a solid baseline of support and leadership is occurring. The goals for the district in this area are lofty, but current data shows that it is attainable. With the continued plans of support via the district social worker and character education, it is expected to show a positive incline. System understands and can explain its data results.

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

ARC Comment

The system has goal statements in academic growth, ACT success, graduation rates, and post-secondary success, which are directly related to the Rigor. Each goal statement has three measurable

action steps that were progress monitored. Out of twelve action steps, eight were fully achieved, two were partially achieved, and two are yet to be achieved. The goal statements and action steps developed created solid system improvement structures that should continue to have an impact on student learning.

The system provides ACT testing for all eleventh-grade students. The 2020 ACT system average was 19.3, which is 1.1 points under the state average. The system continues to revise efforts in rigor to facilitate continual improvement.

The graduation rate in 2017 was 70.6% and held at 88.2% for 2020. For a system of this size where every student has a large effect on the percentage, the system's efforts have been very respectable. The system demonstrated evidence and understanding of their data. However, the system 's five-year graduation average of 82% has yet to reflect the system's work in this area. The system's five-year postsecondary effective rate, of 19, falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

The system noted that they have yet to meet expectations on state-level data for postsecondary success. Due to the nature of lag data, efforts by the system have not yet been fully realized within the postsecondary rating. The system has made concerted efforts to improve this rating through multiple avenues - emphasizing CTE while in high school, establishing goals and action plans related to ACT results, and a commitment to improving graduation rates to a full 100%. It is not a stretch to begin seeing single year rates increase within the predicted effectiveness range during the next accreditation cycle. The system presented data, demonstrated understanding of the data, and can explain why the data results are what they are.

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

ARC Comment

The OVT reported that the system effectively worked with its local board to ensure all needed procedures and policies to support both their redesign process and improvement efforts. Redesign projects were approved and the integrated with system vision development, goals creation, and KESA improvement monitoring. The OVT also reports that the KESA process influenced the system's goal identification, creation, and monitoring, which allowed for continuous progress. The system also dedicated the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

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

ARC Comment

The OVT and System reported data for all State BOE goals. Data is showing declining trends in assessment data and postsecondary success. are at or above expectations or showing a positive incline. The system demonstrated evidence, of a plan reflecting all State BOE goals that appears to result in systematic improvement.

Board Outcomes

Social-Emotional Growth

The system developed a specific goal statement and action steps. SAEBRS data for social/emotional growth reflects that a solid baseline of support and leadership is occurring. The goals for the district in this area are lofty, but current data shows that it is attainable. With the continued plans of support via the district social worker and character education, it is expected to show a positive incline.

Kindergarten Readiness

The OVT reported that the data for kindergarten readiness meets expectations. The system continually assesses data and adjusted their growth plan during the improvement cycle. The system understood and was able to explain their data results.

Individual Plans of Study

The OVT and system reported data for individual plans of study goals that meets expectations and shows a positive incline. Every student has a specific IPS by the end of 8th grade, every student's plan is reviewed annually, and the program stretches from 6th grade to 12th grade. The system emphasizes IPS, has restructured its CTE offerings and is focused on providing students with opportunities to earn official credentials prior to graduating from high school. System understands and can explain its data results. System demonstrated evidence, data and a viable plan, resulting in goals that will result in continued change.

High School Graduation Rate

Data for high school graduation goals are at expectations. The graduation rate was 100% in 2019 and held at 88% for 2020. For a system of this size where every student has a large effect on the percentage. The system demonstrated evidence and has a deep understanding of their data. They were able to explain their results and challenges.

Postsecondary Success

The system noted that even though they did not meet expectations on state-level data for postsecondary success; the data does show that their efforts did result positive incline trends. Due to the nature of lag data, efforts by the system have not yet been fully realized within the postsecondary rating. The system has made concerted efforts to improve this rating through multiple avenues - emphasizing CTE while in high school, establishing goals and action plans related to ACT results, and a commitment to improving graduation rates to a full 100%. The system presented data, demonstrated understanding of the data, and can explain why the data results are what they are. The system's five-year graduation average of 82% has yet to reflect the system's work in this area. The system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus.

Areas For Improvement

Comment	Postsecondary success
Rationale	The systems' postsecondary success data is far below expectation. The five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. In looking at their yearly data there is a declining trend of success and effective rates. The system has indicated that is a continued area of focus.
Tasks	The system needs to continue its work in this area., by providing evidence of progress (growth) toward the state board outcomes in postsecondary success. Trend data needs to begin showing an upward trend.
Timeline	06-30-2022
System Response	When reflecting upon the data contained in the postsecondary success report, USD 456 fully acknowledges, recognizes, and has aimed to rectify those low levels of performance. At the outset of the KESA process, our district has taken deliberate steps aimed at improving those numbers. As contained in our application, beginning with the 2018-2019 school year and each year thereafter, we have taken the specific step of highlighting it as one of our seven goal areas within our district improvement action plan with corresponding action steps to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in improving this measure during the course of the KESA cycle. Unfortunately, due to the nature of the data sets, our efforts won't necessarily be fully understood and measured until at least two years from now. However, in an effort to understand where those data points may land, and to provide reference that we do believe that our numbers are trending upward, the district has manually accumulated postsecondary success data for the Class of 2019 and the Class of 2020. Additionally, we have accumulated predictive data based upon current enrollment and expected outcome for the Class of 2021, the Class of 2022, and the Class of 2023. In reviewing the document "Postsecondary Predictions," the data shows that our postsecondary success and the resulting effectiveness rate will see an increase over the span related to our efforts within this KESA cycle. To understand how these numbers are being accumulated, please refer to the information contained in the document "MDCV Postsecondary Success" and "Predicted Classes." Please note the explanation of data and the actual student list of classes and their outcomes. Although some of the data is predictive in nature, what is irrefutable is that the district is seeing a large transition from students who previously simply graduated and went into the workforce to students who will graduate with a CTE certificate that counts towards postsecondary success and then head into the workforce. This reflects the dynamics of our community, the importance placed on CTE from our DSC, and the efforts we have made as a result of our KESA action plan. As a result, with an increase in certificates earned from our graduates, along with our current rate of students seeking college degrees, it is safe to assume improvement has occurred and will continue to occur for the coming years. A microcosm of this is the Class of 2020. From that graduating class, 6 of the 16 graduates left high school with a certificate from Washburn Tech. Resulting in an immediate 37.5% success rate from

certifications. Building on that, we have 4 students who are verifiably currently enrolled in postsecondary education, which increases the success rate to 62.5%, which in turn results in a 55.12% effectiveness rate, which is far above our expected effectiveness rate of 40.6%-43.2%. In summary, our district recognizes that our postsecondary numbers have been greatly deficient before we began our KESA process, but is proud to report the action it has taken in response, and believe that a full view of the numbers related to the KESA cycle reflects the growth that is currently underway within our district.

Comment District Academic Success

Rationale District state assessment data is not available for the 2019-20 school year due to Covid-19 Pandemic. Levels 1 and 2 showed an increase from 2017-18 to 2018-19 in math and reading assessment results. The average percent of students in levels 3 and 4 in all content areas and subgroups showed a declining trend.

Tasks The system needs to provide evidence of academic student growth in state assessment results and local data. Evidence of an intentional plan for continuous improvement should be provided to address student growth and achievement.

Timeline 06-30-2022

System Response Upon reviewing the feedback related to the district's assessment data when comparing 2018 to 2019, it does appear that district assessment performance is declining in nature. However, the district would ask that the full view of the district's assessment scores be considered to accurately reflect the work that has been done during our KESA cycle. Specifically, as mentioned with postsecondary success, student academic growth has been one of our seven goal areas within our district improvement action plan and corresponding action steps have been taken to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in this measure during the course of the KESA cycle, but were certainly awaiting the outcome of the 2021 assessments due to the lack of knowledge from not assessing during 2020. Upon receiving that data, the district accumulated assessment scores for Levels 3 and 4 from 2017 and 2021, representing the beginning and end points of the KESA cycle and highlighting where we want our students to ultimately score. This comparison can be viewed in the "KAP Assessment Progress" document. Upon review, it can be noted that each assessment, Math, Language Arts, and Science, all saw growth from 2017 to 2021. Additionally, it should be noted that the district's percentage of students scoring in Levels 3 and 4 for the Math assessment was higher than the state average in 2021 and the district's percentage of students scoring in Levels 3 and 4 for the Language Arts assessment was essentially equal to the state average for 2021. While the district's percentage for Levels 3 and 4 in Science was below the state average, it also experienced the highest amount of growth, increasing by more than 6 percentage points. In light of these figures, we would like to ask that consideration be given to assessing district academic performance over the full term of the KESA cycle, rather than a short-term year-to-year comparison, thus reflecting the direct growth as a result of our KESA action steps.

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

ARC Comment

Stakeholder feedback was gathered through a process of surveys, DSC meetings, and personal interactions. Feedback was accumulated and it was evident that the system made an exerted effort to integrate it into the action plan. Progress is shared consistently regarding improvement in all goal areas through the use of social media action plan updates, board meeting discussions, and DSC meetings.

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

ARC Comment

The system was intentional in the design of their action plan and it was implementable in providing for continuous improvement. The action plan allowed for system needs to be focused and monitored. The system goal areas and goal statements resulted from system-level analysis of combined buildings. All system buildings reported needs were considered and building representatives participated in the determination of system-level needs. The goal statements are measurable and are complex enough to challenge the system throughout their continuous improvement process/cycle. The system has an OVT and has conducted a yearly visit. All KESA reports from the OVT chair and the system have been completed. The system/building action plan exists, is aligned with all building needs, and evidence reflects the work done by the system to support buildings' actions and state board goals. The systems and their buildings evaluate their improvement process (formative and interim measures) throughout the year, and the system use the data to determine progress of action/improvement plans and are adjusted as needed. Evidence of progress is reflected by analysis of appropriate data.

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

ARC Comment

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team reports that the system has been committed to incorporating the KESA process. Each year the system and the OVT team communicated about the progress being made. The system was forthcoming about the work that stills needs to be accomplished. Growth in many areas has been reported. The team has been most impressed with the preparations made to meet identified goals. The OVT team believes that the system has implemented the KESA process with fidelity and is stay committed to improvement.

ARC Recommendation

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

Justification

The OVT and system documented that the system met the requirements of the KESA process, the system has a continuous improvement process in place that involves all stakeholders. The system's state assessment data is not available for the 2019-20 school year due to Covid-19 closures. Levels 1 and 2 showed to be increasing in both the 2017-18 and 2018-19 math and reading assessment results. The system's five-year graduation average for postsecondary success is 82% has yet to reflect the system's work in this area and the system's five-year effectiveness average of 19 falls well below their predicted effectiveness confidence interval of 40.6-43.2. They have indicated that this is a continued area of focus. Although it appears that the system has a improvement process in place that can effect change, the data does not provide evidence of its effectiveness. Data reflects a consistent downward trend.

Strengths

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

Challenges

The OVT team noted that the size of this system makes consistency in data results difficult. In a district of this size will continue to need to be able to tell their results story. The system specifically is looking to improve in the areas of civic engagement, CTE pathways/postsecondary success, chronic absenteeism and continued support with social/emotional aspects. The system also discussed the opportunities and changes they are looking to make in regards to guiding students to CTE credentials, improving their postsecondary success rating and affecting their chronic absenteeism and graduation rates.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

When reflecting upon the data contained in the postsecondary success report, USD 456 fully acknowledges, recognizes, and has aimed to rectify those low levels of performance. At the outset of the KESA process, our district has taken deliberate steps aimed at improving those numbers. As contained in our application, beginning with the 2018-2019 school year and each year thereafter, we have taken the specific step of highlighting it as one of our seven goal areas within our district improvement action plan with corresponding action steps to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in improving this measure during the course of the KESA cycle. Unfortunately, due to the nature of the data sets, our efforts won't necessarily be fully understood and measured until at least two years from now. However, in an effort to understand where those data points may land, and to provide reference that we do believe that our numbers are trending upward, the district has manually accumulated postsecondary success data for the Class of 2019 and the Class of 2020. Additionally, we have accumulated predictive data based upon current enrollment and expected outcome for the Class of 2021, the Class of 2022, and the Class of 2023. In reviewing the document "Postsecondary Predictions," the data shows that our postsecondary success and the resulting effectiveness rate will see an increase over the span related to our efforts within this KESA cycle. To understand how these numbers are being accumulated, please refer to the information contained in the document "MDCV Postsecondary Success" and "Predicted Classes."

Please note the explanation of data and the actual student list of classes and their outcomes. Although some of the data is predictive in nature, what is irrefutable is that the district is seeing a large transition from students who previously simply graduated and went into the workforce to students who will graduate with a CTE certificate that counts towards postsecondary success and then head into the workforce. This reflects the dynamics of our community, the importance placed on CTE from our DSC, and the efforts we have made as a result of our KESA action plan. As a result, with an increase in certificates earned from our graduates, along with our current rate of students seeking college degrees, it is safe to assume improvement has occurred and will continue to occur for the coming years. A microcosm of this is the Class of 2020. From that graduating class, 6 of the 16 graduates left high school with a certificate from Washburn Tech. Resulting in an immediate 37.5% success rate from certifications. Building on that, we have 4 students who are verifiably currently enrolled in postsecondary education, which increases the success rate to 62.5%, which in turn results in a 55.12% effectiveness rate, which is far above our expected effectiveness rate of 40.6%-43.2%. In summary, our district recognizes that our postsecondary numbers have been greatly deficient before we began our KESA process, but is proud to report the action it has taken in response, and believe that a full view of the numbers related to the KESA cycle reflects the growth that is currently underway within our district.

Upon reviewing the feedback related to the district's assessment data when comparing 2018 to 2019, it does appear that district assessment performance is declining in nature. However, the district would ask that the full view of the district's assessment scores be considered to accurately reflect the work that has been done during our KESA cycle. Specifically, as mentioned with postsecondary success, student academic growth has been one of our seven goal areas within our district improvement action plan and corresponding action steps have been taken to advance this aspect of improvement. When reflecting with our DSC, DLT and our OVT, we felt that we have made some significant progress in this measure during the course of the KESA cycle, but were certainly awaiting the outcome of the 2021 assessments due to the lack of knowledge from not assessing during 2020. Upon receiving that data, the district accumulated assessment scores for Levels 3 and 4 from 2017 and 2021, representing the beginning and end points of the KESA cycle and highlighting where we want our students to ultimately score. This comparison can be viewed in the "KAP Assessment Progress" document. Upon review, it can be noted that each assessment, Math, Language Arts, and Science, all saw growth from 2017 to 2021. Additionally, it should be noted that the district's percentage of students scoring in Levels 3 and 4 for the Math assessment was higher than the state average in 2021 and the district's percentage of students scoring in Levels 3 and 4 for the Language Arts assessment was essentially equal to the state average for 2021. While the district's percentage for Levels 3 and 4 in Science was below the state average, it also experienced the highest amount of growth, increasing by more than 6 percentage points. In light of these figures, we would like to ask that consideration be given to assessing district academic performance over the full term of the KESA cycle, rather than a short-term year-to-year comparison, thus reflecting the direct growth as a result of our KESA action steps.

Appeal Team Accreditation Recommendation

Based on the review of the appeal documentation, the Appeal Team recommends the continued status of **Conditionally Accredited** for this system.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Marais Des Cygnes Valley USD 456

105 SW Main, Melvern, KS 66510
(785) 549-3521
www.usd456.org

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-12,NG**
Superintendent: **Joe Sample**

Demographics

224 Students

- African American 1.79%
- Hispanic 2.68%
- Other 4.02%
- White 91.52%

District Kansans Can Star Recognition

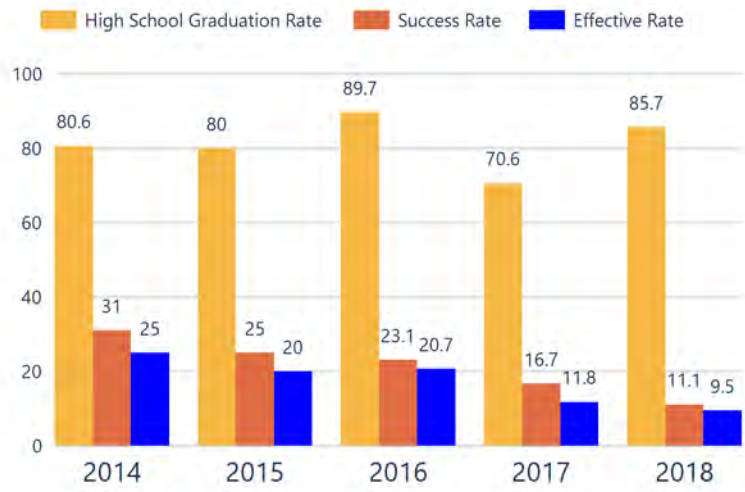
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **82%**

Five-Year Success Avg **23%**

Five-Year Effective Avg **19%**

95% Confidence Interval for the Predicted Effectiveness Rate **40.6 - 43.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

88.2% State: 88.3

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

93.1% State: 94.5

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

21.6% State: 13.9

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: 1.3

District ESSA Expenditures Per Pupil

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

$16,218
State: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Marais Des Cygnes Valley USD 456

K.S.A. 72-5178 Accountability Report 2019-2020

District Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.66	23.89	24.24	31.03	34.18	32.20	N/A	N/A	N/A
Level 2	26.31	28.31	36.36	30.17	39.31	38.98	N/A	N/A	N/A
Level 3	31.57	41.59	24.24	22.41	17.09	20.33	N/A	N/A	N/A
Level 4	25.43	6.19	15.15	16.37	9.40	8.47	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.56	32.14	21.05	36.20	40.67	52.00	N/A	N/A	N/A
Level 2	24.56	35.71	42.10	29.31	37.28	32.00	N/A	N/A	N/A
Level 3	33.33	26.78	26.31	25.86	18.64	12.00	N/A	N/A	N/A
Level 4	17.54	5.35	10.52	8.62	3.38	4.00	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	53.57	N/A	55.17	55.17	66.66	N/A	N/A	N/A
Level 2	25.00	17.85	N/A	31.03	34.48	25.00	N/A	N/A	N/A
Level 3	14.28	28.57	N/A	10.34	6.89	0.00	N/A	N/A	N/A
Level 4	17.85	0.00	N/A	3.44	3.44	8.33	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

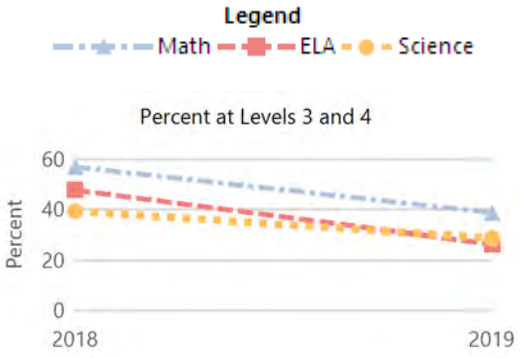
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

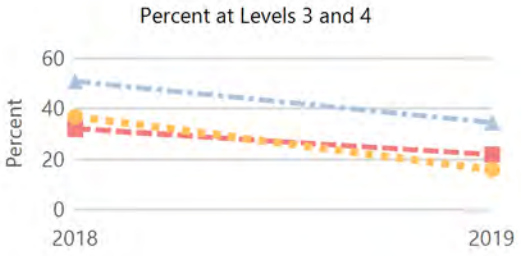
HISPANIC STUDENTS

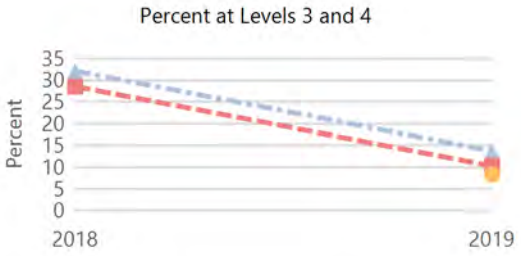
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

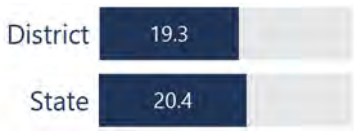
Percent at Levels 3 and 4

*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 (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 09/16/2020

System: Z0029 Kansas City Catholic Diocese (9000) Bishop Miege High

City: Kansas City

Superintendent: Vincent Cascone

Principal: Maureen Engen

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The foundational structure and Cognia standards are evident in the System as the system has established efforts in working toward sustained improvement in advocacy programs supported by academic programs, social success and survey data. There is evidence of defined foundational structures in place and that practices are improving and meet the standards.

Tiered Framework of Support - The standards in Cognia related to Tiered Framework of Support indicate that Bishop Miege is in the impacting level in all areas but one. The one area that is not listed as impacting is listed as improving. Impacting indicates that the system is demonstrating noteworthy practices producing clear results
that positively impact their system while improving means that the system has quality practices that are improving and meet the Standards.

Family, Communities and Business Partnerships - The system is performing at the Impacting level in this area. At the impacting level, leaders collect and analyze feedback data from various stakeholder groups that result in decision making for improvement and stakeholders are engaged in ensuring action for supporting the institutions success of learning outcomes.

Diversity, Equity and Inclusion - According to the Cognia Accreditation Engagement Review team, the system is performing at the Impacting level. At the Impacting level, students have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the institution implements processes to identify and address the specialized needs of learners. The system is performing effectively at monitoring instruction and adjusting learners needs to meet the expectations of the system.

Communication and Basic Skills - The system is performing at an impacting level in promoting creativity, innovation, and collaborative problem-based solutions. The system is also at the impacting level for implementation of a curriculum that is based on high expectations and preparing learners for their next levels; and, the system has in place and is implementing a process to ensure the curriculum is aligned to state standards and best practices.

Civic and Social Engagement - The system shows evidence of impacting its implementation of curriculum that is based on high expectations and prepares and prepares learners for their next levels. The system is impacting in its implementation of a process to ensure the curriculum is aligned to state standards and best practices.

Physical and Mental Health - The system is in the Impacting level in this area. The system is Impacting as it has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. The system is impacting in its efforts to enhance and extend current improvement efforts in the following standards: educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation - The system shows evidence at the Impacting level to the formalized structure established to ensure learners develop positive relationships with peer and adult support of educational experiences. The system is at the impacting level in ensuring the curriculum is aligned to state standards and best practices.

Postsecondary and Career Preparation - The system received an improving level rating for programs and services for learners' educational futures and career planning which means that the system has quality practices that are improving and meet the Standards but are still working to move this to a higher level.

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

ARC Comment

Bishop Miege has a goal to have faculty meet weekly on Wednesday morning or afternoon in professional learning groups to help teachers make data driven instructional decisions. Monthly professional development meetings were held to review assessment data in a clear and consistent manner leading to improved tiered instruction in reading and math, including ACT prep lessons, and project/problem-based lessons. All teachers completed two project/problem based lessons using Design Thinking and included the lesson and outcome in their individual teacher portfolio.

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

ARC Comment

Although listed as Relevance, the goal area was Relationships. Bishop Miege had a goal to meet with 100% of the student body each week in small group settings. The school is in year 4 of the Community system (Herd), a program that puts every student in the school into one of eight communities. (Perrini, Reardon, Tylicki, Sr. Millie, Sr. Martina, Bohaty, Lucas, Rost). The eight communities are then divided into smaller groups (faith families), where students meet together for a minimum of 105 minutes per week. Bishop Miege believes Faith family time has been especially important in helping their students grow closer as a school community, while also allowing them the opportunity to lead a small group, dialogue about social emotional topics that matter, and interact with students in all grade levels.

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

There is evidence that the system has established policies, procedures, and processes that have resulted in effective leadership and sustainability. This is evident through the commitment of professional practice and a collaborative culture.

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

ARC Comment

The system shows noticeable gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes through its improvement in implementing a systematic and comprehensive student assessment system.

Board Outcomes

Social-Emotional Growth	Bishop Miege utilizes Olweus, a research based social-emotional learning program. They implemented a mental health monthly survey to assess and address the social emotional needs of the students. The counseling and campus ministry produced resilience videos that were shown during Herd (faith family time) with discussion questions to allow students to talk through their struggles. From the videos, each student was asked to come up with one goal for the second semester. These goals were reviewed throughout the semester via the mentor teacher and counselor. Students were asked at the end of the semester to indicate whether they felt they achieved their goal or not, and if not, what they felt was needed to help them achieve their desired goal. Faith families conduct weekly check-ins with students to access their social-emotional well- being. If a student indicated they were struggling, the mentor teachers referred the student to the CARE team where the nurse, campus minister, administrators, and counselors intervene on behalf of the student.
Kindergarten Readiness	Not Applicable since this is a High School.
Individual Plans of Study	Bishop Miege states that students meet yearly (and more frequently as needed) with the counselor and faith family mentor (homeroom teacher) to discuss and evaluate their progress towards graduation, possible future career endeavors, vocation and service endeavors, assessment results, and social emotional status. They plan to move the process online beginning Spring 2021 via Naviance platform to better connect all pieces of the students' IPS. The goal is for all students, teachers, and counselors to participate in monitoring the individual plan of study for all students.
High School Graduation Rate	The System indicates their goal is to attain a 100% high school graduation rate. During the 2020-2021 school year, they offered students opportunities to be remote learners. To meet their needs towards graduation. Bishop Miege offered various online technology resources, including test formats, to meet the needs of the remote learner and make sure they were prepared for post-secondary success. Bishop Miege received a Gold Star Recognition for High School Graduation.

Postsecondary Success	Bishop Miege encourages input from graduates regarding information that helped them prepare to be successful in their post-secondary lives. Informal feedback received from the graduates indicate that block schedule, phased classes, tiered instruction, 1:1 technology, Math Hub assistance, and problem-based projects helped prepare students for life after high school and helped make their transition to college easier. Bishop Miege received a Gold Star Recognition in Postsecondary Success.

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

ARC Comment

The system shows evidence that it engages all stakeholders in interactive communication to ensure multiple viewpoints in decision-making is strong. Bishop Miege has a clear theme that all stakeholders were involved in committing to the school's clear purpose statement and student learning.

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

ARC Comment

The system shows evidence that the system is reporting to their local community reports, action steps and goals that drive the improvement process. There was consistency and coherence amongst stakeholder groups regarding purpose and vision of the school. 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

As a system using the Cognia improvement process the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

The system data shows improvement and the Cognia report indicated that the system was improving in all areas of educational quality.

Strengths

The system has a clear commitment to a common vision for academics and spiritual growth. Staff and administration are committed in improving their professional practice and deepening their collaborative culture. Several strategic processes are underway to improve the learning skills and attitudes of students. Specialized needs of learners are being identified and addressed by the System.

Challenges

College and career planning for students needs its processes to be improved and embedded.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Bishop Miege High -
Kansas City Catholic Diocese - Z0029

5041 Reinhardt Dr, Roeland Park, KS 66205-1508
(913) 262-2700
www.bishopmiege.com
Principal: **Maureen Engen**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **9-12**
Superintendent: **Vincent Cascone**

Demographics

655 Students

- African American 6.26%
- Hispanic 24.27%
- Other 8.55%
- White 60.92%

District Kansans Can Star Recognition

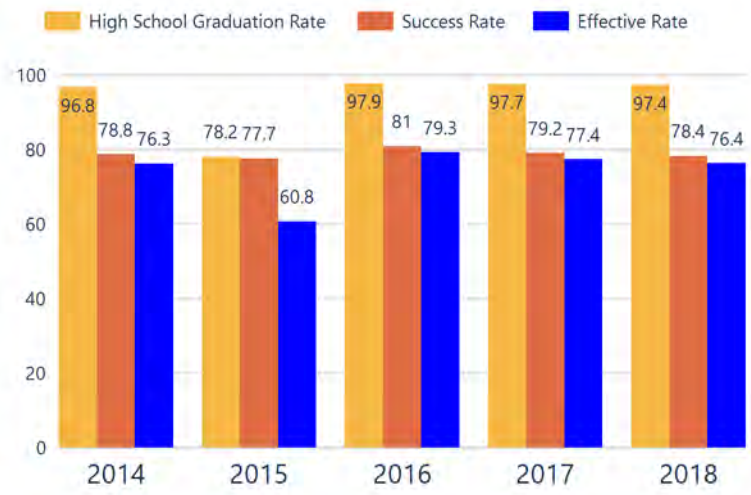
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

97.6% State: 88.3

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

83.8% State: 94.5

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

99.1% State: 13.9

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.

0.2% State: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Bishop Miege High

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.81	34.09	21.73	29.83	25.41	30.53	N/A	N/A	N/A
Level 2	33.52	28.97	34.78	37.01	37.01	29.34	N/A	N/A	N/A
Level 3	21.59	30.68	24.22	19.88	25.96	26.94	N/A	N/A	N/A
Level 4	13.06	6.25	19.25	13.25	11.60	13.17	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

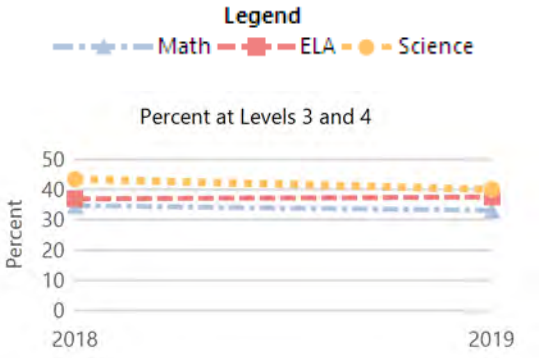
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.05	76.47	54.54	50.00	58.33	58.82	N/A	N/A	N/A
Level 2	41.17	17.64	18.18	41.66	33.33	23.52	N/A	N/A	N/A
Level 3	11.76	5.88	18.18	8.33	8.33	11.76	N/A	N/A	N/A
Level 4	0.00	0.00	9.09	0.00	0.00	5.88	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.94	40.54	27.77	36.36	25.00	47.22	N/A	N/A	N/A
Level 2	35.13	37.83	52.77	38.63	52.27	25.00	N/A	N/A	N/A
Level 3	13.51	21.62	8.33	18.18	13.63	22.22	N/A	N/A	N/A
Level 4	5.40	0.00	11.11	6.81	9.09	5.55	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

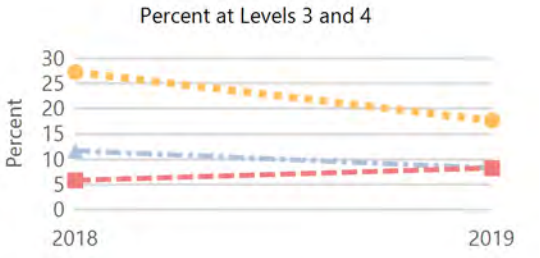


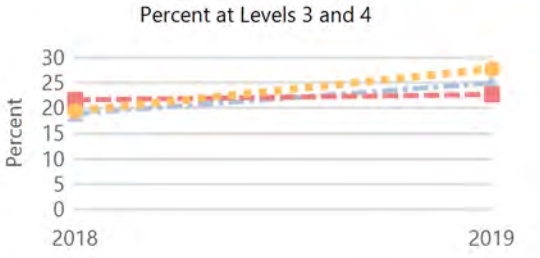
Percent at Levels 3 and 4

*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.

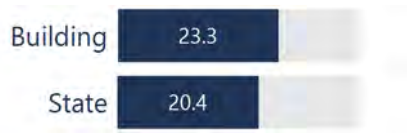




ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/17/2021

System: Z0029 Kansas City Catholic Diocese (9016) St. Ann Elementary

City: Kansas City

Superintendent: Vincent Cascone

Principal: Liz Minks

OVT Chair: Cognia

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Based on the information provided in the System's Accreditation Engagement Review; the system does have in place and defined Foundational Structures. Cognia review ratings are:
• Insufficient - Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
• Initiating - Represents areas to enhance and extend current improvement efforts
• Improving - Pinpoints quality practices that are improving and meet the Standards
• Impacting - Demonstrates noteworthy practices producing clear results that positively impact the institution

The ratings in this area were as follows:
Tiered Framework of Support - The system received Improving levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. St. Ann's School currently uses resource room and staff support to help students with learning challenges, however there was little evidence of a formalized process of reviewing formative & summative data to monitor students' progress and guide instructional programs in the classroom.

Family, communities and Business Partnerships - According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholders to support the institution's purpose and direction. They also collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making. Parent interviews and survey data indicate that teachers care for students and work to meet students' individual needs. Parents reported they could approach and would be heard by administration regarding any issue. Teachers respect each other, collaborate willingly, and enjoy spending time together. Parents and community members are engaged in opportunities to lead and serve by participating as a school, finance, parish council member, serving on the school Parent Teacher Organization, and forming the Faith and Discipleship Committee. Leaders expressed the intent to grow future leaders, as students develop leadership skills through participation in the student council, athletic programming, faith families, and after-school activities.

Diversity, Equity and Inclusion - While the system is at the Improving level for monitoring and adjusting instruction to meet individual learners' needs, there are components in identifying and addressing the specialized needs of learners that has provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established.

Communication and Basic Skills
Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an Improving level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving.

Civic and Social Engagement - The system was marked at the Improving level in this area. Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. Service projects and opportunities are essential for students from St. Ann 's. Projects and programs include acts of kindness in all grade levels and community drives for collecting food and clothing. STREAM classes have created toys for children of special needs and are donated to the community.

Physical and Mental Health - The system was marked at both the Impact and Improving levels in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. Teachers and counselors engage in classroom activities and meetings. There is an enriched Religion program that focuses on the spiritual development of all students.

Arts and Cultural Appreciation - The system was marked at the Improvement level in this area. Educators in the system implement a curriculum that is based on high expectations and prepare learners for their next levels. There is a need to put a process in place to ensure the curriculum is aligned to standards and best practices. There is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations. This is also integrated in the art and music classes.

Postsecondary and Career Preparation - The system provides programs and services for learners' educational futures and career planning. This received an Improving level.

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

ARC Comment

There is a learning lab coordinator who collaborates with teachers to ensure that students' needs are being met. Groups are set up and their progress is monitored. This is just in the beginning stages. Continued work is needed.

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

ARC Comment

Staff appears to still be developing an reviewing curriculum maps in ELA, Math, Social Studies, Science and Religion. This is a consuming process that takes time. Continued work is needed.

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

ARC Comment

The governing body in tandem with the senior leadership team demonstrate tremendous support for and ensure autonomy of USD 290, allowing the system to meet goals for achievement, instruction, and manage day-to-day operations effectively. Both governing board members and senior leadership participate in site councils and within-district committees. One governing board member mentioned that the school board has always functioned well, but the current leadership team is particularly adept at "engaging the board." Moreover, the current board has longevity ranging from 2 to 18 years, which proves greatly beneficial in guiding the district.

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

ARC Comment

As a Catholic school, there is a strong emphasis on the Catholic culture. Evidence submitted generally showed gains. Leaders collect and analyze feedback data for multiple stakeholder groups. As a Catholic school, there was a strong emphasis on the Catholic 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	Students shared that under the counselor's guidance, the counselor was available to help them with decisions. The school utilizes the Second Step Anti-Bullying Curriculum. Classroom activities are implemented by both the classroom teachers and the school counselor.
Kindergarten Readiness	In the Spring before Kindergarten, teachers screen each child during kindergarten kick-off. Screening results help identify any needed areas for growth prior to and in the beginning of kindergarten. Other assessments used are ASQ, MAP, and DIBELS to monitor early on the progress of each student in kindergarten. This data is shared with teachers and parents.
Individual Plans of Study	The middle school students work with classroom teachers and the school counselor to complete the Archdiocesan Plan of Study. Parents sign off on the plans through Google. In the lower grades, the school also invites parents and professionals to share information about their careers. The STREAM program also offers activities so that students can put themselves in the midst of career paths.
High School Graduation Rate	St. Ann is a K-8 building so High School Graduation Data is not available. Their Accountability report shows the High School Graduation for the Kansas City Diocese High Schools.
Postsecondary Success	No data was available as this is only a K-8 building.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is limited. Multiple venues of one-way communication for external stakeholders are available. However, external stakeholders noted in interviews that they would benefit from more opportunities to provide input and be an integral part of decision-making. The district should explore ways to identify and implement new venues to engage all stakeholders in two-way communication and ensure multiple viewpoints are embedded and integral in decision-making systematically.

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

ARC Comment

he team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that if the system is going to continue with Cognia, that they ensure that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

Many of the goals implemented are still on-going. COVID-19 may have been a factor in the completion of these goals. In the Cognia report, multiple sources of evidence supported a significant Impact and Improving on the accreditation process which will carry in the next cycle.

Strengths

There is a strong commitment within the community to support the school. According to surveys conducted by Cognia, there is a strong religious culture in the community and a sense of strong mission.

There are multiple outstanding opportunities for students, families, staff and community. The governing body in tandem with the senior leadership demonstrate support for the autonomy of the district; therefore, the goals for achievement, instruction and day to day operations are effective.

Challenges

While there is some evidence that goals were established, there was little data to show evidence of measurable growth for each of those goals. This may be due to length of implementation. Much of the framework reported could have impact on the next cycle. Much of the limited data may be due to OCVID restrictions.

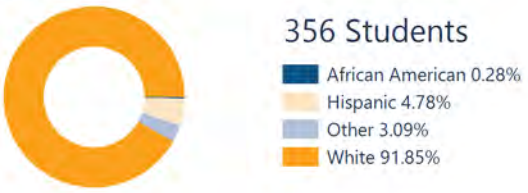
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

St Ann Elem -
Kansas City Catholic Diocese - Z0029

7241 Mission Rd, Prairie Village, KS 66208-3004
(913) 660-1101
www.school.stannpv.org
Principal: **Liz Minks**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **K-8**
Superintendent: **Vincent Cascone**

Demographics



Academically Prepared for Postsecondary Success

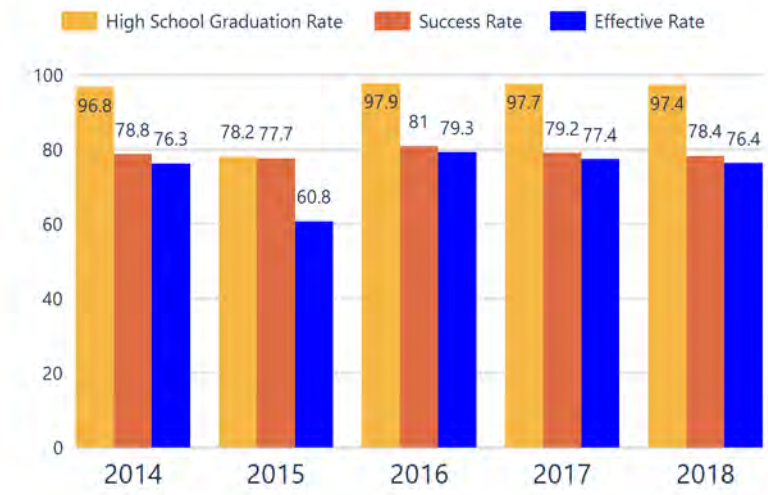
The percentage of students who scored at Levels 3 and 4 on the state assessment.

Assessment scores are not available for the 2020 school year.

District Kansans Can Star Recognition

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

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

95.5% State: 94.5

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

6.4% State: 13.9

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: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St Ann Elem

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	3.83	4.96	15.90	2.72	5.83	11.11	N/A	N/A	N/A
Level 2	25.28	23.66	31.81	29.18	26.07	29.62	N/A	N/A	N/A
Level 3	50.95	45.80	36.36	51.36	43.19	37.03	N/A	N/A	N/A
Level 4	19.92	25.57	15.90	16.73	24.90	22.22	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

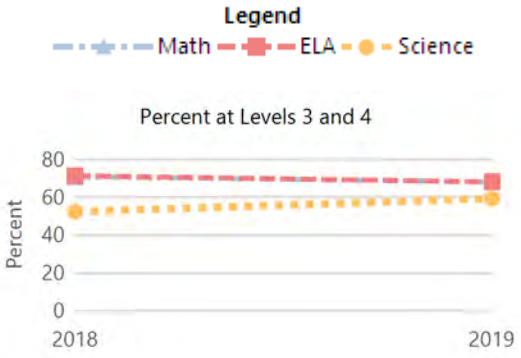
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	58.33	41.66	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	33.33	50.00	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	8.33	8.33	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

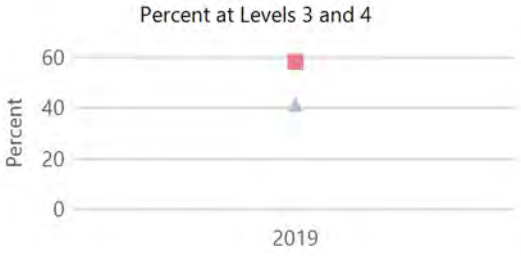
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 10/07/2020

System: Z0029 Kansas City Catholic Diocese (9023) Holy Cross Catholic

City: Kansas City

Superintendent: Vincent Cascone

Principal: Melissa Wagner

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 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 Initiating levels in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Initiating means areas are represented to enhance and extend current improvement efforts. For example; instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations was given an improving level; while an impacting level was given for the system's implementation of processes to identify and address the specialized needs of learners. Initiating levels indicate that while there is a process progress is being made. Teachers at Holy Cross collaborate with peers, collect and use student data to drive decisions. Interviews indicate that there was a change-over in leadership and the formalization of the framework was inconsistent.

Family, communities and Business Partnerships - According to the Cognia Accreditation Engagement Review, the system is at an Impacting level in this area. Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning are realized. Additionally, leaders engage stakeholder to support the institution's purpose and direction. They also collect an analyze a range of feedback data from multiple stakeholder groups to inform decision making. 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 engrained in the institution's culture. Holy Cross Catholic School's mission is for its students to bring the glory of the

cross to the world. 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. The school leadership provided documentation of how they formulated the school's Catholic vision and mission cooperatively with the stakeholders.

Diversity, Equity and Inclusion - While the system is at the Improving level for monitoring and adjusting instruction to meet individual and improving level learners' needs, they are at Initiating levels at identifying and addressing the specialized needs of learners and have provided learners with equitable opportunities to develop skills and achieve the content and learning priorities established. The visiting team observed that the school needs to improve in the area of providing that learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution. The school vision is inclusive but resources may be lacking.

Communication and Basic Skills - Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is also a process in place to ensure the curriculum is aligned to state standards and best practices. These areas received an improving level. An improving level was given to the standard for this area that references promoting creativity, innovation and collaborative problem-solving. Faculty and staff are aware of the need to promote creativity, innovation, and collaboration into the classroom. There is also a need for the institution to implement a process to ensure the curriculum is aligned to standards and best practices.

Civic and Social Engagement - The system was marked at the Improving level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. However, activities for civic and social engagement is very robust.

Physical and Mental Health - The system was marked at the Impact level in this area. The system has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences. Additionally, educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels; and, there is a process in place to ensure the curriculum is aligned to state standards and best practices.

Arts and Cultural Appreciation - The system was marked at the Improving level in this area. Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels. There is a process in place to ensure the curriculum is aligned to state standards and best practices. However, it should be noted there is a strong Catholic culture that includes celebration of Arts and Music through liturgical celebrations This is also is integrated in the art and music classes.

Postsecondary and Career Preparation - The system provides programs and services for learners' educational futures and career planning. This received an improving level.

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

ARC Comment

Although identified as responsive culture this goal falls more under Relevance. Ensure that the technology infrastructure is modern, fully functional, and meets the teaching, learning and operational needs of all of the 21st Century learners. Holy Cross staff, and administration should promote access to an exceptional collection of media and information resources necessary to achieve the educational programs for all learners in the school.

The technology infrastructure was updated in the summer of 2020 and has allowed instructional practices that are current for both onsite and remote learner needs. Both teachers and administration have upgraded technology devices that allow for better practices that enhance lessons and create an innovative learning environment. Every classroom has Smart Televisions with casting capabilities. All

teachers have access to new digital resources such as Eureka Math including InSync, STEMscopes and LearningAlly. The purchase of new chromebooks for a computer lab and two laptop carts have enhanced the educational programs of all learners. In the MakerSpace a new broadcasting center has been created along with two traveling 3D printers to provide students with ample opportunities for 21st Century learning.

The system has already identified possible goals for improvement for the next cycle of accreditation.

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

ARC Comment

Multi-Tier System of Support and Alignment was put into place in 2016 with the support staff including a Reading Specialist, Special Education Teacher, English as a Second Language Teacher, Math Instructional Coach and Title I teacher. Initially the team began tiers with reading and grew the program to enhance student learning in both reading and math. Students in Tier 2 and Tier 3 are progress monitored on a biweekly basis to track growth and ensure interventions are successful.

Measurement of Academic Progress (MAPS), Dibels, Acadience and KAP and Interim Assessments were used to help guide instructional strategies and support students in tiered groups.

The system has at goals related to this area for next cycle. This is important to continue since the system did receive an insufficient level from Cognia in the area of Instruction being monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

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 governing structure demonstrates a written code of moral ethics within the institution. The governing body reflects on those ethics and legal responsibilities. The strategic management of resources is aligned to support the students' educational opportunities. However, communication in the past was inconsistent. With support of the Archdiocese and new leadership team, the goal is to fully support the mission of the school working with the parish community.

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

As a Catholic school, there is a strong emphasis on the Catholic culture. Generally, the outcomes were evident in specific areas. Some of the programs seem to be only recently implemented. The Council however is aware of the Cognia standards.

Board Outcomes

Social-Emotional Growth	Grades K-8 implement the 2nd Step Program throughout the school year. The school counselor visits each classroom and completes the activities. A school-wide behavior program was implemented in 2016 called CROSS (Caring, Responsible, Obedient, Successful, Stewards) to reinforce good behavior. A virtue of the month is celebrated during the school year.

Kindergarten Readiness	Holy Cross Early Education Center helps provide students with foundational skills that prepare them for Kindergarten. The Transitional Kindergarten classroom fosters the cognitive, emotional and physical developmental skills the students need in preparation for Kindergarten. The students are assessed through Dibels to track their progress and it allows teachers to support student needs with early interventions. All incoming Kindergarten students and parents utilize the Ages and Stages Questionnaire and Ages and Stages Questionnaire Social and Emotional assessments. Both the Kindergarten teacher and student support team utilize this data.
Individual Plans of Study	All 6th, 7th and 8th Grade students participate in the Archdiocese plan for the Individual Plan of Study program. In the STREAM program, all students are given multiple exposures to future job and vocation opportunities such as Engineering, Broadcasting and Priesthood. Pre-COVID speakers would come discuss career choices and how they were called into a particular field. The school counselor is now organizing parents and community members to create a video for students to view about their career choice and what that looks like in a current job setting. The school counselor also meets with the students to discuss career interests with students.
High School Graduation Rate	The current graduation rate for the Archdiocese of Kansas City in Kansas is 99.5%. The school publicizes awards and achievements of their graduates in their school newsletters. Graduates are sent personal messages of congratulations for these accomplishments. Holy Cross continues to promote the Archdiocesan Catholic Schools to the 8th grade classes in hopes that students continue their Catholic education for many years. The administration facilitates the transition to high school by encouraging students to shadow at high schools and by allowing the local Catholic high schools to send representatives to speak to their students as a group.
Postsecondary Success	State and local assessments are consistent and students demonstrate progress. Postsecondary Success for the Archdiocesan of Kansas City is 74% which puts them at a Gold Recognition level.

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

ARC Comment

The process to engage all stakeholders in two-way communication to help ensure multiple viewpoints in decision-making is limited. Multiple venues of one-way communication for external stakeholders are available. However, external stakeholders noted in interviews that they would benefit from more opportunities to provide input and be an integral part of decision-making. The district should explore ways to identify and implement new venues to engage all stakeholders in two-way communication and ensure multiple viewpoints are embedded and integral in decision-making systematically.

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

ARC Comment

The team was welcomed in a professional and respective way. The majority of the documentation required as a Cognia system was provided to KSDE. It is important that the system continue ensuring that the "Every Institution Every Year" (EIEY) report is submitted yearly.

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

ARC Comment

As a system using the Cognia improvement process the system as shown that they have followed the process with the expected level of fidelity.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported a significant impact and meeting the standards on the accreditation process which will carry into the next cycle.

Strengths

There is a strong commitment within the community to support the school. According to surveys conducted by Cognia, there is a strong religious culture in the community. There is a mission-orientated School Council.

Challenges

While the community strongly supports the mission and vision of the school, there is an opportunity with the new administration to access resources and materials to support the curriculum programs and needs of the students. According to Cognia standards, the instruction is inconsistently monitored and needs to be adjusted to meet the individual learners' needs are insufficient. A stronger multi-tiered system should be in place and monitored. This will be an area the system needs to be sure to keep as an improvement goal.

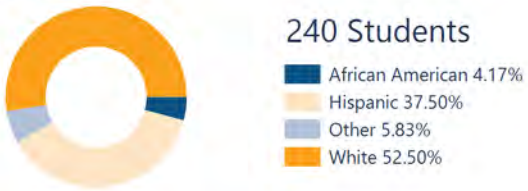
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2019-2020

Holy Cross Catholic -
Kansas City Catholic Diocese - Z0029

8101 West 95th St, Overland Park, KS 66212-3215
(913) 381-7408
http://holycrosscatholicschool.com/
Principal: **Melissa Wagner**

District Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2020 data not available**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics



District Kansans Can Star Recognition

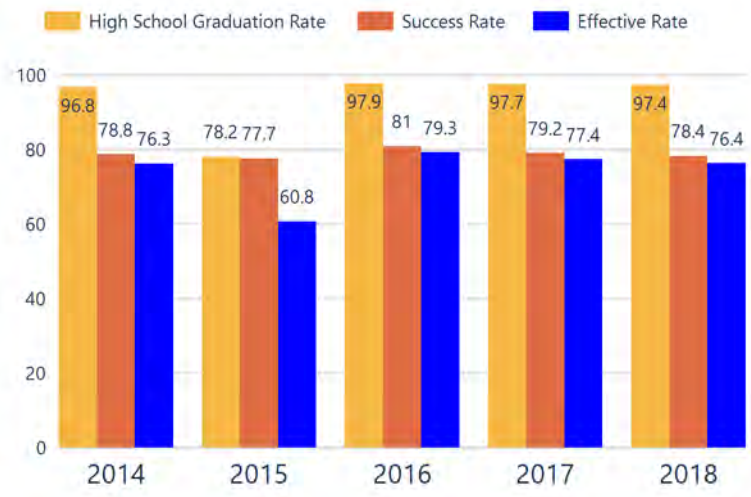
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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

Assessment scores are not available for the 2020 school year.

District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94%**

Five-Year Success Avg **79%**

Five-Year Effective Avg **74%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.1 - 66.7%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2014-2018) and are rounded to the nearest whole number.

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

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

N/A State: 88.3

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

94.5% State: 94.5

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

16.5% State: 13.9

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

3.9% State: 1.3

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: $12,193

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Holy Cross Catholic

K.S.A. 72-5178 Accountability Report 2019-2020

School Academic Success

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

ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.31	7.97	6.00	10.10	10.43	10.52	N/A	N/A	N/A
Level 2	37.80	31.28	30.00	42.55	34.61	24.56	N/A	N/A	N/A
Level 3	35.36	40.49	44.00	32.44	39.56	38.59	N/A	N/A	N/A
Level 4	19.51	20.24	20.00	14.89	15.38	26.31	N/A	N/A	N/A

FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.51	19.44	8.33	19.14	11.90	N/A	N/A	N/A	N/A
Level 2	56.75	33.33	50.00	48.93	47.61	N/A	N/A	N/A	N/A
Level 3	24.32	41.66	33.33	29.78	38.09	N/A	N/A	N/A	N/A
Level 4	5.40	5.55	8.33	2.12	2.38	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

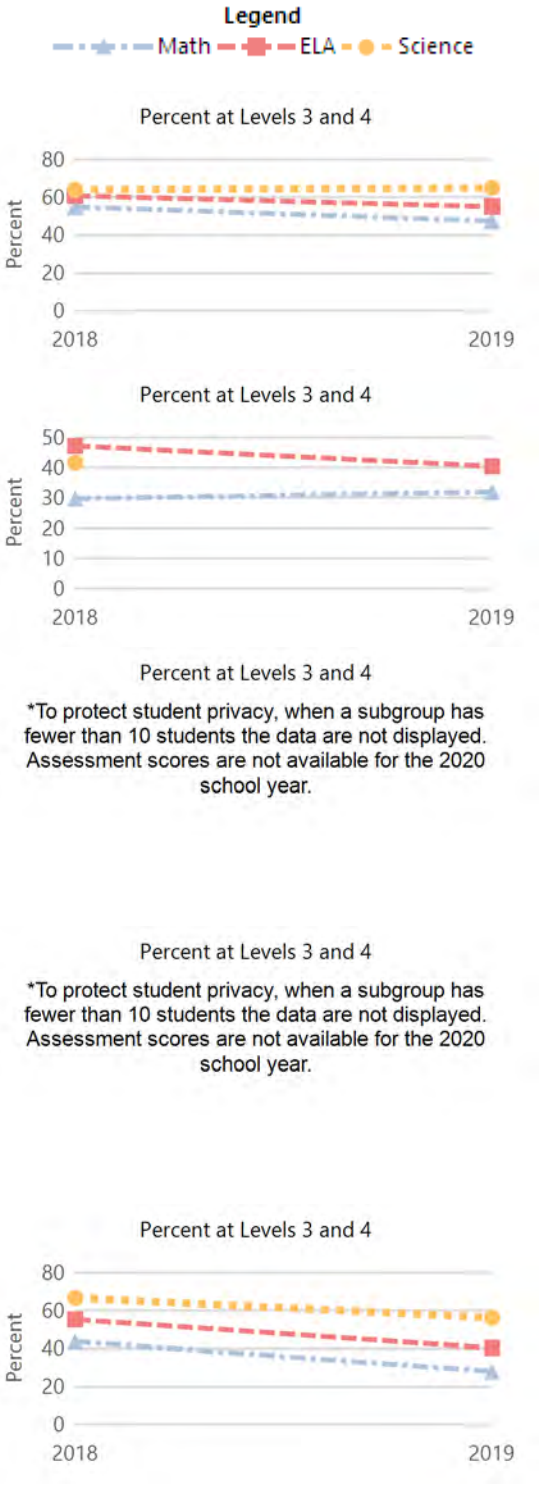
	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.33	10.63	0.00	7.81	12.28	18.75	N/A	N/A	N/A
Level 2	47.91	34.04	33.33	64.06	47.36	25.00	N/A	N/A	N/A
Level 3	33.33	40.42	55.55	23.43	29.82	50.00	N/A	N/A	N/A
Level 4	10.41	14.89	11.11	4.68	10.52	6.25	N/A	N/A	N/A

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

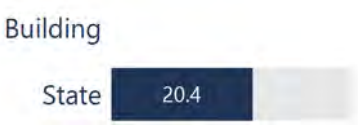
Academically Prepared for Postsecondary Success



ACT Performance (2020 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2020 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/14/2021
Catherine Chmidling	Mischel Miller	Randy Watson		

Item Title:

Act on higher education preparation program standards for School Psychologist B-3, PreK-12

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for School Psychologist birth through third grade, PreK-12.

Explanation of Situation Requiring Action:

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Institutions of Higher Education (IHEs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education approval. Once approved, the IHEs have access to develop new programs around the standards and to revise their current programs to align to the updated standards.

Attached are the revised standards for School Psychologist, birth through third grade, Pre-K-12. A crosswalk document for the standards provides a comparison summary between the previous standards and the proposed new standards. At the request of the Board at their August 2021 meeting, information on the roles and responsibilities of School Psychologists regarding prevention activities and promotion of safe schools has been added to the standards.

Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. The proposed revisions were presented as a Receive item at the August Kansas State Board of Education meeting.

Crosswalk: Previous versus New School Psychologist Standards

Birth through Third Grade, Pre-K-12

General Information about this revision:

- Vocabulary and topics updated to include current needs and standards of the field.
- Included social-emotional learning and equity issues.
- Added evidence-based practices.
- Added system-level practices.
- Added prevention and intervention systems, including mental health.

Standard 1

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 1: Data-Based decision making School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family and community characteristics) as a context for assessment and intervention.	**Standard 1** The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	• Updated terminology and topics. • Added problem-solving framework. • Clarified that decision making occurs at the individual, group and systems levels, and occurs within a multitiered system of supports (MTSS). • Expanded that data-based decision making permeates all aspects of service delivery.

Standard 2

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.	Standard 2 The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group and system levels.	• Updated terminology. • Candidates expected to demonstrate effective communication. • Expanded that consultation and collaboration permeate all aspects of service delivery. • Clarified that consultation and collaboration apply to individuals, families, groups and systems.

Standard 3

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 3: Academic Interventions and Instructional Supports School psychologists understand the biological, cultural and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.	Standard 3 The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.	• Updated terminology. • Added biological, cultural, and social influences on academic skills and cognition. • Added that curriculum and instructional strategies be evidence-based. • Increased emphasis on using data for implementation and evaluation of interventions, and to determine effectiveness.

Standard 4

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 4: Mental and Behavioral Health Services and Interventions School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.	Standard 4 The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	• Updated terminology. • Added biological, cultural, and social influences on academic skills and cognition. • Increased emphasis on using data for implementation and evaluation of services, and to determine effectiveness. • Added that intervention strategies for behavioral, social, and emotional functioning be evidence-based. • Incorporated old Standard 7 (mental health and physical well-being).

Standard 5

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 5: School-Wide Practices to Promote Learning School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and	Standard 6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.	• Incorporated some of old Standard 6, with added detail on promoting learning, positive behavior, and mental health. • Adds concept of implementation science. • Adds safe, effective, and supportive environments for both students and school staff members. • Expands to have a schoolwide/districtwide focus.

supportive learning environments for students and school staff.		

Standard 6

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.	Standard 6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. Standard 7 The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.	• Expanded to include multi-tiered systems. • Draws and expands on elements from multiple previous standards (standards 6 and 7). • Focuses on creating a framework to address crisis prevention, response, and recovery. • Includes preventive as well as responsive services and practices. • Adds specific understanding of protective and risk factors. • Adds evidence-based strategies.

Standard 7

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's	Standard 8 The school psychologist works effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.	• Was old Standard 8. • Increased emphasis on community collaboration. • Added importance of considering culture and context to develop family-school partnerships.

learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.		• Adds emphasis on outcomes for students. • Added emphasis on understanding family systems and cultural differences.

Standard 8

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.	Standard 5 The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.	• Was old Standard 5, with increased details on parameters of diversity. • Increased attention to equity and access. • Adds evidence-based strategies. • Adds ecological approach. • Calls for commitment to social justice and equity.

School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.		

Standard 9

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data	Standard 9 The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. Standard 11 The school psychologist accesses, evaluates and utilizes information sources and technology in ways that safeguard or enhance the quality of services.	• Updated terminology and detail. • Adds evidence-based practice. • References individuals, groups and/or systems levels. • Calls for application of research in service delivery. • Incorporates use of technology (old Standard 11)

collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.		

Standard 10

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.	Standard 10 The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	• Updated terminology and detail. • Identifies professional disposition characteristics needed. • Calls for commitment to social justice and equity.

Standard 11

NEW STANDARD	PREVIOUS STANDARD	WHAT CHANGED?
Standard 11: The school psychologist must complete an internship supervised by the recommending institution	Standard 12 The school psychologist must complete an internship supervised by the recommending	• Old Standard 11 incorporated into new Standard 9.

as part of the performance assessment for this license.	institution as part of the performance assessment for this license.	• Old Standard 12 became new Standard 11.

* These new standards are built on the 2020 draft NASP standards.

Kansas Licensure Standards for School Psychologist
Birth to Grade 3; PreK-12

School psychologists are uniquely qualified members of school teams that support students' abilities to learn and teachers' abilities to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections among home, school, and the community.

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Professional practices associated with data-based decision making include the following:

1.1 School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
1.2 School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
1.3 School psychologists incorporate various techniques for collection, measurement, and analysis of data, accountability, and the use of technological resources in the evaluation of services at the individual, group and/or systems levels.
1.4 School psychologists use data to monitor academic, social, emotional and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention.
1.5 School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress

monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.

1.6 School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.

1.7 School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.

1.8 School psychologists use information and technology resources to enhance data collection and decision making.

Standard 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate and communicate effectively with others.

Professional practices associated with consultation and collaboration include the following:

2.1 School psychologists use a consultative problem-solving process as a vehicle for planning, implementing and evaluating academic and mental and behavioral health services.

2.2 School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policymakers, community leaders and others.

2.3 School psychologists consult and collaborate with educational professionals at the individual, family, group and systems levels, carefully considering the viewpoints of all parties involved when making decisions.

2.4 School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.

2.5 School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and/or school systems.

2.6 School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.

2.7 School psychologists function as change agents, using their skills in communication, collaboration and consultation to advocate for necessary change at the individual student, classroom, building, district, state and/or national levels.

2.8 School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

Standard 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Professional practices associated with academic interventions and instructional supports include the following:

3.1 School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
3.2 School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
3.3 School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
3.4 School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
3.5 School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems levels.
3.6 School psychologists work with other school personnel to develop, implement and evaluate effective interventions to improve learning engagement and academic outcomes.
3.7 School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
3.8 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
3.9 School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and/or the community to promote improvement in instruction and student achievement.
3.10 School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and managing academic demands.
3.11 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Standard 4 Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Professional practices associated with mental and behavioral health services and interventions include the following:

4.1 School psychologists recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills and healthy decision-making.

4.2 School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and/or schoolwide social-emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

4.3 School psychologists demonstrate an understanding of the impact of trauma on social, emotional and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.

4.4 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychologists use assessment data to select and implement evidence based mental and behavioral health interventions.

4.5 School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.

4.6 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

4.7 School psychologists develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of evidence-based ecological and behavioral approaches to promote effective student discipline practices and classroom management strategies.

4.8 School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
4.9 School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

Standard 5: Schoolwide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based schoolwide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Professional and leadership practices associated with schoolwide promotion of learning include the following:

5.1 School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation and home–school partnerships.
5.2 School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
5.3 School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
5.4 School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select schoolwide programs based on the needs of the learning community.
5.5 School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
5.6 School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.

5.7 School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
5.8 School psychologists work collaboratively with other school personnel to create and maintain a multi-tiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.
5.9 School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Standard 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response and recovery.

Services to promote safe and supportive schools include the following:

6.1 School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff members, families and communities.
6.2 School psychologists promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
6.3 School psychologists advocate for state and local policies that promote safe and inclusive school environments.
6.4 School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
6.5 School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.

6.6 School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
6.7 School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration and direct services in the context of crisis prevention, protection, mitigation, response and recovery.
6.8 School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
6.9 School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
6.10 School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
6.11 School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Standard 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Professional practices associated with family, school, and community collaboration include the following:

7.1 School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
7.2 School psychologists use evidence-based strategies to design, implement and evaluate effective policies and practices that promote family, school and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.

7.3 School psychologists promote strategies for safe, nurturing and dependable parenting and home interventions to facilitate children's healthy development.
7.4 School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
7.5 School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
7.6 School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
7.7 School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

Standard 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Professional practices that respect diversity and promote equity include:

8.1 School psychologists apply their understanding of the influence of culture, background and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
8.2 School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation and evaluation of

services in order to improve learning and mental and behavioral health outcomes for all children in family, school and community settings.

8.3 School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools and communities.

8.4 School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.

8.5 School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.

8.6 School psychologists employ a strengths-based approach to address the learning needs of English language learners.

8.7 School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions and activities.

8.8 School psychologists also remain aware of the negative impact that biases - such as racism, sexism, and others - have on students, families, schools and communities, and, thus, they collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.

8.9 School psychologists recognize both within- and between-group differences when working with diverse student populations.

8.10 School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Standard 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group and/or systems levels.

Professional practices associated with research and evidence-based practice include the following:

9.1 School psychologists evaluate, interpret and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.

9.2 School psychologists advocate for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavior supports at the individual, group, school and district levels.
9.3 School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation and evaluation of the fidelity and effectiveness of school-based intervention plans.
9.4 School psychologists provide assistance for analyzing, interpreting and using empirical foundations to support effective school practices.
9.5 School psychologists evaluate, select and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement and sense of safety.
9.6 School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
9.7 School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Legal, ethical and professional practice include the following:

10.1 School psychologists practice in ways that are consistent with ethical, professional and legal standards and regulations.
10.2 School psychologists engage in effective, collaborative and ethical professional relationships.
10.3 School psychologists seek and utilize professional supervision, peer consultation and mentoring for effective practice.
10.4 School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation and mentoring to those seeking such support.
10.5 School psychologists access, evaluate and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information and responsible record keeping.

10.6 School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
10.7 School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
10.8 School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
10.9 School psychologists collect data to evaluate and document the effectiveness of their own services.
10.10 School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
10.11 School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
10.12 School psychologists participate in continuing professional development activities at a level consistent with Kansas School Psychologist license renewal expectations.
10.13 As part of continuing professional development, school psychologists may participate in local, state and national professional associations and, when interested, engage in leadership roles.

Standard 11: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

11.1 The candidate must enroll in supervised internship program credit hours, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting, and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis under the initial license. For candidates completing a doctoral degree program in school psychology, the candidate must complete a specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting prior to internship that provided a comparable experience to a formal specialist-level internship in addition to a doctoral level internship. The program works with the employing district to ensure that the candidate has a mentor with at least three years of post-internship experience as a credentialed school psychologist. The university must assign a supervisor during the internship period. The university-assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.

Agenda Number: 12

Meeting Date: 9/14/2021

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

Item Title: Preview of Great Ideas In Education Conference: Unfinished Learning

From: Mark Thompson

State Board members will receive an update on plans for the Kansas State Department of Education's annual conference, now titled "Great Ideas in Education Conference." The event will be conducted virtually Nov. 15-18, 2021. The theme this year centers on the topic of unfinished learning. Informational strands include: Early learning opportunities; school redesign; Kansas Education Systems Accreditation; Whole school, whole community, whole child; Fiscal Issues and ESSER Funds; and Diversity, Equity and Inclusion.

Agenda Number: **13**

Meeting Date: **9/14/2021**

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

Item Title: Kansas Can Highlight – Successfully implementing elements of the Individual Plan of Study

From: Stacy Smith

The Individual Plan of Study (IPS) is a best practice for schools and a Kansas State Board of Education outcome. The IPS serves to assist students, and their families, as they explore postsecondary pursuits and career opportunities that fulfill their passions and leverage their skill sets. The IPS is an ongoing, flexible process to help students make a more informed decision about their path forward after high school graduation.

Two Individual Plan of Study Star Recognition recipient schools will update the Kansas State Board of Education on their success in supporting students in setting educational goals and creating a roadmap for success in high school and beyond.

Agenda Number: 14

Meeting Date: 9/14/2021

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

Item Title: Public Hearing on Accreditation Regulations K.A.R. 91-31-31, 91-31-32, 91-31-33, 91-31-34, 91-31-35, 91-31-36, 91-31-37, 91-31-38, 91-31-39, 91-31-40, 91-31-41, 91-31-42 and 91-31-43

From: Scott Gordon

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Accreditation Regulations (K.A.R. 91-31-31, 91-31-32, 91-31-33, 91-31-34, 91-31-35, 91-31-36, 91-31-37, 91-31-38, 91-31-39, 91-31-40, 91-31-41, 91-31-42 and 91-31-43). A copy of the regulations is attached. A copy of the Joint Committee on Administrative Rules and Regulations comments will be provided to Board members. If no changes are needed, the Board is asked to adopt the regulations on Sept. 15, 2021.

Procedures for any Public Hearing of the State Board are as follows:

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

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

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

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

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

Notes about Public Hearing Safety Protocol:

- Masks or face coverings must be worn within the Landon State Office Building, regardless of vaccination status.
- Temperature checks are required at the building's public entrance.
- Occupancy is limited to no more than 50 percent of the room capacity in order to maintain social distancing.

91-31-31. Definitions. As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

~~(a) "Accredited" means the status assigned to a school that meets the minimum performance and quality criteria established by the state board.~~

~~(b) "Accredited on improvement" means the status assigned to a school that, for two consecutive years, is described by any of the following:~~

~~(1) The school fails to meet one or more of the performance criteria applicable to the school.~~

~~(2) The school has a prescribed percentage of students in one or more student subgroups that fails to meet one or more of the performance criteria applicable to the school.~~

~~(3) The school fails to meet three or more of the quality criteria applicable to the school.~~

~~(c) "Conditionally accredited" means the status assigned to a school that, for three consecutive years, is described by either of the following:~~

~~(1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.~~

~~(2) The school fails to meet four or more of the quality criteria applicable to the school.~~

~~(d) "Curriculum standards" means statements, adopted by the state board, of what students should know and be able to do in specific content areas.~~

~~(e) "External technical assistance team" means a group of persons selected by a school for the purpose of advising school staff on issues of school improvement, curricula and instruction, student performance, and other accreditation matters.~~

~~(f) "Local board of education" means the board of education of any unified school district or the governing body of any nonpublic school.~~

(a) "Accreditation" means the process of documenting that an education system meets requirements established by the state board.

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET DEPT. OF ADMINISTRATION

APPROVED
JAN 31 2019

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(b) "Accreditation cycle" means the period of time from the beginning of the needs assessment to the point at which the state board grants an accreditation rating to an education system.

(c) "Accreditation rating" means the status granted by the state board upon recommendation of the accreditation review council.

(d) "Accreditation review council" means the body of education professionals charged with providing a recommendation of accreditation rating to the state board at the end of each accreditation cycle.

(e) "Accreditation year" means the final year, or step, of an education system's accreditation cycle.

(f) "Accredited" means the status assigned to an education system that meets the following conditions established by the state board:

(1) The education system is in good standing.

(2) The education system provides conclusive evidence of improvement in student performance.

(3) The education system provides conclusive evidence of a process of continuous improvement.

(g) "Area for improvement" means the specific issue to be corrected, as determined by the accreditation review council, that an education system shall complete in order to improve the education system's accreditation rating.

(h) "Chief administrative officer" means the person hired by a governing body to lead the work of achieving the education system's mission and to oversee all aspects of the operation of the education system.

(i) "Commissioner" means commissioner of education.

(j) "Conclusive evidence" means data that is sufficient to the accreditation review council to justify its recommendation of accredited to the state board.

APPROVED
AUG 05 2020
DIVISION OF THE BUDGET

APPROVED
AUG 05 2020
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(k) "Conditionally accredited" means the status assigned to any of the following:

(1) A new education system seeking accreditation;

(2) an education system seeking accreditation after one or more years of not seeking accreditation; or

(3) an education system about which both of the following are true:

(A) The education system is in good standing; and

(B) the education system provides neither conclusive evidence of growth in student performance nor conclusive evidence of a process of continuous improvement.

(l) "Corrective action plan" means the set of actions developed by an education system in response to areas for improvement identified by the accreditation review council.

(m) "Credit" means formal acknowledgment by an education system's governing body for criteria-based accomplishment. In Kansas K-12 education, this term is usually expressed as a number of units of credit.

(n) "Curriculum standards" means statements adopted by the state board specifying what students should know and be able to demonstrate in specific content areas.

(o) "Education system" means a Kansas unified school district, the Kansas state school for the blind, the Kansas school for the deaf, an organized body of non-public schools, or an independent private school.

(p) "Education system leadership team" means the group of education system employees that leads the education system's work toward an accreditation rating during an accreditation cycle.

(q) "Education system site council" means the group of people from outside of the education system from whom the education system leadership team receives input related to the education system's work toward an accreditation rating during an accreditation cycle.

(r) "Final analysis" means the process of reviewing education system-level data at the end of an accreditation cycle.

APPROVED
AUG 05 2020
DIVISION OF THE BUDGET

APPROVED
AUG 05 2020
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(s) "Foundational structures" means programs, models, or practices prerequisite to receiving an accreditation rating of "accredited" from the state board.

(t) "Framework" means a defined set of practices that together encompass the work that education systems do to prepare successful Kansas high school graduates.

(u) "Goal area" means one area of performance selected by an education system for specific focus during its accreditation cycle.

(v) "Governing body" means either of the following:

(1) The board of education of any public education system; or

(2) the decision-making authority of any private education system.

(w) "Independent private school" means a non-public school that, for accreditation purposes, is not affiliated with other non-public schools.

(x) "In good standing" means in compliance with, or working with the state board to achieve compliance with, all applicable federal and state statutes and regulations.

(y) "Kansas assessment program" means the evaluation that the state board conducts in order to measure student learning within the Kansas curriculum standards.

(z) "Kansas education systems accreditation" and "KESA" mean the Kansas model for the accreditation of education systems that offer any grades kindergarten through grade 12.

(aa) "Needs assessment" means a systematic process of scoring state board-approved rubrics and examining current data supporting KESA results for the purpose of determining needs or gaps between current conditions and desired conditions.

~~(g)~~ (bb) "Not accredited" means the status assigned to ~~a school that, for five consecutive years, is described by either of the following:~~ an education system that is described by either of the following:

~~(1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.~~

APPROVED
JUN 24 2020
DIVISION OF THE BUDGET

APPROVED
JUN 29 2020
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

~~(2) The school fails to meet four or more of the quality criteria applicable to the school.~~

(1) Is not in good standing; or

(2) fails to provide conclusive evidence of either improvement in student performance or a process of continuous improvement.

~~(h)~~ (cc) "On-site visit" means a visit at ~~a school~~ an education system by either the ~~school's external technical assistance~~ education system's outside visitation team or ~~a~~ its state technical assistance team.

(dd) "Outside visitation team" means a group of trained education professionals selected by an education system to collaborate with the education system in a coaching or mentoring role, supporting the education system for the duration of an accreditation cycle.

(ee) "Outside visitation team chair" means the member of the outside visitation team who has been specifically trained and appointed to act as the leader of the group for the duration of an accreditation cycle.

(ff) "Private education system" means either of the following:

(1) An organized body of non-public schools; or

(2) an independent private school.

(gg) "Public education system" means any of the following:

(1) A Kansas unified school district;

(2) the Kansas state school for the blind; or

(3) the Kansas school for the deaf.

(hh) "Qualified admissions" means the set of criteria allowing a high school graduate guaranteed admission into Kansas public universities.

~~(i)~~ (ii) "School" means an organizational unit that~~, for the purposes of school improvement, constitutes~~ provides educational services in a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.

APPROVED
APR 28 2021
DIVISION OF THE BUDGET

APPROVED
MAY 03 2021
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(jj) "School leadership team" means the group of employees of a school leading that school's work toward an accreditation rating during an accreditation cycle.

(kk) "School site council" means the group of people not employed by the school with whom the school leadership team consults.

~~(j) "School improvement plan" means a multiyear plan for five years or less that is developed by a school and that states specific actions for achieving continuous improvement in student performance.~~

~~(k) "Standards of excellence" means the expectations for academic achievement that the state board has set for Kansas schools.~~

~~(l) "State assessments" means the assessments that the state board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.~~

~~(m)~~ (ll) "State board" means the Kansas state board of education.

(mm) "State board-approved rubrics" means the methods used by an education system during the needs assessment to evaluate the education system's current condition.

~~(n)~~ (nn) "State technical assistance team" means a group of persons appointed by the ~~state department of education~~ commissioner to assist ~~schools in meeting the performance and quality criteria established by the state board.~~"not accredited" public education systems in achieving an upgraded status.

(oo) "Successful Kansas high school graduate" means a high school graduate who 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.

APPROVED
JUN 24 2020
DIVISION OF THE BUDGET

APPROVED
JUN 29 2020
DEPT OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

~~(o) "Student subgroup" means those students within a school who, for monitoring purposes, are classified by a common factor, including economic disadvantage, race, ethnicity, disability, and limited English proficiency.~~

~~(p)~~ (pp) "Unit ~~of credit~~" means ~~a measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject.~~ the number or amount, expressed in fractions or decimals, of credit assigned to a specific achievement. A full unit ~~of credit~~ is credit that is awarded for ~~satisfactory~~ the successful demonstration of competency and knowledge of a content area. ~~completion of a course or subject that is offered for and generally requires 120 clock-hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject.~~

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-_____.)

APPROVED
APR 28 2021
DIVISION OF THE BUDGET

APPROVED
MAY 03 2021
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

91-31-32. ~~Performance and quality criteria~~ Kansas education systems accreditation. ~~(a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.~~

~~(b) The performance criteria shall be as follows:~~

~~(1) Except as provided in subsection (d), having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board;~~

~~(2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments;~~

~~(3) having an attendance rate equal to or greater than that prescribed by the state board; and~~

~~(4) for high schools, having a graduation rate equal to or greater than that prescribed by the state board.~~

~~(c) The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school:~~

~~(1) A school improvement plan that includes a results-based staff development plan;~~

~~(2) an external technical assistance team;~~

~~(3) locally determined assessments that are aligned with the state standards;~~

~~(4) formal training for teachers regarding the state assessments and curriculum standards;~~

~~(5) 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic subjects by the United States department of education, and 95% or more of all other faculty, fully certified for the positions they hold;~~

~~(6) policies that meet the requirements of S.B.R. 91-31-34;~~

~~(7) local graduation requirements that include at least those requirements imposed by the state board;~~

~~(8) curricula that allow each student to meet the regent's qualified admissions requirements and the state scholarship program;~~

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

~~(9) programs and services to support student learning and growth at both the elementary and secondary levels, including the following:~~

~~(A) Computer literacy;~~

~~(B) counseling services;~~

~~(C) fine arts;~~

~~(D) language arts;~~

~~(E) library services;~~

~~(F) mathematics;~~

~~(G) physical education, which shall include instruction in health and human sexuality;~~

~~(H) science;~~

~~(I) services for students with special learning needs; and~~

~~(J) history, government, and celebrate freedom week. Each local board of education shall include the following in its history and government curriculum:~~

~~(i) Within one of the grades seven through 12, a course of instruction in Kansas history and government. The course of instruction shall be offered for at least nine consecutive weeks. The local board of education shall waive this requirement for any student who transfers into the district at a grade level above that in which the course is taught; and~~

~~(ii) for grades kindergarten through eight, instruction concerning the original intent, meaning, and importance of the declaration of independence and the United States constitution, including the bill of rights, in their historical contexts, pursuant to K.S.A. 2015 Supp. 72-1130 and amendments thereto. The study of the declaration of independence shall include the study of the relationship of the ideas expressed in that document to subsequent American history;~~

~~(10) programs and services to support student learning and growth at the secondary level, including the following:~~

~~(A) Business;~~

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

~~(B) family and consumer science;~~

~~(C) foreign language; and~~

~~(D) industrial and technical education;~~

~~(11) local policies ensuring compliance with other accreditation regulations and state education laws; and~~

~~(12) programs for all school staff regarding suicide awareness and prevention. Each local board of education shall include the following in its suicide awareness and prevention programs:~~

~~(A) At least one hour of training each calendar year based on programs approved by the state board of education. The training requirement may be met through independent self-review of suicide prevention training material; and~~

~~(B) a building crisis plan developed for each school building. The building crisis plan shall include the following:~~

~~(i) Steps for recognizing suicide ideation;~~

~~(ii) appropriate methods of intervention; and~~

~~(iii) a crisis recovery plan.~~

~~(d) If the grade configuration of a school does not include any of the grades included in the state assessment program, the school shall use an assessment that is aligned with the state standards.~~

(a) The Kansas accreditation model shall be the Kansas education systems accreditation model.

(b) An education system's accreditation status may be changed by the state board at any time in accordance with K.A.R. 91-31-37 or K.A.R. 91-31-40, or both.

(c) Each school that held an accreditation rating from the state board on June 30, 2017 shall retain that accreditation rating subject to subsection (b) and demonstrated engagement in the Kansas education systems accreditation process, until that accreditation rating is superseded by the first accreditation rating granted under Kansas education systems accreditation.

APPROVED
AUG 05 2020
DIVISION OF THE BUDGET

APPROVED
AUG 05 2020
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(d) Each public education system shall participate in the Kansas education systems accreditation process.

(e) Except as authorized by K.A.R. 91-31-42, each private education system that voluntarily participates in the Kansas education systems accreditation process shall be subject to all requirements of the Kansas education systems accreditation process.

(f) Before an education system shall be considered for an accreditation rating above "not accredited," the education system shall be in good standing.

(g) Each education system seeking accreditation shall meet the following requirements:

(1) Participate in the Kansas assessment program as directed by the state board;

(2) have in place a method of data collection approved by the state board for collecting kindergarten-entry data;

(3) have in place a state board-approved individual plan of study program for each student. The program shall begin for all students by grade eight and continue through high school graduation;

(4) have in place a method of assessing all students' social-emotional growth;

(5) provide evidence that the foundational structures for each accreditation cycle are in place;

(6) offer curricula that allow students to meet the requirements of the state scholarship program;

(7) offer subjects and areas of instruction approved by the state board that provide each student with the opportunity to achieve at least the capacities listed in K.S.A. 72-3218, and amendments thereto; and

(8) document the existence, membership, training, and meetings of school site councils, education system site councils, and education system leadership teams.

(h) Each education system shall be granted its accreditation rating following completion of the accreditation cycle. A new accreditation cycle shall begin after the state board grants the new accreditation rating, with the length of the accreditation cycle determined by the state board.

APPROVED
JUN 24 2020
DIVISION OF THE BUDGET

APPROVED
JUN 29 2020
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution and K.S.A. ~~2015 Supp. 72-1130~~ 72-3218; effective July 1, 2005; amended Jan. 10, 2014; amended Dec. 9, 2016; amended P- _____.)

APPROVED
APR 28 2021
DIVISION OF THE BUDGET

APPROVED
MAY 03 2021
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

91-31-33. Data submission. Each ~~school~~ education system participating in the Kansas education systems accreditation shall provide ~~to the state department of education information concerning each of the following, upon request:~~

~~(a) Qualifications of the school's teachers;~~

~~(b) student attendance;~~

~~(c) the number of high school students who graduate; and~~

~~(d)~~ any ~~other~~ data requested by the state board.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-____ _____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-34. ~~Local board of education~~ Governing body requirements. (a) General. Each ~~local board of education~~ governing body shall ensure that ~~each school~~ its education system meets the requirements of this regulation.

(b) Staff.

(1) Except as otherwise provided in this subsection, in filling positions for which a license or certificate is issued by the state board, each ~~school district~~ education system shall employ persons who hold licenses or certificates with specific endorsements for the positions held.

(2) If a teacher holding an appropriate license or certificate is not available, the ~~school district~~ education system shall use a substitute teacher holding a valid Kansas teacher or administrator license or certificate at any level or in any field or subject. ~~A school district~~ An education system shall not allow any person holding a Kansas teaching license or certificate to substitute teach for more than ~~125~~ 140 days in the same assignment.

(3) If a substitute teacher holding a valid Kansas teacher or administrator license or certificate is not available, the ~~school district~~ education system shall use a substitute teacher holding a valid Kansas substitute teaching license or certificate. ~~A school district~~ An education system shall not allow a person holding a substitute teaching license or certificate to teach for more than 90 days in the same assignment.

(4) If a substitute teacher holding a valid Kansas substitute teaching license ~~or certificate~~ is not available, the ~~school district~~ education system shall use a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate. ~~A school district~~ An education system shall not allow a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate to teach for more than ~~30~~ 45 days in the same assignment.

(5)(A) If a person holding a baccalaureate degree and an emergency substitute teaching license ~~or certificate~~ is not available, the ~~school district~~ education system shall use a person who has been licensed or certified by the state board as an emergency substitute teacher. ~~A school district~~ An education system

APPROVED JAN 31 2019 DIVISION OF THE BUDGET

APPROVED JAN 31 2019 DEPT. OF ADMINISTRATION

APPROVED JUN 04 2021 ATTORNEY GENERAL

shall not allow any person who does not hold a baccalaureate degree to teach for more than ~~15~~ 25 days in the same assignment or more than ~~60~~ 75 days in a semester.

(B) If a ~~local board of education~~ governing body documents that there is an insufficient supply of substitute teachers, the ~~board~~ governing body may appeal to the commissioner ~~of education~~ for authority to allow individuals holding an emergency substitute teaching license or certificate to continue to teach for an additional length of time ~~that shall not exceed a total of 93 days in a school year~~.

(6) ~~If the state board of education has declared a time of emergency, any person holding a five-year substitute teaching license or certificate or an emergency substitute teaching license or certificate with a baccalaureate degree may teach for the duration of the time of emergency in a position made vacant by reason of the emergency.~~

~~(7)~~ Each ~~school~~ education system shall report the name of each licensed or certified staff member on the personnel report or the supplemental personnel report required by the state board. Each licensed or certified personnel staff change that occurs between September 15 and the end of the school year shall be reported on a form prescribed by the state board within 30 days after the staff change.

(c) Minimum enrollment. Each ~~elementary school~~ education system shall have an enrollment of 10 or more students on September 20 to remain eligible for accreditation.

(d) ~~Student~~ Credit. Each ~~school~~ education system, through the ~~local board of education~~ governing body, shall have a written policy specifying that the credit of any pupil transferring from an accredited school or education system shall be accepted.

(e) Records retention. Each ~~school~~ education system shall permanently retain ~~records relating to~~ each student's records relating to academic performance, attendance, and activities.

(f) Interscholastic athletics.

(1) A ~~local board of education~~ governing body shall not allow any student below the sixth-grade level to participate in interscholastic athletics.

APPROVED
JUN 01 2021
DIVISION OF THE BUDGET

APPROVED
JUN 03 2021
DEPT. OF ADMINISTRATION

APPROVED
JUN 04 2021
ATTORNEY GENERAL

(2) A ~~local board of education~~ governing body may allow any student at the sixth-grade level or higher to participate in interscholastic athletics.

(3) If a ~~local board of education~~ governing body allows students at the sixth-grade level to participate in interscholastic athletics, the ~~local board of education~~ governing body shall comply with the guidelines for interscholastic athletics adopted by the state board.

(4) ~~A~~ Any ~~local board of education~~ governing body may join the Kansas state high school activities association and participate under its rules. ~~A~~ Each ~~local board of education~~ governing body that does not join that association shall comply with the guidelines for interscholastic athletics adopted by the state board.

(g) Athletic practice.

(1) Any elementary or middle school that includes any of the grades six through nine may conduct athletic practice during the school day only at times when one or more elective academic courses or a study period is offered to students.

(2) ~~A high school shall not conduct athletic practice during the school day, and athletic practice shall not be counted for credit or as a part of the school term.~~ The time used for high school athletic practice that is conducted during the school day shall not count toward the statutorily required number of hours or days of instruction.

~~(3) A school shall neither offer credit for athletic practice nor count athletic practice as a physical education course.~~

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-_____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
JUN 04 2021
ATTORNEY GENERAL

91-31-35. Graduation requirements. (a) Each ~~local board of education~~ governing body shall adopt a written policy specifying that pupils are eligible for graduation only ~~upon~~ after completion of at least the following graduation requirements as established by the state board:

(1) Four units of English language arts, which shall include reading, writing, literature, communication, and grammar. The ~~building administrator~~ chief administrative officer may waive up to one unit of this requirement if the ~~administrator~~ chief administrative officer determines that a pupil ~~can profit~~ will benefit more by taking another subject;

(2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in ~~S.B.R.~~ K.A.R. 91-31-32, a course of instruction in Kansas history and government;

(3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one unit of physical education, which shall include health and which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with either of the following:

(A) A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or

(B) a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(6) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by ~~a local board of education~~ the governing body; and

(7) six units of elective courses.

(b) ~~A minimum of~~ At least 21 units of credit shall be required for graduation.

APPROVED
AUG 05 2020
DIVISION OF THE BUDGET

APPROVED
AUG 05 2020
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

(c) Any ~~local board of education~~ governing body may increase the number of units of credit required for graduation. Any additional requirements of the ~~local board of education~~ governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(d) Unless more stringent requirements are specified by existing local policy, the graduation requirements ~~established by~~ specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-_____.)

APPROVED
APR 28 2021
DIVISION OF THE BUDGET

APPROVED
MAY 03 2021
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

91-31-36. ~~Technical assistance~~ Outside visitation teams. (a) Each ~~school~~ education system shall select an ~~external technical assistance~~ outside visitation team, which shall be approved by the ~~local board of education~~ education system's governing body. ~~Each team shall be comprised of two or more people who are not affiliated with the school. The school shall determine the number of on-site visits to be made by this team.~~ The outside visitation team's composition and number of members shall be determined by the education system leadership team according to guidelines established by the state board.

(b) ~~If a school is accredited on improvement or conditionally accredited, the school shall be assigned a state technical assistance team to assist the school in meeting the performance and quality criteria established by the state board. The state technical assistance team shall determine the number of on-site visits that the team needs to make to the school. This team shall remain assigned to the school until the school either attains accredited status or is not accredited.~~ Each member of an outside visitation team shall receive specific training determined by the state board. Each person serving as an outside visitation team chair shall attend additional, specific training to be determined by the state board.

(c) One meeting between the outside visitation team and the education system leadership team shall occur during each year of the accreditation cycle.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-_____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-37. Accreditation recommendation and appeal. (a) ~~A written recommendation regarding the accreditation status to be assigned to each school shall be prepared annually by the state department of education.~~ Upon completion of the accreditation process during or before the education system's originally scheduled accreditation year, a recommendation from the accreditation review council regarding the accreditation rating to be assigned to the education system shall be communicated to the education system. Each recommendation shall include a statement of the reasons for the recommendation.

(b) ~~The state department of education's recommendation shall be submitted to the local board of education of the school district in which the school is located.~~

~~(c) If the local board of education disagrees with the recommendation, the local board~~ The education system's governing body may file an appeal with the commissioner ~~of education~~ within 15 days after receipt of the recommendation. ~~Except in regard to a recommendation for accredited on improvement,~~ The ~~local board of education~~ education system's governing body may raise any issue and present any additional information that is relevant to its appeal. ~~If the recommendation is for accredited on improvement, an appeal may be filed only if the local board of education believes that a statistical or clerical error has been made in regard to the recommendation.~~

~~(d)(1)~~ (c) If the ~~local board of education~~ governing body files an appeal, a consultation shall be ordered by the commissioner and shall be conducted by an appeal team appointed by the commissioner.

~~(2) The appeal team shall consult with one or more staff members who made the recommendation and one or more representatives of the local board of education.~~

~~(3)~~ (1) If there is agreement on the recommendation following the appeal, the appeal team shall forward the accreditation recommendation to the commissioner for submission to the state board.

~~(4)~~ (2) If there is not agreement on a recommendation following the appeal, the appeal team shall request the commissioner to appoint a hearing officer to conduct a hearing and forward an accreditation recommendation to the state board.

~~(e)~~ (d) Each recommendation for an accreditation ~~status~~ rating shall be acted upon by the state board.

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-_____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-38. Accreditation ~~status~~ rating. (a) Each ~~school~~ education system shall be classified as one of the following:

(1) Accredited;

(2) ~~accredited on improvement;~~

~~(3)~~ conditionally accredited; or

~~(4)~~ (3) not accredited.

(b) ~~Each school that has accredited status from the state board on June 30, 2005 shall retain its accreditation status until that status is replaced with a status specified in subsection (a) of this regulation.~~

~~(c)~~ Each ~~school~~ unaccredited education system that seeks ~~initial~~ accreditation ~~by the state board~~ shall ~~be designated as a candidate school and shall be granted~~ ~~accredited~~ receive an accreditation ~~status~~ rating ~~until the school's status can be~~ of "conditionally accredited" until the education system's accreditation rating is determined using the criteria prescribed in ~~S.B.R.~~ K.A.R. 91-31-32.

~~(d) If a school is accredited on improvement or conditionally accredited, the school shall develop and implement a corrective action plan approved by the state technical assistance team assigned to the school and shall implement any corrective action required by the state board.~~

~~(e) Each school that is accredited on improvement and that fails to meet one or more of the performance criteria in regard to all students assessed or four or more of the quality criteria shall be classified as conditionally accredited.~~

~~(f) Any school that is accredited on improvement or conditionally accredited may attain the status of accredited or accredited on improvement, respectively, by meeting, for two consecutive years, the criteria for that accreditation status.~~

~~(g) Each school that is conditionally accredited and that, for a fifth consecutive year, fails to meet one or more of the performance criteria or four or more of the quality criteria shall be classified as not accredited.~~

~~(h) If a school is not accredited, sanctions shall be applied.~~

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

(c) If an education system receives an accreditation rating of "conditionally accredited," the accreditation review council shall notify the education system of specific areas for improvement and any other corrective action that shall be addressed.

(1) To change the education system's accreditation rating to "accredited," the education system shall develop and implement a corrective action plan approved by the accreditation review council.

(2) Upon satisfaction of the requirements of the corrective action plan and any other required corrective actions, the education system's accreditation rating may be upgraded to "accredited."

(3) If the requirements of the corrective action plan and any other required corrective actions are not met by the deadline established by the accreditation review council, the education system's accreditation rating may be downgraded to "not accredited."

(d) If a public education system receives an accreditation rating of "not accredited," that education system shall be assigned a state technical assistance team to guide it in achieving an upgraded accreditation rating. The state technical assistance team shall be appointed by the commissioner and take the place of the outside visitation team. The state technical assistance team shall provide guidance to the education system in achieving appropriate corrective action. The state technical assistance team shall remain assigned to the education system until it attains an accreditation rating of at least "conditionally accredited" through action of the state board.

(e) If a public education system retains the accreditation rating of "not accredited" after state technical assistance has been in place for one year, sanctions may be applied as determined by the state board under K.A.R. 91-31-40.

(f) An accreditation rating of "not accredited" for a private education system shall remain in effect until that education system demonstrates satisfactory achievement of all corrective actions required for an upgraded accreditation rating and until the state board grants the upgraded accreditation rating.

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-_____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-39. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; revoked P-_____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-40. Sanctions. (a) ~~One or more of the following~~ Sanctions may be applied by the state board to a ~~school that is conditionally accredited or not accredited~~ public education system in response to any of the following circumstances:

(1) The public education system's accreditation rating of "not accredited";

(2) the public education system's failure to move from "not accredited" to " conditionally accredited" after state technical assistance has been in place for one year; or

(3) failure to remain in good standing.

(b) One or more of the following sanctions may be applied in response to any of the circumstances specified in subsection (a):

~~(a)~~ (1) ~~An order~~ A recommendation that ~~district~~ public education system personnel or resources be reassigned or reallocated within the ~~district by the local board of education;~~ public education system by the governing body;

~~(b)~~ (2) ~~an order~~ a recommendation that the ~~local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;~~ public education system be assigned a state technical assistance team to assist the education system until it achieves an upgraded accreditation rating;

~~(c)~~ (3) a recommendation to the legislature that it approve a reduction in state funding to the ~~local school district~~ public education system by an amount that will be added to the local property tax imposed by the ~~local board of education~~ governing body;

~~(d)~~ (4) a recommendation that the legislature abolish or restructure the ~~local district;~~ public education system; or

~~(e)~~ (5) a letter of notification and a press release announcing the public education system's accreditation rating ~~status of the school~~ and specifying each reason for that accreditation rating~~; or~~

~~(f) other action, as deemed appropriate by the state board~~.

APPROVED
AUG 05 2020
DIVISION OF THE BUDGET

APPROVED
AUG 05 2020
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005; amended P-_____.)

APPROVED
JAN 31 2019
DIVISION OF THE BUDGET

APPROVED
JAN 31 2019
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-41. Public disclosure. ~~At least once each year, each school shall notify the local board of education, parents, and community of the school's accreditation status and the progress that the school has made in school improvement. Within 60 days after being notified by the state board of the final determination of the school's accreditation status, each school shall disclose the accreditation results, including any performance or quality criteria that are not met, to the local board of education, parents, and community. The school shall make all notices and disclosures available in the primary languages of the community.~~ Each education system participating in KESA shall at all times provide, on the home page of the education system's official web site, a link to the KSDE report card.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 2020 Supp. 72-1181, and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-_____.)

APPROVED
APR 28 2021
DIVISION OF THE BUDGET

APPROVED
MAY 03 2021
DEPT. OF ADMINISTRATION

APPROVED
MAY 25 2021
ATTORNEY GENERAL

91-31-42. Waiver. (a) Any ~~school~~ education system may request a waiver from one or more accreditation requirements imposed by the state board. Each request for a waiver shall meet the following requirements:

(1) The ~~school~~ education system shall ~~make~~ submit the request, in writing, to the commissioner ~~of education~~.

(2) The chief administrative officer of the ~~school~~ education system shall sign the request. If the request is made by a public ~~school,~~ education system, both the superintendent and the president of the ~~local school board~~ governing body shall sign the request.

(3) In the request, the ~~school~~ education system shall state ~~the~~ each specific requirement ~~or requirements~~ for which the ~~school~~ education system is requesting a waiver and shall indicate how the granting of the waiver would enhance improvement ~~at~~ in the ~~school~~ education system.

(b) Within 30 days after the receipt of a request for a waiver, a recommendation shall be made by the commissioner ~~of education~~ to the state board either to ~~either~~ grant or to deny the request. The commissioner may consider information in addition to that which is provided in the request.

(c) The request and the recommendation from the commissioner ~~of education~~ shall be considered by the state board, and the final decision on whether to grant or deny the request shall be made by the state board.

~~This regulation shall be effective on and after July 1, 2005.~~ (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution and K.S.A. 2019 Supp. 72-5170; effective July 1, 2005; amended P-_____.)

APPROVED
AUG 05 2020
DIVISION OF THE BUDGET

APPROVED
AUG 05 2020
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

91-31-43. Child abuse and neglect mandated reporter training. Each accredited education system shall develop and implement written policies for annual child abuse and neglect mandated reporter training of all employees. The training shall address child abuse and neglect reporting requirements when any individual has reason to suspect that a student attending the accredited education system has been harmed as a result of physical, mental, or emotional abuse or neglect or sexual abuse. Each accredited education system shall maintain documentation that each employee has met the annual training requirement. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution and K.S.A. 2019 Supp. 72-5170; effective P-_____.)

APPROVED
AUG 31 2020
DIVISION OF THE BUDGET

APPROVED
SEP 02 2020
DEPT. OF ADMINISTRATION

APPROVED
APR 19 2021
ATTORNEY GENERAL

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15

Meeting Date: 9/14/2021

Item Title:

Act on Kansas State Board of Education Legislative Priorities for 2022

Recommended Motion:

It is moved that the legislative priorities for the Kansas State Board of Education be adopted as discussed for the 2022 session.

Explanation of Situation Requiring Action:

The Kansas State Board of Education develops education-related legislative priorities to help identify the Board's position, by general consensus, on topics impacting K-12 schools. Last month, the State Board's Legislative Liaisons Deena Horst and Ben Jones led discussions on establishing the Board's legislative priorities for the 2022 session, considering existing and potential issues. Members worked through a draft, offering comments or suggestions. They considered areas where they have direct responsibility or Constitutional authority, and recommended additions or deletions to the content. Revisions will be presented for further discussion and action.

Agenda Number: **16**

Meeting Date: **9/14/2021**

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

Item Title: Information on the American Rescue Plan -- Homeless Children and Youth program

From: Tate Toedman

This update to the State Board of Education will cover the relief funds the Kansas State Department of Education will receive for the American Rescue Plan Homeless Children and Youth I and II funding. The purpose is to inform the Board of the plans for use of these funds and how they will be granted out to the school districts across the state.

Agenda Number: 17

Meeting Date: 9/14/2021

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

Item Title: Information on Elevate Leadership Program to support school administrators

From: Doug Moeckel, G.A. Buie

USA-Kansas, in partnership with KASB, KSDE and KELI, are working to build and support a network of principals capable of leading the world in the success of each student. Under the title **Elevate Leadership**, this statewide development plan will guide principals in a professional learning model designed to build the leadership capacity of administrators as well as enhance the individual leadership traits necessary to be a successful principal -- all while connecting leaders across Kansas. The structure utilizes the Balanced Leadership Framework from McREL and the Building Rank leadership model from the National Association of Secondary School Principals.

State Board members will receive an overview of the Elevate Leadership program, its goals and projected impact.

Background on the research and work USA-Kansas will focus on with principals:
The Wallace Foundation has commissioned 70 plus academic studies focused on education and leadership over the last 20 years. Within their findings they have concluded the instructional leadership role of the building principal accounts for 25 percent of a school's impact on student achievement.

Often the leadership support and ongoing training for the principalship is narrowly focused. College preparatory programs focus on training new principals for the management of the principalship. The second area of support for principals often comes from within the school district with programs, policies, evaluations and discipline. These are all valuable training elements for a building principal.

Unfortunately, the fundamental skills of leadership are often overlooked or taken for granted. Young educators may be recruited for the principalship because of their "natural leadership" skills, but research clearly shows those natural skills aren't enough to develop the relationship, build a culture, and create a sustainable environment that can cultivate learning for ALL students and staff. These are the individual leadership competencies Elevate Leadership and Launching Leaders will work to grow the state's principals.

USA Kansas
United School Administrators of Kansas

ELEVATE LEADERSHIP

AS A LEADER DO YOU TAKE PERSONAL RESPONSIBILITY FOR THE SUCCESS OF EVERY STUDENT?

Diving deeper, if you answered "yes" to the question above, how are doing the following... As a leader....

- do you embrace innovative practices that align with **all** students' needs?
- do you **challenge** traditions within your community that are a hindrance to students being successful?
- are you able to easily lead individuals that resist changes necessary to **positively** impact students' success?
- do you **intentionally** develop the leadership capacity of others?
- do you use students' performance and social emotional data to **drive improvement** in your schools?

If you answered "no" to any of these questions, can you really answer "yes" to the initial question? If yes, what is the evidence that validates your answer?

VISION

Work with educational leaders at all levels to shift the culture of education in Kansas towards innovation as they strive to meet the needs of all students.

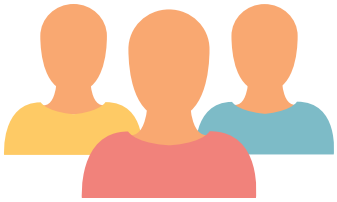
OUTCOMES

- Establish regional professional collaboration networks for building level, and district level leaders
- Personalize learning opportunities for educational leaders
- Deepen leaders understanding and application of proven educational improvement processes
- Implement educational practices that have a positive impact on the Kansas State Board of Education's defined outcomes
- Establish school improvement processes and initiatives that align to local challenges
- Equip leaders with the ability to assess and develop a responsive school culture

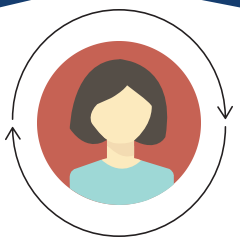
TARGET AUDIENCE

Aspiring educational leaders
Principals
Superintendents
District-level leaders
Special Education leaders

MESSAGE FROM DR. WATSON



BALANCED LEADERSHIP COHORT



360 SURVEY & IPS

Leadership cohorts for the 2021-2022 school year will be facilitated by USA-Kansas and KASB staff, as well as practicing administrators.

Meetings will be once a month using onsite learning.

Topics covered will include Leadership vs Management, Change Leadership, and Purposeful Community.

Those principals selecting to participate in the 360 survey will be administered the survey in August.

Create IPS in September.

Monthly meetings using a combination of onsite and remote learning will focus on the traits the principal identifies from the survey results. Principals will then build individual plans of study to address the growth of these traits.

MARK YOUR CALENDAR

Secondary Level Cohort Meetings 9:00-11:30 a.m.
Elementary Level Cohort Meetings 1:30-4:00 p.m.

- September 28, 2021 - Hosted at Blue Valley
- October 26, 2021 - Hosted at Olathe
- November 30, 2021 - Hosted at Shawnee Mission
- January 25, 2022 - Hosted at Blue Valley
- February 22, 2022 - Hosted at Olathe
- April 26, 2022 - Hosted at Lawrence
- June 1, 2022 - Onsite at USA-Kansas Conference (Not required, but encouraged.)

- October 12 or 13, 2021 - Regional Onsite
- November 9 or 10, 2021 - Remote Meeting
- December 7 or 8, 2021 - Remote Meeting
- January 11 or 12, 2022 - Regional Onsite
- February 8 or 9, 2022 - Remote Meeting
- April 12 or 13, 2022 - Remote Meeting
- June 1 - Onsite at the USA-Kansas Conference

1420 SW Arrowhead Rd.
Suite 100
Topeka, KS 66604

USA Kansas
United School Administrators of Kansas

@USAKansas

facebook.com/USAKansas

www.usakansas.org

785.232.6566

Agenda Number: 18 a.

Meeting Date: 9/14/2021

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										
Unclassified	3	3										
Unclassified Regular (leadership)	1	0										
Total Separations	2	3										
Classified	0	0										
Unclassified	2	3										
Unclassified Regular (leadership)	0	0										
Recruiting (data on 1st day of month)	2	9										
Unclassified	2	9										
Unclassified Regular (leadership)	0	0										

Total employees 248 as of pay period ending 8/7/2021. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 b.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 9/14/2021
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:

Sarah Miles to the position of Human Resource Professional on the Human Resource team, effective Aug. 22, 2021, at an annual salary of $57,990.40. This position is funded by State General Fund.

Joe Midgley to the position of Education Program Consultant on Teacher Licensure and Accreditation team, effective Aug. 23, 2021, at an annual salary of $56,118.40. This position is funded by the Teacher Licensure Fee Fund.

John Girodat to the position of Education Program Consultant on Teacher Licensure and Accreditation team, effective Aug. 23, 2021, at an annual salary of $56,118.40. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/14/2021
Susan Helbert	Mischel Miller	Randy Watson		

Item Title:

Act on recommendation for a Visiting Scholar license

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendation of Randy Watson, Commissioner of Education, regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

Holton USD 336
Crystal Buck

The Holton School district requests that Crystal Buck be granted a Visiting Scholar license valid for the 2021-22 school year. The district will assign Ms. Buck to a full schedule of teaching Spanish 6-12.

Crystal Buck earned a bachelor of music degree in 2008 from Saint Mary's College, Indiana. A master of music degree was earned in 2012 from the University of Minnesota. A doctor of musical arts in voice performance was earned in 2018 from the University of Kansas. Continuing graduate dissertation coursework towards a PhD in musicology is in process at KU. She started her professional career as an opera singer, singing opera during her studies both in the US and abroad.

Her professor of musicology/adviser at KU has verified that during her DMA and PhD coursework, Ms. Buck dealt extensively with Spanish, French, German and Italian, noting that singers in doctoral work routinely sing repertory in all four languages, translate extensively into English, learn the grammar, develop a large vocabulary, and become experts in pronunciation. The graduate coursework also included extensive study of the music and culture of France, Italy, Germany and Spanish-speaking areas. This led to advanced proficiency in Spanish, German, French and Italian. Ms. Buck has also provided a detailed breakdown of all her graduate level courses (including masters) and described the language and the details/skills in the language that were required for each course. Transcripts also reflect specific courses in German language.

Ms. Buck taught for the Barton Community College on the Fort Leavenworth Campus from 2013-14 school year to summer of 2018. Barton CC verified that classes were six-week cycles and Ms. Buck taught German 1-11, ESOL 1-11, English grammar, Spanish 1-11, and French 1 courses during her

(continued)

time with the Barton program. In 2018, she moved to Bogota, Columbia and taught middle/high school English (language and literature, acquisition, and English IB) at the Victoria School (Oxford IB curriculum). The school includes multi-lingual classrooms (French, Spanish, English). She taught through spring of 2021. Ms. Buck indicates she has long-term substitute experience in Lansing USD 469 at all grade levels.

Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the postsecondary level, and experiences teaching English at the middle/high/postsecondary level all contribute to a background relative to a Spanish teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish and other languages, including English at middle through postsecondary level. I recommend that a Visiting Scholar license valid for the 2021-22 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

Criteria for a Visiting Scholar license:

1. Advanced course of study or extensive training in the area of licensure requested
2. Outstanding distinction or exceptional talent in the field
3. Significant recent occupational experience which is related to the field

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 d.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/14/2021
Susan Helbert	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 appeals are granted. Requests and the LRC's recommendations for this month are listed below.

Case 3367

Applicant requested initial Kansas licensure for secondary social studies, English language arts and business. Review was required due to completion of an alternative program in Mississippi. The Licensure Review Committee tabled for receipt of experience verification forms clarifying the specific teaching assignment for Coffeyville School district during the 2016-17 and 2017-18 school years, and employment and assignment for the 2020-21 school year with the Topeka school district. The applicant provided experience verification forms as requested, which were reviewed by the Committee. The Licensure Review Committee recommends approval of an Initial license for 6-12 English language arts and business education, based on: educational background; achievement of a Mississippi certificate through completion of an alternative program; and years of accredited experience teaching both English and business. Moved by Dan, seconded by Cody, and approved unanimously.

Case 3385

Applicant requested initial Kansas licensure for elementary education. Review was required due to completion of an alternative teacher preparation program for teaching through Teacher Ready in Florida. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an Initial license with endorsement for elementary education based on: educational background including completion of an alternative preparation program to achieve the Florida license; clarification experiences in the classroom; evidence of knowledge of elementary content standards. Motion was made with the understanding that a two-year mentor program would be completed during the Initial license. Moved by Brittany, seconded by Anita and approved unanimously.

(continued)

Case 3387

Applicant requested initial Kansas licensure for secondary journalism and early childhood generalist, PreK-grade 3. Review was required due to completion of an alternative teacher preparation program for teaching through the Oklahoma Alternative Placement Program. Applicant also was deficient meeting recency through either credit hours or experience in the last six years. Applicant met in person with the Committee. The Licensure Review Committee recommended approval of an initial Kansas license for journalism 6-12, contingent upon meeting recency, based on educational background of a degree in journalism, and achievement of the Oklahoma license through the Oklahoma Alternative Placement Program. The Licensure Review Committee recommends approval of an added endorsement for early childhood generalist based on educational background including completion of the alternative preparation program to achieve an Oklahoma license and clarification of teaching experiences. Moved by Brittany, seconded by Anita and approved unanimously.

Case 3390

Applicant requested an initial Kansas license for K-6 and 6-12 high incidence special education. Review was required due to completion of an alternative teacher preparation program Teach Now in Washington, DC. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an Initial license with endorsement for 6-12 and K-6 high incidence special education based on: educational background including completion of an alternative preparation program to achieve the DC license; clarification of out-of-country teaching experiences; experiences with special needs students in therapeutic settings, substitute experience in 5th and 6th grades, and evidence of knowledge of high incidence program standards. Moved by Anita, seconded by Brittany and approved unanimously.

Case 3393

Applicant requested an initial building leadership license. Review was required for acceptance of years of non-accredited experience as appropriate and equivalent to upgrade an initial teaching license to the professional level and to meet the five years of accredited experience requirement for issuance of a building leadership license. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of accepting years of elementary teaching experience in an accredited Catholic school without having a valid license, and the extenuating circumstances around acquiring the license, as appropriate and equivalent to issue the Professional level teaching license and to meet the five-year experience requirement to be issued an Initial building leadership license. Moved by Dan, seconded by Anita and approved unanimously.

Case 3394

Applicant requested the addition of a high incidence endorsement K-6, 6-12 to a valid Kansas license. Review was required due to adding the endorsement to an out-of-state license based on

(continued)

testing only, rather than completion of an approved program plus the test. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a Provisional license with endorsement for K-12 high incidence special education, with full licensure contingent upon completion of an approved high incidence program through a Kansas university based on a plan of study determined by the university. Moved by Anita, seconded by Brittany and approved unanimously.

Case 3395

Applicant requested the addition of a high incidence endorsement 6-12 to a valid Kansas license. Review was required due to adding the endorsement to an out-of-state license without completion of an approved special education program. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a Provisional license with endorsement for 6-12 high incidence special education, with full licensure contingent upon completion of an approved 6-12 high incidence program through a Kansas university based on a plan of study determined by the university. Moved by Anita, seconded by Tricia and approved unanimously.

Case 3396

Applicant requested the addition of an endorsement for gifted K-6, 5-8, and early childhood generalist PreK-3 to a valid Kansas license. Her Kansas professional license has endorsements for all four middle level endorsements, grades 5-8 and ESOL K-6, 5-8. Review was required due to the addition of the requested endorsements to an out-of-state license based on testing only, rather than completion of the approved program plus the test. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of a Provisional license for gifted K-6 and 5-8, with full licensure contingent upon completion of an approved gifted program through a Kansas university based on a plan of study determined by the university. The Licensure Review Committee further recommends non-approval of an early childhood generalist license PreK-3 based on lack of educational background and experience in early childhood. Moved by Brittany, seconded by Anita and approved unanimously.

Case 3401

Applicant requested initial Kansas licensure for middle level math, science, social studies and English language arts. Review was required due to completion of an alternative teacher preparation program for teaching through I Teach Texas for middle level generalist. Applicant met in person with the Committee. The Licensure Review Committee recommends approval of an initial Kansas license with endorsement for middle level science based on: educational background including completion of an alternative preparation program to achieve the Texas license; years of experience teaching science, and evidence of knowledge of the middle level content standards. Moved by Brittany, seconded by Anita and approved unanimously. (It was noted to Faith that she could add other middle level endorsements through content testing.)

(continued)

Case 3407
Applicant requested initial Kansas licensure for 6-12 English. Review was required due to completion of an alternative teacher preparation program for teaching through I Teach Texas. The Licensure Review Committee recommends approval of an Initial license for English language arts, 6-12 based on achievement of the Texas license through the I Teach Texas alternative program and accredited experience teaching English language arts. Moved by Ashlie, seconded by Dan and approved unanimously.

Case 3408
Applicant requested initial Kansas licensure for K-6 elementary. Review was required due to completion of an alternative teacher preparation program for teaching through the state of Florida. The Licensure Review Committee recommends approval of an Initial license for elementary K-6 based on achievement of the Florida license through an alternative program and accredited experience teaching elementary education. Moved by Dan, seconded by Cody and approved unanimously.

Case 3409
Applicant requested initial Kansas licensure for PreK-12 building leadership. Review for the building license was required due to completion of an alternative building leadership preparation program through the Michigan Association of Secondary School Principals Path to Leadership Program. The Licensure Review Committee recommends approval of a school leadership license for PreK-12 building leadership based on: educational background, including the achievement of a K-12 administrator license in Michigan through an alternative program; years of experience as a classroom teacher and counselor; and three and a half years of accredited experience as a school administrator. Moved by Dan, seconded by Cody and approved unanimously

Case 3410
Applicant requested initial Kansas licensure for PreK-12 building leadership. Review for the building license was required due to not holding a valid out-of-state license for building leadership, as required for reciprocity for applicants whose program was through a non-Kansas university. The Licensure Review Committee recommends approval of an Initial school leadership license for PreK-12 building leadership based on meeting all other regulatory requirements for the license and extenuating circumstances that prevented applicant from renewing an expired Missouri principal certificate. Moved by Dan, seconded by Cody and approved unanimously

Case 3413
Applicant requested the addition of a K-6 and 6-12 high incidence special education endorsement to a valid Kansas license. Review was due to adding the endorsement to a Missouri certificate by

(continued)

testing only. Special education can't be added to a Kansas license by testing only. The Licensure Review Committee recommends approval of a Provisional license with endorsement for K-6, 6-12 high incidence special education, with full licensure contingent upon completion of an approved high incidence program through a Kansas university based on a plan of study determined by the university. Moved by Dan, seconded by Brittany and approved unanimously.

Case 3414

Applicant requested the addition of a PreK-12 high incidence special education endorsement to a valid Kansas license. Review was due to adding the endorsement to an Arizona certificate by testing only. Special education can't be added to a Kansas license by testing only. The Licensure Review Committee recommends approval of a Provisional license with endorsement for K-6, 6-12 high incidence special education, with full licensure contingent upon completion of an approved high incidence program through a Kansas university based on a plan of study determined by the university. Moved by Ashlie, seconded by Dan and approved unanimously.

Case 3415

Applicant requested pre-approval of an Initial teaching license with endorsements for Spanish and Psychology. Review is required due to lack of an approved teacher preparation program. Request is for consideration of appropriate, equivalent education, experiences and educational background. The Licensure Review Committee recommends pre-approval of an Initial teaching license for PreK-12 Spanish and 6-12 psychology, based on: educational background including a degree in psychology and Spanish; secondary teacher preparation coursework; appropriate background in Spanish and psychology; and appropriate experiences teaching Spanish. Issuance of the license is contingent upon passing the content tests and the Principles of Learning and Teaching pedagogy test. Moved by Cody, seconded by Dan and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 e.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 9/14/2021
Susan Helbert	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 attached 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 submit an application 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 attached requests have 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.

Licensure Waivers **Item 18 e. Attachment**

District	Dist Name	First	Last	Subject	Recomm.
D0229	Blue Valley	Virginia	Pattison	Low Incidence Special Ed.	Approved
D0229	Blue Valley	Taylor	McBee	High Incidence Special Ed.	Approved
D0290	Ottawa	Hannah	Ray	Early Childhood/Pre-School	Approved
D0290	Ottawa	Amy	Dickinson	Early Childhood Special Ed.	Approved*
D0290	Ottawa	Lois	Misegadis	High Incidence Special Ed.	Approved
D0305	Salina	Brenda	Stanton	Library Media Specialist	Approved
D0385	Andover	Taylor	Roebke	English as a Second Language	Approved
D0385	Andover	Maria	Tatro	Gifted	Approved
D0385	Andover	Mark	Fleske	Gifted	Approved
D0385	Andover	Bethany	Fox	Library Media Specialist	Approved
D0475	Geary County Schools	Patricia	Mills	English as a Second Language	Approved*
D0500	Kansas City	Beatriz	Sanchez	High Incidence Special Ed.	Approved*
D0500	Kansas City	Matthew	Greenberg	High Incidence Special Ed.	Approved*
D0500	Kansas City	Maranda	Downey	High Incidence Special Ed.	Approved*
D0500	Kansas City	Melissa	Engbroten	High Incidence Special Ed.	Approved*
D0500	Kansas City	Steven	Skoczek	High Incidence Special Ed.	Approved
D0500	Kansas City	Christina	Keller	High Incidence Special Ed.	Approved
D0500	Kansas City	Crystal	Covington	High Incidence Special Ed.	Approved
D0500	Kansas City	Sharon	Simwinga	High Incidence Special Ed.	Approved**
D0609	Southeast KS Ed. Service Center	Shelley	Allen	Low Incidence Special Ed.	Approved
D0609	Southeast KS Ed. Service Center	Esther	Davis	High Incidence Special Ed.	Approved
D0609	Southeast KS Ed. Service Center	Amber	Rea	Visual Impaired	Approved
D0609	Southeast KS Ed. Service Center	Jerri	Haymaker	Deaf or Hard of Hearing	Approved*
D0609	Southeast KS Ed. Service Center	Allison	Johnston	Gifted	Approved*
D0609	Southeast KS Ed. Service Center	Zachary	Sachs	Gifted	Approved
	*First Renewal			**Final Renewal	

(continued)

District	Dist Name	First	Last	Subject	Recomm.
D0610	Reno County Ed. Cooperative	Abby	Brandt	Gifted	Approved*
D0610	Reno County Ed. Cooperative	Rico	Perez	Gifted	Approved
D0610	Reno County Ed. Cooperative	Amy	Ireland	High Incidence Special Ed.	Approved**
D0610	Reno County Ed. Cooperative	Heather	Patton	High Incidence Special Ed.	Approved
D0610	Reno County Ed. Cooperative	Melinda	Herman	High Incidence Special Ed.	Approved
D0610	Reno County Ed. Cooperative	William	Dohogne	High Incidence Special Ed.	Approved*
D0702	Twin Lakes Ed. Cooperative	Rachel	Mentzer	High Incidence Special Ed.	Approved*
D0702	Twin Lakes Ed. Cooperative	Kaitlyn	McAdams	Early Childhood Special Ed.	Approved**
D0702	Twin Lakes Ed. Cooperative	Anna	Knepper	High Incidence Special Ed.	Approved*
D0702	Twin Lakes Ed. Cooperative	Darla	Haines	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 f.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/14/2021
Robyn Meinholdt	Mischel Miller	Randy Watson		

Item Title:

Act on licenses for new driver training schools

Recommended Motion:

It is moved that the Kansas State Board of Education issue licenses to the recommended Kansas Driver Training Schools listed below, for the period Aug. 10, 2021, to Dec. 31, 2021:

Historic Harley Davidson Riding Academy, Topeka
Motorcycle Rider University, LLC

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed driver training school will be able to provide driving instruction to each qualified enrollee. The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. Each year the driving schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 g.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/14/2021
Tate Toedman	Bert Moore	Randy Watson		

Item Title:

Act on recommendations for funding American Rescue Plan Homeless Children and Youth-I program grants.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding the American Rescue Plan Homeless Children and Youth-I program grants.

Explanation of Situation Requiring Action:

The Kansas State Department of Education received $1,020,146 for the American Rescue Plan Homeless Children and Youth-I Program. These are competitive grants from federal formula relief funds provided through the United States Department of Education.

The purpose of the American Rescue Plan Homeless Children and Youth-I Program is to ensure that all homeless children and youth have equal access to the same free and appropriate education, including public preschool education, provided to other children. The grant program provides direct services to homeless children and youth enabling homeless students to enroll and achieve success in school. Services are provided through programs on school grounds or at other facilities and shall, to the extent practical, be provided through existing programs and mechanisms that integrate homeless children and youth with non-homeless children and youth. Services should also include local education agencies working with community-based organizations to help provide wrap around services to homeless students and families. Services provided shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the schools' regular academic programs.

The following districts and amounts are recommended for approval:

USD 233 Olathe	$ 96,791
USD 259 Wichita	$ 375,833
USD 260 Derby	$ 6,145
USD 261 Haysville	$ 36,489
USD 289 Wellsville	$ 13,059
USD 290 Ottawa	$ 19,589
USD 348 Baldwin	$ 9,026
USD 383 Manhattan-Ogden	$ 70,289
USD 457 Garden City	$ 48,011
USD 475 Geary County	$ 59,342
USD 500 Kansas City	$ 192,430
USD 501 Topeka	$ 93,142
Total	**$1,020,146**

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 h. (1)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 115 Nemaha Central, Nemaha County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 115 Nemaha Central, Nemaha 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 115 Nemaha Central, Nemaha 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 115 plans to use the bond proceeds (not to exceed $36,720,000) to pay the costs to: (a) construct, furnish and equip an addition to existing elementary school to create early childhood classrooms, expand parking and playground; (b) renovations to high school including classroom areas, locker rooms, restrooms, commons area, including conversion of gymnasium to a theatre space; (c) construct, furnish and equip additions to high school to create new classrooms, office space and entry, and P.E. spaces including a new gymnasium with locker rooms and new wrestling room; (d) upgrades and improvements to HVAC systems, parking, lighting, electrical and fire alarm systems in district buildings; and (e) construct, equip and furnish improvements, repairs, renovations and additions to buildings and facilities used for district purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

(continued)

7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 115 Nemaha Central	County: Nemaha

1. Current equalized assessed tangible valuation *	$105,604,694	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$14,784,657	
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	$3,365,000	3.2%
6. Amount of bond indebtedness requested	$36,720,000	34.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$40,085,000	38.0%
8. Estimated amount of bond indebtedness authorized without approval	$14,784,657	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$25,300,343	24.0%

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

August 17, 2021
Date

Dale Brungardt
Director, School Finance

August 17, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 h. (2)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 240 Twin Valley, Ottawa County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 240 Twin Valley, Ottawa 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 240 Twin Valley, Ottawa 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 240 plans to use the bond proceeds (not to exceed $5,900,000) to pay the costs to: (a) at Bennington K-12 facility - construct new Pre-Engineered Metal Shop building; and renovate and improve to create additional classrooms, improve administration and classroom areas, upgrade secure entry, exterior repairs; (b) at Tescott K-12 facility - construct new secure building entry (including ramp and stairs), and new bleachers at the football field; renovate and make improvements to upgrade restrooms, finishes in gymnasium, the kitchen (new walk-in freezer), create new single-use restrooms, exterior repairs and miscellaneous site 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 unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside architect was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 240 Twin Valley	**County: Ottawa**

1. Current equalized assessed tangible valuation *	$43,862,329	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$6,140,726	
4. State Aid Percentage	2%	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	$1,370,000	3.1%
6. Amount of bond indebtedness requested	$5,900,000	13.5%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$7,270,000	16.6%
8. Estimated amount of bond indebtedness authorized without approval	$6,140,726	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$1,129,274	2.6%

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

August 17, 2021
Date

Dale Brungardt
Director, School Finance

August 17, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 h. (3)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 282 West Elk, Elk County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 282 West Elk, Elk 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 282, West Elk, Elk 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 282 plans to use the bond proceeds (not to exceed $10,585,000) to pay the costs to: construct, equip and furnish an addition to the existing West Elk Schools, including classrooms, with some classrooms to serve as safe rooms, a multi-purpose room, and restrooms. The new addition will replace eight aging modular classrooms. The multi-purpose room *will not* be primarily used for extracurricular activities.

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 6-0.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 282 West Elk	**County: Elk**

1. Current equalized assessed tangible valuation *	$27,168,206	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,803,549	
4. State Aid Percentage	9%	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	$0	0.0%
6. Amount of bond indebtedness requested	$10,585,000	39.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,585,000	39.0%
8. Estimated amount of bond indebtedness authorized without approval	$3,803,549	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,781,451	25.0%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
( ) 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

August 20, 2021
Date

Dale Brungardt
Director, School Finance

August 20, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 h. (4)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 333 Concordia, Cloud County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 333 Concordia, Cloud 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 333 Concordia, Cloud 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 333 plans to use the bond proceeds (not to exceed $48,500,000) to pay the costs to: construct, equip and furnish renovations and additions to existing district facilities, including improvements to Concordia High School, which include extensive renovation of original 1929 building: new roof/windows and façade repairs; an addition with new food service, student dining, classrooms, and gym/locker rooms to replace the 1929 gym, including new entries; demolition of the pool and 1929 gym to convert to classroom space; renovate 1976 competition gym by removing adjacent corridors and locker rooms to add new circulation meeting ADA; security upgrades; sitework.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

(continued)

7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 333 Concordia	County: Cloud

1. Current equalized assessed tangible valuation *	$82,242,457	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$11,513,944	
4. State Aid Percentage	6%	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	$4,325,000	5.3%
6. Amount of bond indebtedness requested	$48,500,000	59.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$52,825,000	64.2%
8. Estimated amount of bond indebtedness authorized without approval	$11,513,944	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$41,311,056	50.2%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
( ) 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

August 18, 2021
Date

Dale Brungardt
Director, School Finance

August 18, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 h. (5)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 338 Valley Falls, Jefferson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 338 Valley Falls, Jefferson 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 338 Valley Falls, Jefferson 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 338 plans to use the bond proceeds (not to exceed $3,100,000) to pay the costs to: construct, equip and furnish renovations and additions to district facilities, including an elementary expansion; HVAC replacements at the high school; replacement of existing track and locker room addition at the track; a greenhouse; and security improvements to telecommunications and camera systems.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside architect was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 338 Valley Falls	**County: Jefferson**

1. Current equalized assessed tangible valuation *	$25,567,690	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$3,579,477	
4. State Aid Percentage	15%	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	$1,630,000	6.4%
6. Amount of bond indebtedness requested	$3,100,000	12.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$4,730,000	18.5%
8. Estimated amount of bond indebtedness authorized without approval	$3,579,477	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$1,150,523	4.5%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
( ) 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

August 18, 2021
Date

Dale Brungardt
Director, School Finance

August 18, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 h. (6)

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 430 South Brown County, Brown County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 430 South Brown County, Brown 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 430 South Brown County, Brown 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 430 plans to use the bond proceeds (not to exceed $7,000,000) to pay the costs to: construct, furnish and equip improvements and renovations to Horton Elementary School, Everest Middle School, and Horton High School; improvements and renovations to District Office and District Activity Center; and improvements, repairs, renovations and additions to buildings and facilities used for District purposes (including HVAC replacement, doors, windows, and exterior projects).

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside architect was not utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 430 South Brown County	County: Brown

1. Current equalized assessed tangible valuation *	$42,853,027	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$5,999,424	
4. State Aid Percentage	6%	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	$0	0.0%
6. Amount of bond indebtedness requested	$7,000,000	16.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$7,000,000	16.3%
8. Estimated amount of bond indebtedness authorized without approval	$5,999,424	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$1,000,576	2.3%

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

August 18, 2021
Date

Dale Brungardt
Director, School Finance

August 18, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 18 i. (1)**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 115 Nemaha Central, Nemaha County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 115 Nemaha Central, Nemaha 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 115 Nemaha Central, Nemaha County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Aug. 24, 2021.

USD 115 plans to use the bond proceeds (not to exceed $36,720,000) to pay the costs to: (a) construct, furnish and equip an addition to existing elementary school to create early childhood classrooms, expand parking and playground; (b) renovations to high school including classroom areas, locker rooms, restrooms, commons area, including conversion of gymnasium to a theatre space; (c) construct, furnish and equip additions to high school to create new classrooms, office space and entry, and P.E. spaces including a new gymnasium with locker rooms and new wrestling room; (d) upgrades and improvements to HVAC systems, parking, lighting, electrical and fire alarm systems in district buildings; and (e) construct, equip and furnish improvements, repairs, renovations and additions to buildings and facilities used for district purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

(continued)

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 115 Nemaha Central	**County: Nemaha**

1. Current equalized assessed tangible valuation *	$105,604,694	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$14,784,657	
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	$3,365,000	3.2%
6. Amount of bond indebtedness requested	$36,720,000	34.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$40,085,000	38.0%
8. Estimated amount of bond indebtedness authorized without approval	$14,784,657	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$25,300,343	24.0%

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

August 17, 2021
Date

Dale Brungardt
Director, School Finance

August 17, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i. (2)

Staff Initiating:	Deputy Commissioner:	Commissioner:
Craig Neuenswander	Craig Neuenswander	Randy Watson

Meeting Date: 9/14/2021

Item Title:

Act on request from USD 240 Twin Valley, Ottawa County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 240 Twin Valley, Ottawa 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 240 Twin Valley, Ottawa County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Aug. 24, 2021.

USD 240 plans to use the bond proceeds (not to exceed $5,900,000) to pay the costs to: (a) at Bennington K-12 facility - construct new Pre-Engineered Metal Shop building; and renovate and improve to create additional classrooms, improve administration and classroom areas, upgrade secure entry, exterior repairs; (b) at Tescott K-12 facility - construct new secure building entry (including ramp and stairs), and new bleachers at the football field; renovate and make improvements to upgrade restrooms, finishes in gymnasium, the kitchen (new walk-in freezer), create new single-use restrooms, exterior repairs and miscellaneous site 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 unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside architect was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 240 Twin Valley **County: Ottawa**

1. Current equalized assessed tangible valuation *	$43,862,329	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$6,140,726	
4. State Aid Percentage	2%	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	$1,370,000	3.1%
6. Amount of bond indebtedness requested	$5,900,000	13.5%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$7,270,000	16.6%
8. Estimated amount of bond indebtedness authorized without approval	$6,140,726	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$1,129,274	2.6%

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

August 17, 2021
Date

Dale Brungardt
Director, School Finance

August 17, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i. (3)

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 282 West Elk, Elk County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 282 West Elk, Elk 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 282 West Elk, Elk County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Aug. 24, 2021.

USD 282 plans to use the bond proceeds (not to exceed $10,585,000) to pay the costs to: construct, equip and furnish an addition to the existing West Elk Schools, including classrooms, with some classrooms to serve as safe rooms, a multi-purpose room, and restrooms. The new addition will replace eight aging modular classrooms. The multi-purpose room *will not* be primarily for extracurricular activities.

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 6-0.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 282 West Elk **County: Elk**

1. Current equalized assessed tangible valuation *	$27,168,206	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,803,549	
4. State Aid Percentage	9%	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	$0	0.0%
6. Amount of bond indebtedness requested	$10,585,000	39.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,585,000	39.0%
8. Estimated amount of bond indebtedness authorized without approval	$3,803,549	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$6,781,451	25.0%

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

August 20, 2021
Date

Dale Brungardt
Director, School Finance

August 20, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i. (4)

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**
Craig Neuenswander	Craig Neuenswander	Randy Watson

Meeting Date: 9/14/2021

Item Title:

Act on request from USD 333 Concordia, Cloud County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 333 Concordia, Cloud 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 333 Concordia, Cloud County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Aug. 24, 2021.

USD 333 plans to use the bond proceeds (not to exceed $48,500,000) to pay the costs to: construct, equip and furnish renovations and additions to existing district facilities, including improvements to Concordia High School, which include extensive renovation of original 1929 building: new roof/windows and façade repairs; an addition with new food service, student dining, classrooms, and gym/locker rooms to replace the 1929 gym, including new entries; demolition of the pool and 1929 gym to convert to classroom space; renovate 1976 competition gym by removing adjacent corridors and locker rooms to add new circulation meeting ADA; security upgrades; sitework.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

(continued)

7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 333 Concordia	**County: Cloud**

1. Current equalized assessed tangible valuation *	$82,242,457	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$11,513,944	
4. State Aid Percentage	6%	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	$4,325,000	5.3%
6. Amount of bond indebtedness requested	$48,500,000	59.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$52,825,000	64.2%
8. Estimated amount of bond indebtedness authorized without approval	$11,513,944	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$41,311,056	50.2%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
( ) 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

August 18, 2021
Date

Dale Brungardt
Director, School Finance

August 18, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i. (5)

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 338 Valley Falls, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 338 Valley Falls, Jefferson 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 338 Valley Falls, Jefferson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Aug. 24, 2021.

USD 338 plans to use the bond proceeds (not to exceed $3,100,000) to pay the costs to: construct, equip and furnish renovations and additions to district facilities, including an elementary expansion; HVAC replacements at the high school; replacement of existing track and locker room addition at the track; a greenhouse; and security improvements to telecommunications and camera systems.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside architect was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of 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 338 Valley Falls	**County: Jefferson**

1. Current equalized assessed tangible valuation *	$25,567,690	
2. Percentage of bond debt limit	14%	
3. Amount of bond debt limit	$3,579,477	
4. State Aid Percentage	15%	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	$1,630,000	6.4%
6. Amount of bond indebtedness requested	$3,100,000	12.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$4,730,000	18.5%
8. Estimated amount of bond indebtedness authorized without approval	$3,579,477	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$1,150,523	4.5%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
( ) 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

August 18, 2021
Date

Dale Brungardt
Director, School Finance

August 18, 2021
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i. (6)

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 9/14/2021
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 430 South Brown County, Brown County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 430 South Brown County, Brown 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 430 South Brown County, Brown County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held Aug. 24, 2021.

USD 430 plans to use the bond proceeds (not to exceed $7,000,000) to pay the costs to: construct, furnish and equip improvements and renovations to Horton Elementary School, Everest Middle School and Horton High School; improvements and renovations to District Office and District Activity Center; and improvements, repairs, renovations and additions to buildings and facilities used for District purposes (including HVAC replacement, doors, windows, and exterior projects).

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside architect was not utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 430 South Brown County	**County: Brown**

1. Current equalized assessed tangible valuation *	$42,853,027	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$5,999,424	
4. State Aid Percentage	6%	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	$0	0.0%
6. Amount of bond indebtedness requested	$7,000,000	16.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$7,000,000	16.3%
8. Estimated amount of bond indebtedness authorized without approval	$5,999,424	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$1,000,576	2.3%

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

August 18, 2021
Date

Dale Brungardt
Director, School Finance

August 18, 2021
Date

Craig Neuenswander
Deputy Commissioner

Agenda Number: 19
Meeting Date: 9/14/2021

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

Subject: Chair's Report and Requests for Future Agenda Items

These updates will include:

a. Act on Board Travel Requests
b. Act on appointment to National Forum Planning Committee for Education Commission of the States
c. Committee Reports
d. Board Attorney's Report
e. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

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

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

WEDNESDAY, SEPTEMBER 15, 2021
MEETING AGENDA

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

9:00 a.m.

1. Call to Order - Chair Jim Porter
2. Roll Call
3. Approval of Agenda

9:05 a.m. (AI)

4. Receive staff response and act on Accreditation Regulations K.A.R. 91-31-31 through 91-31-43 (Roll call vote)

Break — Transition to joint virtual meeting with Kansas Board of Regents

JOINT VIRTUAL MEETING WITH KANSAS BOARD OF REGENTS

Meeting will be livestreamed for the public at STREAMING

10:00 a.m.

1. Call to Order
2. Pledge of Allegiance
3. Welcome and Introductions
4. Discussion Agenda
   a. Feedback from Kansans
      Kansans Can Success Tour
      Kansas Board of Regents' Strategic Plan
   b. Improving Secondary to Postsecondary Transitions for All Students
      Results of joint FAFSA completion initiative
      Kansas Promise Scholarship Act
      Market Value Assets initiative
   c. Advantage Kansas Coordinating Council Update
      Council's IT initiative
      Update on School Redesign efforts

ADJOURN

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	Director:	Commissioner:	Meeting Date:	9/15/2021
Cheryl Austin	Scott Gordon	Randy Watson		

Item Title:

Receive staff response and act on Accreditation Regulations K.A.R. 91-31-31 through 91-31-43

Recommended Motion:

It is moved that the Kansas State Board of Education adopt amendments to its Accreditation regulations K.A.R. 91-31-31, 91-31-32, 91-31-33, 91-31-34, 91-31-35, 91-31-36, 91-31-37, 91-31-38, 91-31-39, 91-31-40, 91-31-41, 91-31-42 and 91-31-43. (Roll call vote required)

Explanation of Situation Requiring Action:

A public hearing was held Tuesday, Sept. 14, 2021. Scott Gordon, Mischel Miller and Jeanette Nobo will provide staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Division of Budget, Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.